

**OPERATION:  
Military**



**speak  
Out**



## How to Use This Manual

This SOMK manual contains the information you will need to start your own SOMK program:

**Section I** - Background. What is the 4-H/Army Youth Development Project (AYDP)

**Section II** - Overview of program - Operation: Military Kids

**Section III** - Provides a list of SOMK goals, outcomes, and life skills. What do we expect will happen as a result of this program? How do these outcomes enhance youth life skills?

**Section IV** - Provides information about whom to involve in SOMK. What is the job description? How do we recruit youth participants?

**Section V** - Provides an overview of the training portion of SOMK. How do SOMK participants learn about issues facing military families? What skills do they need to master before they form the Speakers Bureau?

**Section VI** - Provides suggestions for making connections with other groups. Who else should be involved?

**Section VII** - Provides information about establishing and managing the Speakers' Bureau. What do we do once youth participants are trained? How do we maintain the program? How do we book engagements? How do we document our success?

**Section VIII** - Provides information about evaluation. What do we need to keep track of?

**Section IX** - Provides a brief list of things to consider as you begin the program. How do we manage the emotional nature of the topic?

**Appendix A** - Contains complete lesson plans for conducting an SOMK Kick-Off Training.

**Appendix B** - Contains sample training schedules.

**Appendix C** - Contains sample marketing materials.



# **Speak Out for Military Kids (SOMK)**

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Sections  
I-IX



# I. Background

## **What is the 4H/Army Youth Development Project (YDP)?**

The U.S. Army Community & Family Support Center (CFSC) and the U.S. Department of Agriculture (USDA) Cooperative State Research Education and Extension Service (CSREES) share a common mission of providing positive youth development programs to build the skills and competencies youth need to lead productive, healthy and self-sufficient lives wherever they reside. These two federal agencies have created a partnership, the 4-H/Army Youth Development Project (YDP), to accomplish their common mission and make efficient use of public resources.

National 4-H Headquarters, at USDA/CSREES, provides leadership for 4-H Youth Development Programs in Land Grant universities and 3,150 U.S. counties as part of the Cooperative Extension System. Youth aged 5-19 participate in a wide variety of 4-H programs led by youth development professionals and volunteers across the country. CFSC provides leadership to the Army's Child & Youth Services (CYS) programs. CYS Programs provide quality childcare and youth programs on Army installations worldwide for children and youth ages 4 weeks through 18 years.

The 4-H/Army Youth Development (YDP) partnership assists Army CYS programs to provide predictable, quality youth programs and introduces 4-H to military and non-military youth on installations and in communities worldwide. The YDP also makes significant contributions to:

- Mission readiness -- Soldiers focus on their mission, knowing their children are in safe and supportive environments with caring adults.
- Reaching new audiences -- 4-H reaches a new audience of youth not previously served.
- Wise use of public resources -- Federal agencies improve programs and use tax dollars effectively.

The successful partnership is largely the result of the following accomplishments:

- CSREES has Cooperative Agreements with five universities to implement the YDP. Through the agreements, faculty from multiple universities are contracted to administer programs, to develop educational materials, to conduct trainings, and to provide technical assistance for Army youth programs.



- The 4-H Youth Development and Technology Specialists are on loan from their universities for assignments at seven Army Regional offices to work directly with regional CYS staff to assist all installations served by their region.
- Each state has identified one State 4-H Military Liaison to coordinate military support efforts in the state. Programs are increasingly integrated into the ongoing work and mission of Cooperative Extension.  
(<http://www.OperationMilitaryKids.org>).
- Army CYS staff have positively embraced the benefits of the partnership and opened the doors for programming to be administered on installations around the world. Such support has resulted in the establishment of 450 4-H clubs at 125 installations worldwide; enrollment of almost 12,000 new 4-H members; involvement of 1,000 Army staff in implementing 4-H clubs.

Through the efforts of the 4-H/Army Youth Development Project, Active Duty Soldiers are better prepared to focus on the mission at hand by being assured their children and families are being supported at home, at the sametime CSREES is reaching out to a whole new audience of youth and parents who had not previously been involved in 4-H.



## II. Overview of Programs

### A. Operation: Military Kids

Due to the global war on terrorism, military deployments have increased and State 4-H Military Liaisons have stepped forward and worked with Army CYS and National 4-H Headquarters to develop a coordinated response to the issues that may affect “suddenly military” children of National Guard and Army Reserve Soldiers. The Operation: Military Kids (OMK) initiative was created in a few months, rolled out by 4-H and Army teens at National 4-H Conference, and celebrated at a Capitol Hill reception in April 2005.

