



Chapter Two: Military Culture

I. Lesson Plan

- A. Purpose: This lesson will provide participants with an overview of Overseas Contingency Operation's effects on military children and the unique challenges faced by youth whose parents are in the military. It will also introduce participants to the structure of the Active and Reserve components of each of the military services. The information and tools will contribute to their ability to effectively work with the military partners at the state and community levels.
- B. Objectives:
 - 1. Provide an overview of Overseas Contingency Operation's effects on children.
 - 2. Provide an overview of the structure and youth programs of the Active and Reserve military components.
 - 3. Explain the differences between the Active Duty and Reserve Component Structures.
 - 4. Identify the strengths and resources military partners have to offer with regard to OMK.
 - 5. Identify strategies for working with military partners.
- C. Time: 90 minutes
- D. Preparation/Materials Needed:
 - ✦ Laptop with LCD
 - ✦ Easels for each table/small group
 - ✦ Flip chart paper and markers
 - ✦ PowerPoint slides
 - ✦ Copies of newspaper articles for each participant

II. Training Session Content

- A. PowerPoint Slides
 - Slide 2-1: Chapter 2 Military Culture
 - Slide 2-2: Impact of Overseas Contingency Operations
 - Slide 2-3: Unique Issues for Children/Youth in Military Families
 - Slide 2-4: Identified Issues for Children/Youth in Military Families
 - Slide 2-5: Department of Defense
 - Slide 2-6: Army Component Structures

Slide 2-7: Active Army Demographics
Slide 2-8: Overview of National Guard
Slide 2-9: Army National Guard
Slide 2-10: Army Reserve Overview
Slide 2-11: Overview of Army Reserve
Slide 2-12: Active Navy Demographics
Slide 2-13: Navy Reserve Overview
Slide 2-14: Active Air Force Demographics
Slide 2-15: Air National Guard
Slide 2-16: Air Force Reserve Overview
Slide 2-17: Active Duty Marine Corps Demographics
Slide 2-18: Marine Corps Reserve
Slide 2-19: What is Culture?
Slide 2-20: Identify Your Culture
Slide 2-21: Military Values
Slide 2-22: Mission of the Military
Slide 2-23: What is Purple?
Slide 2-24: The Military Salute
Slide 2-25: Military Acronyms
Slide 2-26: What Acronyms Do We Know?
Slide 2-27: Converting between Military Time and Civilian Time
Slide 2-28: The Chain of Command
Slide 2-29: Hooah!
Slide 2-30: Hooah!
Slide 2-31: Hooah!
Slide 2-32: Military Customs and Courtesies
Slide 2-33: Youth Transition Issues

B. Activity & Directions

1. Review slides
2. Activity Instruction: Newspaper articles with deployment issues identified by Service Members or Family members
 - Distribute copies of newspaper articles to each participant.
 - Small groups read articles and discuss ways OMK efforts can address issues identified by Service Members and Family members.
 - Ask small groups to identify issues and potential OMK ideas.
 - Ask recorder to record answers on flip chart paper.
 - Small group spokesperson will share back after 10 minutes.
3. Develop overview of local National Guard, Reserve, and Active Duty CYS program structure.

III. Website Resources

- A. U.S. Army Family and MWR Command
<http://www.armymwr.com>
- B. Army Community Services
<http://www.myarmylifetoo.com>
- C. Reserve Affairs
<http://www.defenselink.mil/ra/>
- D. National Guard Family Programs information at <http://www.guardfamily.org>.
- E. National Guard website in your state
- F. Army National Guard website at <http://www.arng.army.mil>.
- G. Army Reserve Family Programs at <http://www.arfp.org>
- H. Navy Child & Youth Programs at <https://qol.persnet.navy.mil/CYPWeb/Web/Home/Home.aspx>
- I. Air Force Youth Programs at <http://www.afyouthprograms.com>
- J. U.S. Marine Corps Children, Youth & Teen Programs at
<http://www.usmc-mccs.org/cyt>

IV. Evaluation

- A. Reflection Question
 - 1. What is one thing you wish someone told you about working with the military?
- B. Application Question
 - 1. What is one way you can apply this new information in your position?

Chapter 2: Military Culture

Operation: Military Kids Ready, Set, Go! Training

Ready, Set, Go!



Slide 2-1: Chapter 2 Introduction

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide content with participants.

Impact of Overseas Contingency Operations

- Has changed the face of military service for all those involved
- Mobilization and deployment at record high levels for all components of the military
- Deployed military Families experience unique challenges
- Multiple deployments magnify the issues military Families face
- For Reserve component members
 - Primary occupation is not one of “Service Member” and Families might not consider themselves “military Families”
 - Geographically dispersed from others in the same circumstances (not necessarily located near a military installation)
 - Family identity changes from “civilian” to “military” with one letter or phone call

Ready, Set, Go!



Slide 2-2: Impact of the Overseas Contingency Operations

Content of this slide adapted from: RSG Manual v.1

Materials Needed: Laptop, LCD, screen, PowerPoint slides, flip chart paper, markers

Trainer Tips: Have someone change the slides for you.

What to Do, What to Say:

Do: • Introduce yourself and the topic.

Say: *This session reviews the Military Structure and the impact of Overseas Contingency Operations on military children and youth.*

Do: • Review PowerPoint slides.

Say: *National Guard and Military Reserve operations are different today than they have been in the past.*

Say: *Previously, Service Members trained one weekend a month and two weeks in*

the summer; now it is expected they will be activated for federal missions every 4 to 5 years for 9 to 12 months at a time.

When these Service Members are on Active Duty, their Families are eligible for military programs and support. However, they are often not aware or able to access the programs and support available to them.

They are in need of information and training on these resources.

In addition, support that they are eligible for on military installations may not be located anywhere near their work and home. Consequently, they may not be familiar with or comfortable operating in this military environment.

It is no wonder they do not identify themselves as military Families and often feel their lives have been turned upside down.

Military One Source and Army One Source are both designed to assist Families to find programs and services, comparable to what the military offers, near where they live.

Unique Issues for Children/Youth in Military Families:

- Lack of community awareness of and support for Family needs
- Lack of educator preparedness to recognize and meet needs of children/youth of deployed members
- Possible transition from one school to another
- Social/emotional/behavioral reactions may impact youths' future
- Accessibility and affordability of childcare
- Availability and affordability of after-school programs and youth activities; children home alone
- Difficulty understanding and dealing with media
- Frequently unaware of resources to help parents and children cope
- Deployment cycle—disrupts Family before, during, and after...and is repeated

Ready, Set, Go!



Slide 2-3: Unique Issues for Children/Youth in Military Families

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *This slide describes the situation that Military Families may find themselves in now.*

Prior to Overseas Contingency Operations, very few Family or Child, Youth & School Programs existed specifically designed to support National Guard and Reserve Families, other than what was already available on an installation. However, this has changed. The National Guard and Reserve have developed Child, Youth & School Service programs. We are here to talk about and plan how we can support and expand those opportunities.

Say: *Because of the large numbers of National Guard and Reserve Service Members called to fight in Overseas Contingency Operations, the Services had to develop new outreach programs designed to meet the specific needs of these Families... programs in their own neighborhoods.*

The Services realized that these Families' normal support systems could not provide them with the information or support to meet their new needs. Their neighbors, teachers, friends, and other community members were often unaware that their Family member was deployed or of the impact the War was having on them.

Identified Issues for Children/Youth in Military Families:

- Geographically dispersed Families and lack of connection with other youth and Families in similar situation
- Child separation/anxiety issues regarding safety of deployed parent
- Deployed parent absent for significant events
- Less parental involvement from parent at home
- Limited opportunities for youth to attend extracurricular activities
- Teens having increased care of home and younger siblings
- Behavioral changes, peer pressure, lower self-esteem
- Communication with deployed parent
- Need to live with extended Family
- Changes in financial resources

Ready, Set, Go!



Slide 2-4: Identified Issues for Children/Youth in Military Families

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *This slide outlines some of the issues that military children and youth face as a result of their Family member being deployed to fight in Overseas Contingency Operations.*

These children and youth are strong and resilient. To keep their Families functioning they take on roles and responsibilities that may have been performed by the absent parent. They miss their deployed parents, especially during birthdays, holidays, and other special events. They may be exposed to new circumstances, e.g., living with a relative or changed Family income. They may be the only one in their school or community with a deployed Family

member and thus feel alone.

They need our help. And, so do their deployed parents, who will be better able to concentrate on their military mission if they know that their Families are being taken care of.

- Do:**
- Before moving on: Ask participants if there are any other issues that may not be identified here that impact these youth, e.g., adjusting to life with a changed or injured parent.

Department of Defense



Ready, Set, Go!

Slide 2-5: Department of Defense

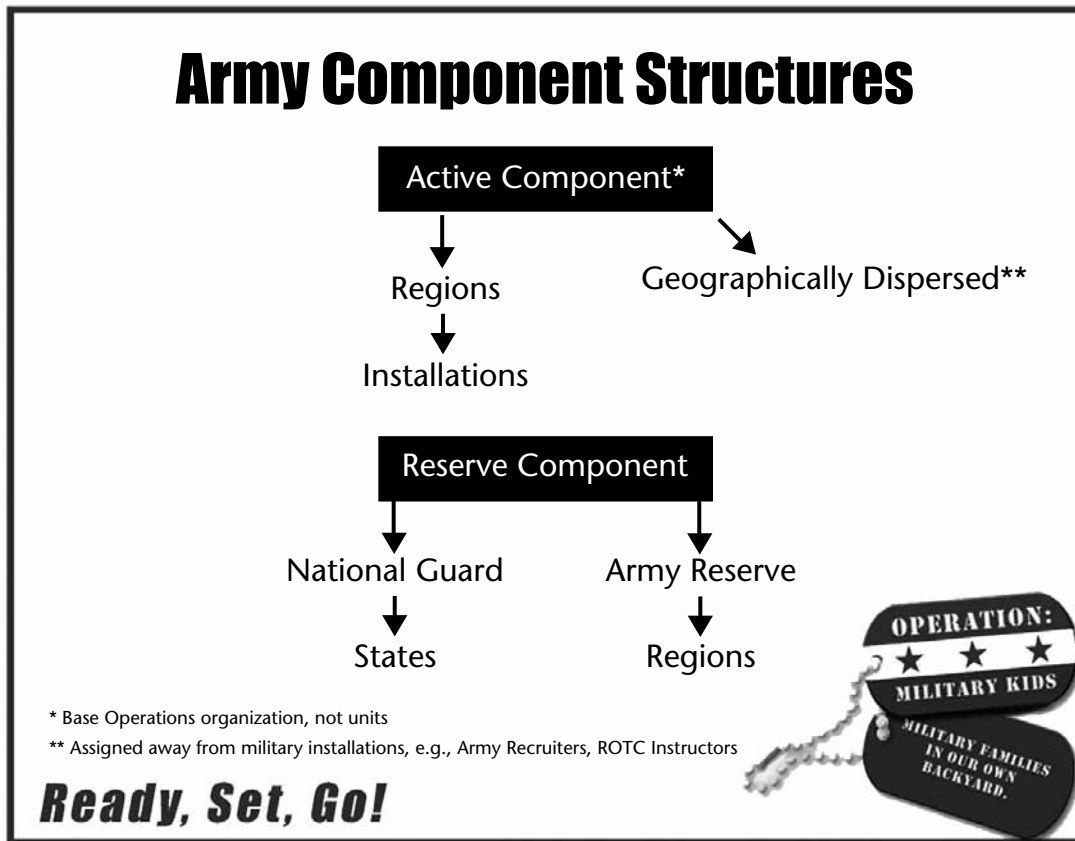
Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.



Slide 2-6: Army Component Structure

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *The Army is composed of two components: the Active Component, often referred to as “Active Duty,” and the Reserve Component.*

The Active Component is comprised of Soldiers whose full-time career is soldiering. They are generally assigned to units that are stationed on installations located around the world. The Army divides the world into six geographic regions for management purposes.

Some Active Duty Soldiers, e.g., Army Recruiters, ROTC, and Inprocessing personnel, are assigned to locations that are geographically dispersed away from installations.

Say: *These Soldiers' place of work is found in malls, schools, Inprocessing Centers, and universities.*

The OMK focus is on both the Active and Reserve Components.

For some individuals in the National Guard or Army Reserve, their military duty is a part-time function. They hold regular full-time jobs in their communities.