The National Guard, Army Reserve, Boys & Girls Clubs of America (B&GCA), the Military Child Education Coalition (MCEC), The American Legion, Schools and other community organizations joined Army CYS and 4-H to create a collaboration which will reach out to “suddenly military” youth...Before, During and After their parents are deployed – Operation: Military Kids.

OMK focuses on those young people whose parents are being called in increasing numbers by the National Guard and Army Reserve for extended assignments. While these youth do not re-locate, their lives are changed dramatically when a parent suddenly is mobilized or deployed and leaves the family for extended and often dangerous assignments. Families of National Guard and Army Reserve are usually not on military installations but rather dispersed throughout the United States in rural areas, small towns, suburbs, and cities. In addition, many of these families live 50-100 miles away from any other National Guard or Army Reserve families and from the normal military support mechanisms. They may lack connections to other military families and youth who are experiencing the deployments and separations. Until deployment, these families have been civilians and have had little or no experience dealing with the military. Clearly, they face new challenges and risks.

The goals of the Operation: Military Kids initiative are to:

- Create community support networks for military youth "in our own backyard" when Soldier parents are deployed.
- Deliver recreational, social and educational programs for military youth living in civilian communities.
- Support military kids coping with the stress of knowing their deployed parents may be in harm's way.
- Collaborate with Schools to ensure that staff are attuned to the unique needs of military students whose parents are deployed.



- Educate the public on the impact of the deployment cycle on Soldiers, families, kids and the community as a whole.
- Incorporate “suddenly military” families into ongoing Partner Programs offered by 4-H Clubs, B&GCA, The American Legion, etc. in the communities where they live.

The Operation: Military Kids (OMK) initiative includes four major core program elements – Ready, Set, Go! Manual (RSG!), Speak Out Military Kids (SOMK), Mobile Technology Labs (MTL), and Hero Packs (HP).

### **B. Speak Out for Military Kids**

One of the issues facing military youth and families is the lack of community awareness of the unique stressors and challenges they face during times of conflict and war. Lack of public understanding can make military youth feel isolated and misunderstood. These issues are particularly important for youth from National Guard and Army Reserve families who may be geographically isolated from other military youth and who may not be familiar with or have access to traditional military support systems.

Speak Out for Military Kids (SOMK) is a core program element of OMK. SOMK is an on-going youth-driven community outreach program associated with OMK. Through participation in SOMK, youth help generate community awareness of issues faced by youth in National Guard and Army Reserve families and foster community activism in solving the problems they and their families.

SOMK is available to both military and non-military youth. Through simulations, interviews, and research, participants find out first hand what military families go through during deployment. Based on their experiences, SOMK participants form SOMK speakers bureaus. The Speakers Bureau is the vehicle for community awareness. Participants in the speakers bureau develop lectures, public service announcements, videos, and other materials and actively seek to share their experiences with others in the community (e.g. school assemblies, Rotary clubs, city council, teacher in-services.). In addition to building public awareness and support about issues facing military families during mobilization and deployment, SOMK provides its youth participants with the opportunity to gain valuable leadership, research, organization, technology, and public speaking skills.

*It is essential to introduce SOMK as an ongoing learning and sharing experience rather than as an isolated one-time event. SOMK participants need to gain specific skills before they are asked to deal with sensitive issues accompanying deployment.*



### III. Goals, Outcomes, and Life Skills

#### Goals:

- Engage OMK partners to help provide support. These partners include the U.S. Army Child and Youth Services, Cooperative Extension, Boys & Girls Clubs of America, Community Agencies (e.g. National Association of Child Care Resources and Referral Agencies), and The American Legion.
- Increase community awareness about issues facing National Guard and Army Reserve families during times of mobilization and deployment.
- Increase community awareness about stressors faced by “suddenly military” youth. Get people interested in the issue!
- Mobilize community support and activism for creating solutions to support National Guard and Army Reserve youth and families.
- Teach SOMK participants valuable life skills.

#### Potential Outputs:

- Youth driven Speakers’ Bureaus in which youth develop speeches on these issues and are available to speak to various organizations (e.g., Rotary Club events, School In-Services, local cable channels).
- Youth written newspaper articles based on their experiences and interviews. This could be conducted as part of an in-school or after-school program.
- Public Service Announcements developed by SOMK participants.
- Video productions of youth telling their stories.
- PowerPoint briefings containing video inserts of veterans’ and youth stories.
- Interactive theater productions



#### Desired Outcome:

As a result of the SOMK education and awareness efforts, multiple sections of the community will voluntarily engage their resources to provide support to National Guard and Army Reserve families.