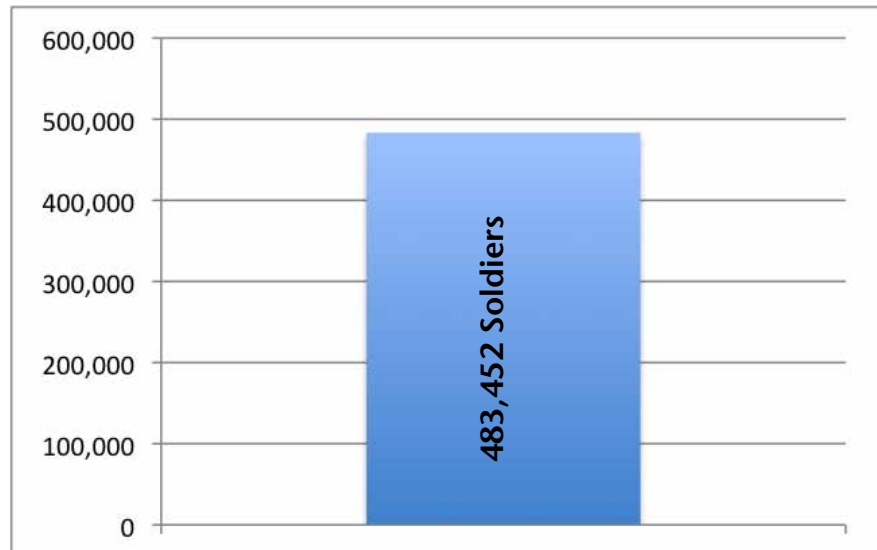
The National Guard is structured in a state configuration through the Joint Forces Headquarters. They are assigned to and organized by state. They are activated by the state governor to perform state missions, e.g., helping with natural disasters, riots, fires, etc. They can be federalized by the President to serve National missions, e.g., Overseas Contingency Operations.

Army Reserve Soldiers are organized by mission in geographic regions. The Army Reserve Regions and the Active Duty Regions are not the same. Army Reserve Soldiers have often served in the Army and stayed in the Reserves when they got out. They have Army experience and are often familiar with the military culture. They are activated by the President to perform Federal missions.

Do:

- At the end of this slide, ask the audience if they have any questions about the structure of the Active Component.

Active Army Demographics



Slide 2-7: Active Army Demographics

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *Active Duty Soldiers are stationed worldwide to perform National Security and other Federal missions. Army spouses and retirees are an excellent source of volunteers to assist with OMK efforts.*

Overview of National Guard

- Army National Guard is one branch of the total U.S. Army
- ARNG is composed of reservists—civilians who serve their country on a part-time basis
- Each state and the federal government control the ARNG, depending on the circumstances
- In peacetime, governors command the Guard Forces through The Adjutant General
- During wartime, the President of the United States can activate the National Guard
- When federalized, Guard units are led by the Commander-in-Chief of the theatre in which they are operating

Ready, Set, Go!



Slide 2-8: Overview of National Guard

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

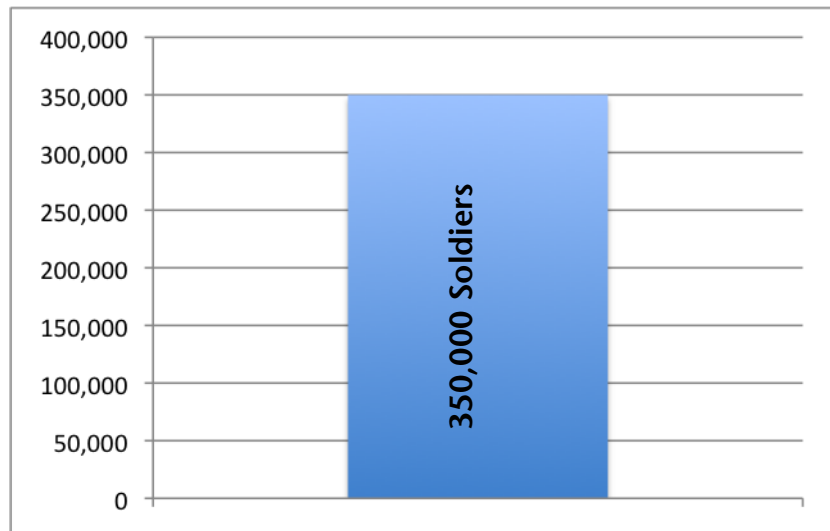
What to Do, What to Say:

Do: • Review slide.

Say: *Governors can call the Guard into action during local or statewide emergencies such as storms, drought, and civil disturbances.*

Examples of National Guard units being federalized to support operations would be in Bosnia, Afghanistan, and Iraq.

Army National Guard



Slide 2-9: Army National Guard

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

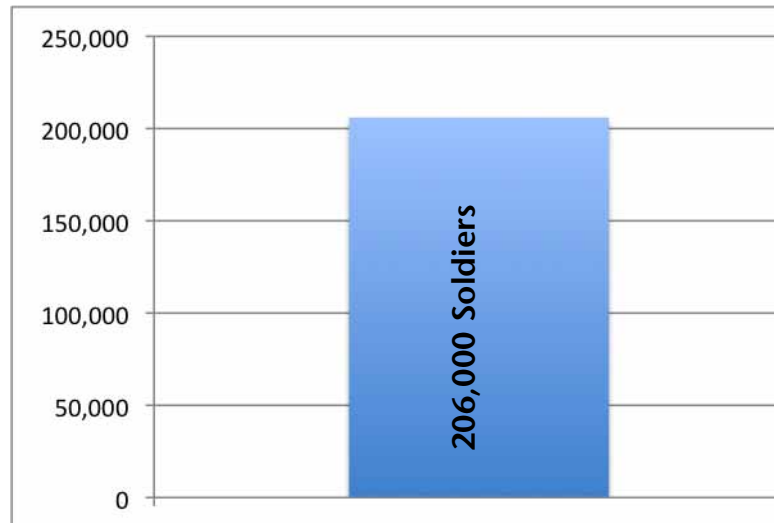
Say: *The National Guard is a joint force made up of the Army National Guard and Air National Guard. This slide identifies the number of ARNG and ANG Soldiers and Airmen. It also provides the percentage of Army Total Strength for both branches of the National Guard.*

Both the ARNG and the ANG maintain a state and federal mission and have a state command oversight.