## **Targeted Life Skills:**

SOMK provides teen participants opportunities to build many of the life skills listed in the Targeted Life Skills Model (TSL). This model is widely recognized throughout the Cooperative Extension System. In this model, developed by Iowa State University Extension, categories of life skills are presented as part of four H's: Head, Heart, Hands, and Health. According to its authors "the purpose of the TLS Model is to provide a way to simplify coordination of life skill development with "ages and stages" tasks so programs will be developmentally appropriate and more effective in achieving identified outcomes."

More information about this model can be found at

<http://www.extension.iastate.edu/4H/lifeskills/homepage.html>

Define specific examples of life skills when you introduce your adaptation of the program. Areas of particular emphasis for SOMK teams include those under "thinking" and "managing" as well as "giving" and "working." Although they will appear differently depending on the age of the youth, include general skills: learning to learn, decision making, problem solving, critical thinking, service learning, goal setting, planning/organizing, communication, cooperation, social skills, concern for others, empathy, community service/volunteering, leadership, contribution to group effort, marketable skills, teamwork, self-esteem and self-responsibility. A life skills focus may be helpful if you anticipate attempting to incorporate SOMK into a school-based setting.





## IV. Recruiting Youth Participants

The SOMK process begins by identifying adult leaders and youth participants. SOMK is best suited for 7th-12th graders interested in community service and current issues. Target participants open to learning about military issues and to new skills. Because they will acquire writing and speaking skills as part of the program, youth participants need not have already perfected these skills to be involved. The research, writing, and speaking skills youth participants gain, as part of SOMK, will have a positive impact on academic success in school. This program makes learning fun!

Since the purpose of SOMK is to increase community awareness about issues facing military families during times of deployment, it is important to recruit both military and non-military youth participants. Presentations with youth voices from both military-affiliated and non-military youth will provide different perspectives on the issues. Having both voices will demonstrate how military deployments create issues that impact everyone in the community—not just those directly affiliated with the military.



## SOMK Job Descriptions

### Adult Leaders:

- Become familiar with SOMK training handbook and lesson plans
- Recruit SOMK adult and youth team members
- Be familiar with mental health resources
- Organize and conduct an initial SOMK kick-off training
- Facilitate weekly on-going meetings of SOMK participants
- Recruit partners to facilitate specific training sessions at kick-off event and after as needed:
  - The American Legion person to facilitate newspaper article session about current issues
  - Local newspaper columnist to teach session on writing for publication
  - National Guard or Army Reserve partner to explore Web site lesson on National Guard information and history
  - Military Representative to facilitate mock-deployment session
  - Local theater arts person to conduct interactive theater session
  - Local videographer or television personality to teach session on creating videos
- Secure on-going commitments from these team members so that messages can be refined over time
- Document SOMK training and Speakers Bureau presentations to community; include information in overall OMK report

### Youth Participants:

- Make a year-long commitment to SOMK meetings, trainings, and events
- Participate in initial SOMK training session to:
  - Become aware of issues facing families when a parent is deployed
  - Develop messages about these issues to educate community members about this issue
  - Gain skills related to writing, videography, interactive theater, and public speaking
- Participate in weekly SOMK meetings to refine message and to present messages to community members
- Promote SOMK to peers
- Participate in SOMK Speakers Bureau



## Suggested Recruitment Strategies

Advertise in schools, Boys & Girls Clubs, The American Legion, 4-H clubs, faith-based organizations, National Guard and Army Reserve CYS Programs, Family Readiness Groups and other places youth congregate. Be careful not to assume that youth from military families are experts on the military. While they may have experience with deployment, they may not necessarily be aware of other aspects of military service. Interviews with youth (especially younger teens) reveal that some military-affiliated youth do not even know which branch of service their parent serves.

### Other strategies:

- To identify family members or military connected youth, check with school counselors and your state's National Guard and Army Reserve Command contacts.
- Explore potential partnerships with schools. SOMK could be a great service project as part of a government or civics class. Teachers may want to partner with you for its implementation.
- Explore the possibility of incorporating SOMK into an already existing 4-H program (e.g., citizenship, leadership, public speaking). Find out what local extension staff are currently offering and determine how it could be a fit. For example, a club focusing on public speaking could easily adapt its focus to meet the SOMK objectives.
- Explore potential partnerships with other youth-serving organizations in your area e.g., Girl Scouts, Boy Scouts, YMCAs, Boys & Girls Clubs, The American Legion. They too may have programs focusing on leadership or public speaking that would provide a good match for SOMK.
- Explore partnerships with local Army installation CYS staff and their youth council. Local installations may be willing to host meetings or to provide training or information about what it is like to be in the Army. They also have good information about the deployment process.