– Combat and Combat Service Support Soldiers possess occupational specialties such as medical personnel and engineers. They support missions that may require them to be deployed for up to two years.

Say: – ANG personnel primarily support flying missions and expeditionary combat support. These missions may be frequent and are typically for periods of 3 to 6 months.

Army Reserve Overview



Slide 2-10: Army Reserve Overview

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

- Do:**
- Review slide content with participants.
 - Emphasize key points of discussion as follows:

Overview of Army Reserve

- Units train at Reserve Centers throughout the U.S., Pacific, Europe, and Asia
- Federal mission
- Primarily combat support and combat service support units
- 81,786 Soldiers deployed since 9/11
- 31,699 Soldiers currently deployed
- Soldiers are deployed in 22 countries around the world
- End strength will grow again in FY10

Ready, Set, Go!



Slide 2-11: Army Reserve Overview

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide content with participants.

Say: *The Army Reserve is currently authorized an end strength of 206,000 (increased from 205,000 as part of the “Grow The Army” initiative).*

SELRES=Select Reserve (188,377)

IMA=Individual Mobilization Augmentees (3,805)

AGR=Active Guard/Reserve (15,833)

We deploy our Soldiers, primarily, in units, but there is a significant number of individual augmentees. Our units also have numerous Soldiers reassigned to them for the purposes of deployment, although those numbers are shrinking as

we stabilize the force under the Army Force Generation model.

Soldiers normally receive orders for 400 days when mobilized, and spend about 11 months of that time deployed. The remainder is used for training and accrued leave.

As you can see we have a great deal of Soldiers, Families, and children that have been, and currently are, affected by deployment.

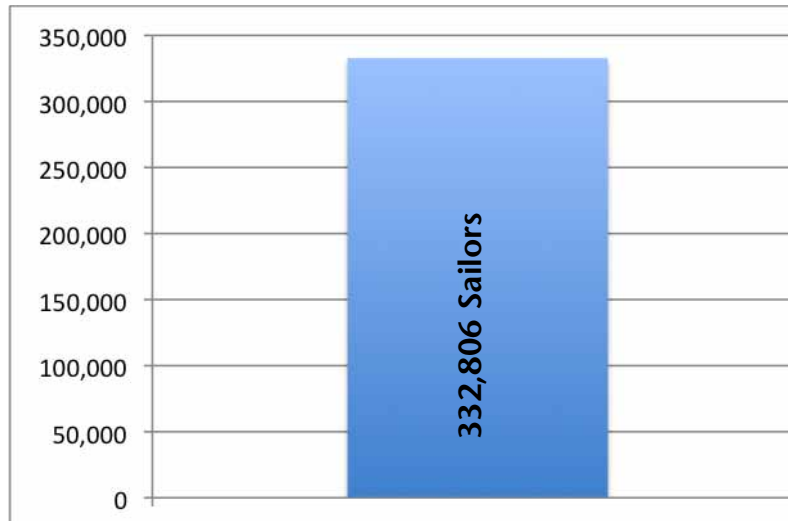
Combat Support and Combat Service Support Units do jobs like transportation, military police, civil affairs, engineering, administrative functions, etc.

The majority of the Army Reserve units are located in the eastern half of the United States. However, this is not representative of the location of Army Reserve Families.

It is not uncommon for Army Reserve Soldiers to travel a great distance to their unit. Keep in mind that a Soldier might work at a Reserve Center in one state, but reside with his or her Family in a different state.

Also, most of the Families do not have access to programs and services that are usually available on or near military installations, therefore creating the need for groups like this to collaborate on community-based initiatives.

Active Navy Demographics



Slide 2-12: Active Navy Demographics

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

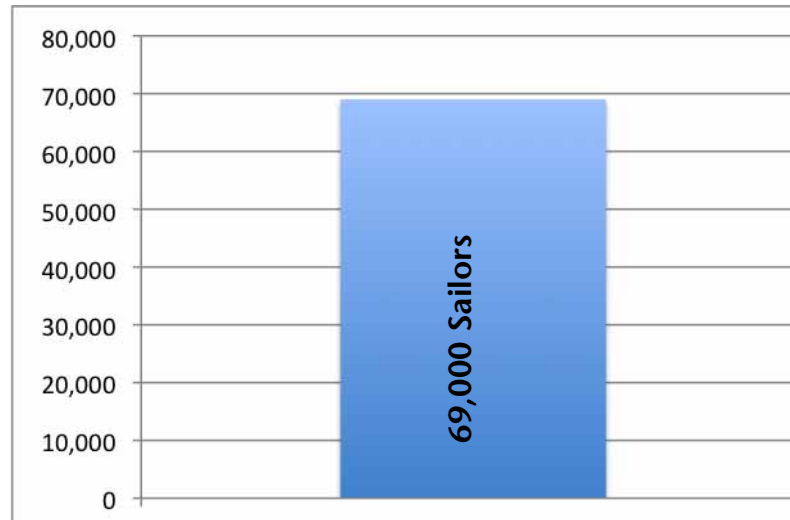
Do: • Show the slide.

Say: *There are over 330,000 active duty Sailors serving in the Navy. 57% of these members are married with 6% being dual military, which means there is a good chance that both parents have or will deploy at some time.*

5% of the Active Duty population are single parents.

Recent studies show the Navy Children population is over 278,000.

Navy Reserve Overview



Slide 2-13: Navy Reserve Overview

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Show the slide.

Say: *The Navy Reserve is comprised of over 69,000 Sailors.*

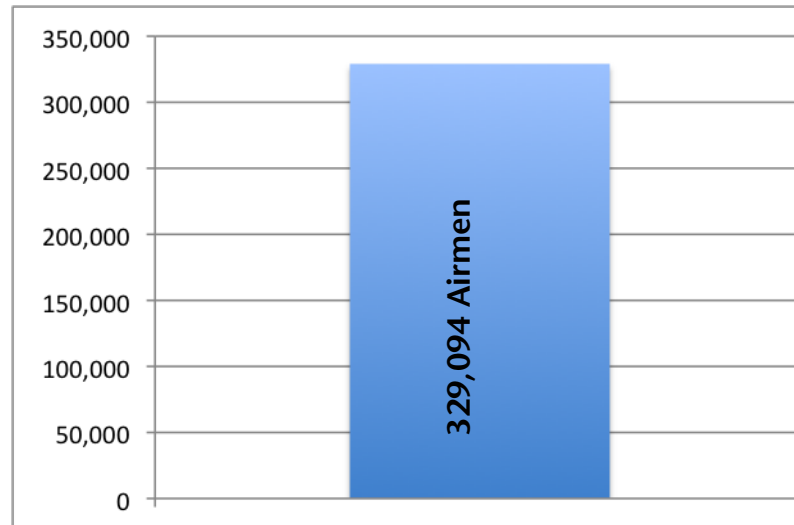
Navy Family Ombudsmen are a group of extremely dedicated volunteers who are trained to assist Navy families successfully navigate the challenges of the Navy lifestyle. This Manual is a supplement to OPNAVINST 1750.1F which governs the Navy Family Ombudsman Program. The manual is divided into sections for the commanding officer, ombudsman, and Fleet and Family Support Center in addition to this introduction that provides an overview of:

- *The Benefits of the Navy Family Ombudsman Program.*
- *The History of the Navy Family Ombudsman Program.*

- *Program Structure.*
- *Roles and Responsibilities.*
- *OPNAVINST*

Ombudsmen are volunteers, appointed by the commanding officer, to serve as an information link between command leadership and Navy families. They are trained to disseminate information both up and down the chain of command, including official Department of the Navy and command information, command climate issues, local quality of life (QOL) improvement opportunities, and “good deals” around the community. They are instrumental in resolving family issues before they require extensive command attention. The command ombudsman program is shaped by the commanding officer’s perceived needs of his/her command. The command ombudsman is appointed by and works under the guidance of the commanding officer who determines the priorities of the program, the roles and relationships of those involved in it, and the type and level of support it will receive.

Active Air Force Demographics



Slide 2-14: Active Air Force Demographics

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

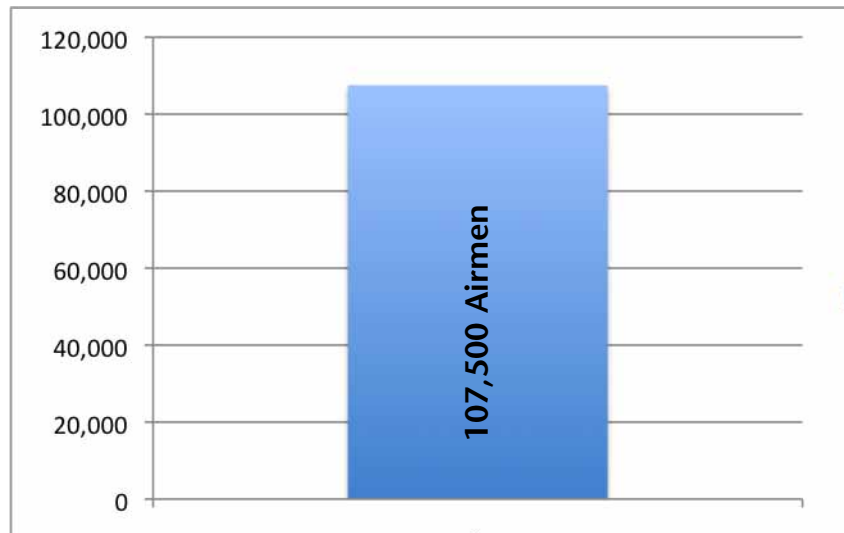
Do: • Show the slide.

Say: *There are over 329,000 active duty Airmen serving in the Air Force. 61% of these members are married with 7% (23,000+) being dual military, which means there is a good chance that both parents have or will deploy at some time.*

There are more than 500,000 family members in these homes.

The Air Force is currently merging Flights and going through a strategic transformation to better serve Airmen and their families.

Air National Guard



Slide 2-15: Air National Guard

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

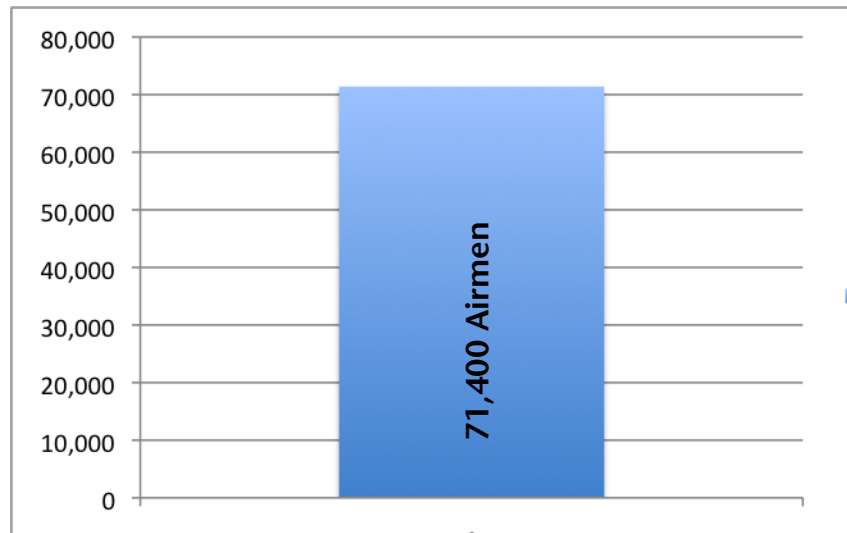
Say: *The National Guard is a joint force made up of the Army National Guard and Air National Guard. This slide identifies the number of ARNG and ANG Soldiers and Airmen. It also provides the percentage of Army Total Strength for both branches of the National Guard.*

Both the ARNG and the ANG maintain a state and federal mission and have a state command oversight.

– Combat and Combat Service Support Soldiers possess occupational specialties such as medical personnel and engineers. They support missions that may require them to be deployed for up to two years.

Say: – ANG personnel primarily support flying missions and expeditionary combat support. These missions may be frequent and are typically for periods of 3 to 6 months.

Air Force Reserve Overview



Slide 2-16: Air Force Reserve Overview

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Show slide.

Say: *The Air Force Reserve is comprised of over 71,000 Airmen. AFR units train to same standards as Active Duty Air Force both within their units and alongside Active Duty members.*

The AFR has a Federal Mission to enforce federal authority, suppresses insurrection and defends the nation when called to federal service by the president, congress, or both. AFR delivers sovereign options for the defense of the United States of America and its global interests—to fly and fight in Air, Space, and Cyberspace.

Active Duty Marine Corps Demographics



Slide 2-17: Active Duty Marine Corps Demographics

Content of this slide adapted from: Manpower Performance Indicator (MPI)
March 19, 2010.

Materials Needed: N/A

Trainer Tips: N/A

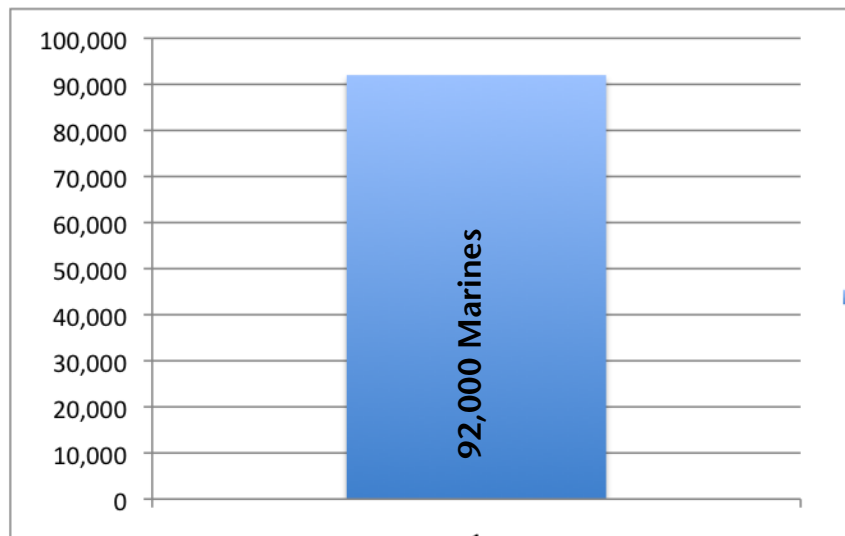
What to Do, What to Say:

Do: • Review slide.

Say: *The Marine Corps is the youngest, most junior, and the least married of the four military Services. Marine Corps families are “younger” than those of the other military Services. Active duty Marines are stationed worldwide to perform National Security and other Federal missions.*

Approximately, 25% of Marines are not old enough to legally consume alcohol. The average age of Marines spouses is 28.2. Average age of a Marine at birth of first child is 23.3 years old. FY 2009 data from MPI recorded Marine’s as having 37,311 School-Age children 6- 12 years of age and 16,208 Teens ages 13-18 years of age.

Marine Corps Reserve



Slide 2-18: Marine Corps Reserve

Content of this slide adapted from: Manpower Performance Indicator
March 19, 2010.

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *There are 92,000 Ready Reserve Marines. They are comprised of Selected Reserves, Individual Ready Reserves and other Reserve Categories. Marine Reserve Units are located all across the 50 States in communities away from the military installations.*

What is Culture?

- Culture (definition): The knowledge, experience, values, ideas, attitudes, skills, tastes, and techniques that are passed on from more experienced members of a community to new members.
- Elements include: aesthetics, ceremony, ethics, health and medicine, myths, gender roles, gestures and kinetics, grooming and presence, ownership, recreation, relationships, rewards, and privileges.

Ready, Set, Go!



Slide 2-19: What is Culture?

Content of this slide adapted from: RSG! Manual v.1

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Generate discussion about culture within non-military groups (i.e., 4-H, BGCA, schools, veterans organizations, faith-based groups, neighborhoods).

What to Do, What to Say:

Do: • Review slide content with participants.

Say: *What are some elements of military culture?*

Do: • Assist participants using judgmental statements in their descriptions of military culture to reframe their thinking toward a positive perspective. For example, "secrecy" in civilian culture may be defined/seen as "need for confidentiality" in military culture.

Identify Your Culture



Ready, Set, Go!



Slide 2-20: Identify Your Culture

Content of this slide adapted from: N/A

Materials Needed: Flip charts
Pens

Trainer Tips: To start the chapter, you will want to explore each individual's corporate culture. This will identify commonalities and lead to further discussion regarding military culture.

What to Do, What to Say:

Do: • To begin the session, have the participants break into their common organizations (i.e., Legion, Rotary Group, Business Owners, 4-H).

Say: *Ask the participants to identify any goals, values, visions, slogans, or pledges that are particular to their organization.*

Do: • Have each group share their findings.


Say: Ask participants to find commonalities among the different groups.

Ask for the participants' thoughts on why they think that these values, goals, slogans, etc., are important to an organization.

Military Values

<p>Army Values</p> <ul style="list-style-type: none"> • Loyalty • Duty • Respect • Selfless Service • Honor • Integrity • Personal Courage 	<p>Air Force</p> <ul style="list-style-type: none"> • Integrity First • Service Before Self • Excellence In All We Do 	<p>Navy & Marine Corps</p> <ul style="list-style-type: none"> • Honor • Courage • Commitment
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Ready, Set, Go!



Slide 2-21: Military Values

Content of this slide adapted from: RSG! v.4

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: If available, having military members recite their service's values can be very powerful.

What to Do, What to Say:

Do: • If there are military members present, approach them and ask if they would be willing to recite their values.

Say: *Introduce military members by rank and name.*

Do: • Have members of the audience recite values.

Say: *Each service has established a set of values as guides for Service Members. These values provide a framework for all to follow.*

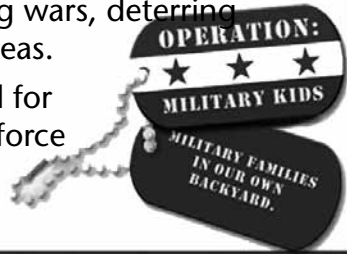
Do: • Ask participants to find similarities or differences between these values and their own organizational or personal beliefs.

Say: *What similarities and differences are there between these values and those of your organization or personal beliefs?*

Mission of the Military

- The mission of the Department of Defense is to provide the military forces needed to deter war and to protect the security of our country.
- The Army's mission is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders.
- The mission of the United States Air Force is to deliver sovereign options for the defense of the United States of America and its global interests—to fly and fight in Air, Space, and Cyberspace.
- The mission of the Navy is to maintain, train, and equip combat-ready Naval forces capable of winning wars, deterring aggression, and maintaining freedom of the seas.
- Marines are trained, organized, and equipped for offensive amphibious employment and as a "force in readiness."

Ready, Set, Go!



Slide 2-22: Mission of the Military Services

Content of this slide adapted from: RSG! v.4, service specific web sites

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Ask audience if anyone is familiar with the missions of the DoD or respective services and to elaborate.

What to Do, What to Say:

Do: • Review slide with participants.

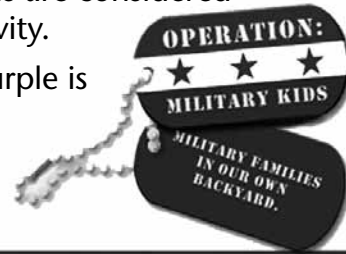
Say: *Each mission as carried out by the respective services develops both similar and unique impacts on families.*

Do: • Make sure that the participants identify specific tasks for each service.

Say: *What are some tasks or jobs that service members do that helps each service meet their mission and the mission of the DoD?*

What is Purple?

- We use the color purple because purple symbolizes “joint” in the military world, meaning “all services.” In the world of color, if you combine Army green, Air Force blue, Marine red, and Navy blue, you get purple.
- Other words used to describe the color purple:
 - A sense of inner calm and feelings of self-worth and inspiration.
 - It’s thought to be the color of knowledge, self-respect, dignity, and wealth.
 - Blue-purple is said to be a spiritual color—the color of truth. It is thought to encourage people to strengthen their values and strive for a higher purpose. The red-purples are considered sensual, exotic and able to enhance creativity.
 - A blend of dramatic red and calm blue, purple is an up-for-anything hue.



Ready, Set, Go!

Slide 2-23: What is Purple?

Content of this slide adapted from: N/A

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Anytime you have a purple give-away it can have a strong impact.

What to Do, What to Say:

Do: • Before starting slide, ask the audience what they think the color purple symbolizes.

Say: *You have probably heard someone use the color purple already, but what do you think that it symbolizes ... not necessarily with the military in mind, but in other contexts as well.*

Do: • Review the slide.

Say: *The color purple refers to all of the colors of the military in one bucket. When we combine the Army, Navy, Air Force, and Marines, we have a purple force.*

The Military Salute

Saluting

- Commonly believed that when knights in armor approached, they raised their visor with their right hand to identify themselves.
- It gradually became a way of showing respect to a superior.
- Early American salutes involved removing the hat and then evolved to a touch of the hat.
- Junior member always salutes first, enlisted salute officers and junior officers salute senior officers
- Salutes are not rendered indoors or in vehicles
- As a sign of respect, military members in uniform salute the flag during ceremonies and the National Anthem.
- Others receiving salutes include the President of the United States, Medal of Honor Recipients, Officers of Friendly Foreign Countries.



Ready, Set, Go!

Slide 2-24: The Military Salute

Content of this slide adapted from: N/A

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review the slide.

Say: *One of the oldest customs in the military is the salute which is rendered by enlisted members and junior officers to those in rank above them.*

Military Acronyms

- Like many organizations, the military utilizes acronyms in place of lengthy words or titles
- Acronyms in the military may be official or unofficial
- Understanding common acronyms will increase your ability to communicate with military personnel
- Common Military Acronym sites:

http://www.dtic.mil/doctrine/jel/doddict/acronym_index.html (official)

<http://www.fas.org/news/reference/lexicon/acronym.htm> (unofficial)

Ready, Set, Go!



Slide 2-25: Military Acronyms

Content of this slide adapted from: Army Family Team Building, Family Member Training Level 1

Materials Needed: Trainer and participant manuals
PowerPoint slides
Guard/Reserve Acronym Stories

Trainer Tips: Ask participants if they can think of any common civilian acronyms.

What to Do, What to Say:

Do: • Review the slide.

Say: *The military has its own language.*

Do: • Refer to Military Acronyms, Abbreviations, and Terms (on Flash/CD).

What Acronyms Do We Know?



Ready, Set, Go!



Slide 2-26: What Acronyms Do We Know?

Content of this slide adapted from: N/A

Materials Needed: Trainer and Participant manual
PowerPoint slide
Beach Ball with acronyms on it

Trainer Tips: Toss ball gently. No spiking.

What to Do, What to Say:

Say: *In order to understand what's going on in a military environment, it is important to understand the language. Acronyms are shortcuts the military uses.*

Do: • Toss an inflated beach ball to someone in the audience.

Say: *Read the acronym that your left thumb is closest to.*

Can you tell us what that acronym stands for?

Do: • Have them toss the ball to someone else in the room.
• Continue until most of the acronyms have been recited.

Converting between Military Time and Civilian Time

Conventional to Military:

The first twelve hours of the day

- Always has four numbers
- Delete the colon
- Before 10:00 am, add a zero (7:00 am to 0700)
- 10:00 am to 12:00 pm is read without the colon (11:00 am to 1100)

The remaining twelve hours (between noon and midnight)

- Delete the colon
- Add twelve hours to the conventional time (11:00 pm to 2300)

Ready, Set, Go!



Slide 2-27: Converting between Military Time and Civilian Time

Content of this slide adapted from: RSG! v.1, v.2.

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Ask participants to discuss the advantages or disadvantages of utilizing military time.

What to Do, What to Say:

Do: • Review the slide.

Say: *As you work with the military community in planning OMK events, it may be helpful to understand military time.*

Military time is a concise method of expressing time used by the military, emergency services (law enforcement, firefighting, and paramedics), hospitals, and other entities.

The main difference between regular and military time is how hours are expressed.

Regular time uses numbers 1 to 12 to identify each of the 24 hours in a day.

In military time, the hours are numbered from 00 to 24.

The Chain of Command

- Structure used by all branches of the military for command and control
- Used to disseminate information from the lowest to the highest ranking member and back down
- It is critical to maintain the integrity of the chain of command when working with the military
- To create buy-in, it is a good practice to work at the highest level allowed within the chain of command

Ready, Set, Go!



Slide 2-28: The Chain of Command

Content of this slide adapted from: RSG! v.4

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Ask if participants can identify groups other than the military that use ranks, grades, and insignias.

What to Do, What to Say:

- Do:**
- Review the slides.
 - Generate and discuss responses.

Say: *Why is it important for individuals working with the military to have an understanding of the chain of command?*

HOOAH!

Often pronounced Houh or Oorah depending on the service, Hooah! is universally the most understood and misunderstood word ever created.

Where did the term originate? Nobody knows!

One story goes ... On D-Day, 1944, on Omaha Beach, near the sea cliffs at Point Du Hoc, General Cota, the 29th Division Assistant Division Commander, jogged down the beach toward a group of Rangers from the 2nd Ranger Battalion, and asked, "Where's your commanding officer?" They pointed him out and said, "Down there, sir."

General Cota reportedly followed their direction and, on his way down the beach, said, "Lead the way, Rangers!"

The Rangers from 2nd Bat reportedly said, "WHO, US!?" General Cota thought he heard them say, "HOOAH!" He was so impressed with their cool and calm demeanor, not to mention their cool term, hooah, he decided to make it a household word.

Ready, Set, Go!



Slide 2-29: HOOAH!

Content of this slide adapted from: N/A

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Fun activity to introduce some of the peculiarities of Military Culture.

HOOAH!

Some quotes regarding HooAH!—

“It’s an affirmation that I fully agree with and support the idea or intent expressed by the person to whom I make that response.”

Former Army Chief of Staff Gordon R. Sullivan—“I don’t know how exactly to spell it, but I know what it means. Hooah says look at me. I’m a warrior. I’m ready. Sergeants trained me to standard. I serve America every day, all the way.”

Ready, Set, Go!



Slide 2-30: HOOAH!

Content of this slide adapted from: N/A

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Fun activity to introduce some of the peculiarities of Military Culture.

HOOAH!

Common definitions of HOOAH!

- Refers to anything and everything except no
- What you say when at a loss for words
- Good, great, message received, acknowledged
- Nice to meet you
- I could care less who you are
- I don't know the answer, but I'll check on it
- I do not agree with anything that was just said
- Please tell me you're kidding
- During very long PowerPoint sessions ... go to the next slide
- I don't know what that means, but I am too embarrassed to ask
- Squared away (He's pretty Hooah!)
- Amen!

Ready, Set, Go!



Slide 2-31: HOOAH!

Content of this slide adapted from: N/A

Materials Needed: Trainer and participant manuals
PowerPoint slides

Trainer Tips: Fun activity to introduce some of the peculiarities of Military Culture.

What to Do, What to Say:

- Do:**
- Involve the participants in explaining the slides.
 - Ask fun questions to get a resounding Hooah! from the crowd.
 - Replace the word yes with Hooah! for the remainder of the training.
 - Continue asking questions through the remainder of the training.

Say: *Does everyone understand that section?*

Are we ready to go out and help these families?

Military Customs and Courtesies

- **Reveille and Retreat**
 - Bugle call played in the morning and end of duty day
- **Standing**
 - When an Officer (O5 and above) enters/leaves a room for a meeting, all individuals stand
- **Sir and Ma'am**
 - Officers are referred to as Sir or Ma'am, while enlisted members are referred to by rank
- **Time**
- **Coins**
- **Salutes**
- **Uniform**
- **Rank**

Ready, Set, Go!



Slide 2-32: Military Customs and Courtesies

Content of this slide adapted from: Army Family Team Building, Family Member Training Level 1 Army Basics, Army Family Team Building Short Book

Materials Needed: Trainer and participant manuals
PowerPoint slides
Army Basics, Army Family Team Building Short Book

Trainer Tips: Ask participants if they have ever attended a military social event and been through a receiving line. Ask if anyone has ever attended a military parade or a change of command ceremony.

What to Do, What to Say:

- Do:**
- Review the slide.
 - Generate several responses and discuss.

Say: *Do the National Guard and Army Reserve have military customs and courtesies that are similar to the Active Duty Army?*

Say: *How important is it for individuals working with the National Guard and Army Reserve to be familiar with the ceremony and traditions associated with military customs, courtesies, and protocol? Why?*

The better we understand military customs and courtesies and the associated protocol, the more effective we will be in outreach efforts.

Do:

- Review specific information in Army Basics, Army Family Team Building Short Book.

Youth Transition Issues

- Social issues/needs
- Emotional issues/needs
- Educational issues/needs
- Benefits of transition

Ready, Set, Go!



Slide 2-33: Youth Transition Issues

Content of this slide adapted from: RSG! Manual v.1

Materials Needed: Trainer and participant manuals
PowerPoint slides
Flip chart paper
Markers

Trainer Tips: Have someone change the slides for you.

What to Do, What to Say:

Do: • Review the slide.

Say: *Military children and youth react to change in a variety of ways depending on the reason for the change and their own ability to cope.*

OMK State Teams can help ease transitions for military youth by training local teams to address their issues.

Military children and youth are vulnerable during major life changes, such as:

- *Moving due to permanent change of station*

- *Parent absense due to long-term temporary duty*
- *Mobilization and deployment*
- *Changes in family demographics*
- *Graduating to junior/high school/post-secondary education*
- *Individual responses vary based on age, maturity, gender, personality, relationships, and coping skills*
- *OMK State Teams can ease transitions with awareness and preplanning*

Social issues/needs

- *Adjusting to new or temporary family configuration*
- *Managing new situations, especially being "suddenly military"*
- *Accomodating physical changes*
- *Making new contacts*
- *Acclimating to new places*
- *Coping with changing schools, leagues, activities*

Emotional issues/needs

- *Need to know they are loved and cared for, regardless of their age*
- *Emotional issues include:*
 - *Sadness* – *Excitement*
 - *Anger* – *Anticipation*
 - *Vulnerability* – *Confidence*
 - *Loneliness* – *New challenges*
 - *Lack of sense of belonging*

Educational issues/needs

Reorienting to new classmates, teachers, schedules, and inconsistencies in school requirements and offerings, e.g.

- *Immunization requirements*
- *School calendars/scheduling*
- *Entrance and exit testing*
- *Course content and sequencing*
- *Discipline*
- *Graduation requirements*
- *Special Education qualification and services*
- *Records/credit transfers*
- *Informing teachers, counselors, and administrators about deployment and its impact on youth*

Benefits of transition

- *Make friends with other military youth*
- *Make friends from other parts of the country*
- *Become more responsible*
- *Adapt more easily to change and become more flexible*
- *Experience firsthand what is read/taught in social studies*
- *Depend on family for safety, security, and companionship*