## V. Training SOMK Participants

Before the actual Speakers Bureau can get its message out to the community, youth involved in SOMK need to conduct research on the issues and master a set of core skills. The core skills include writing articles; speaking in public; creating presentations, videos or public service announcements, and interactive theater productions. Because of the potentially disturbing nature of the topic, it is **HIGHLY** recommended that you include at least one mental health professional as part of your training team.

The training has been divided into seven different sessions. These include:

Session 1: Introduction

Session 2: Archival Research

Session 3: Experiential

Session 4: Research with Military Personnel

Session 5: Developing Messages

Session 6: Skill Development

Session 7: Organizing the Speakers Bureau

A summary of these sessions is presented on the following pages. Complete SOMK kick-off lesson plans and sample training schedules are included in Appendix A and B. Appendix C contains sample marketing materials.



# SOMK Sessions

## Session 1: Introduction

### Focus

- Introductions
- Group Building Activities
- Discussion of SOMK project and the sequence of training
- Generate excitement about project!
- Talk about journaling

### Task

- Lead name games and group building activities
- Describe SOMK and its goals—help youth to buy into importance of the project

### Comments

The idea behind the journaling is that as participants go through the research phase of the project (sessions 2-4) they can record their experiences, impressions, and ideas. These reflections will become the substance for developing presentations to the larger community.

## Session 2: Archival Research

### Focus

Using existing data sources to:

- Learn about the military in general
- Learn about the military in your state
  - How many service members are deployed?
  - How many families are affected?
- Learn about issues facing military families during deployments
- Process impression and allow time for journal writing

### Task

- Collect newspaper articles on issues related to deployment. Make copies and present these to the group for review and discussion
- Have computers with internet access available or print materials from appropriate military Web sites

### Comments

You will need to collect articles for review.

Depending on group size, you may want to break into smaller groups and have one group examine Web sites, another read a set of articles, and a third look for stats then report back to the larger group.



### Session 3: Experiential

#### Focus

- Tour military installation or National Guard Armory
- Participate in mock deployment exercise
- Process impression and allow time for journal writing

#### Task

- Coordinate with local installation/guard armory
- Work with installation personnel to develop mock deployment experience

#### Comments

Include representatives from the military as part of your state's OMK team. Talk with them about getting installation access and the logistics of conducting a mock deployment.

### Session 4: Research with Military Personnel

#### Focus

- Attend Family Readiness Group Meeting or panel discussion with military families about what it's like to have a family member deployed
- Attend a panel discussion with Veterans speaking about their experiences of being separated from their families during deployment
- Process impression and allow time for journal writing

#### Task

- Set up meeting with Family Readiness Group or other military family members
- Contact local Veterans' group and arrange a panel discussion or a question and answer session

#### Comments

The idea behind this session is to have youth hear first-hand accounts of the issues families face when a service member is deployed. Again, give participants ample time to discuss what they heard and to record their thoughts in their journals.

### Session 5: Developing Messages

#### Focus

- Review journal entries
- Brainstorm list of important issues to communicate. Why are these important?
- Rank in order the messages for further development

#### Task

- Facilitate the group discussion
- Capture important ideas on flip chart paper

#### Comments

This is a critical session because it determines the content of the messages you will develop during Session 6.



## Session 6: Skill Development

### Focus

- Youth participate in skills workshops:
  - Written communication
  - Public speaking
  - Visual communication
  - Video, media & technology
  - Interactive Theater

### Task

- Organize Core Skills stations or workshops

### Comments

This session may take more than one meeting to complete. Depending on the group, you could either have all the youth go through all the stations or have them begin to specialize and only participate in one. It depends on your group's goals, size and time frame.

## Session 7: Organizing Speakers Bureau

### Focus

- Brainstorm list of potential audiences
- Assign roles
- Create master calendar of events and assignments

### Task

- Facilitate discussion and role assignment
- Help team stay focused

### Comments

This becomes an ongoing process as speaking engagements are added. Messages may need to be adapted. Repeat Session 6 to add new materials.



## VI. Making Connections/Informing Other Groups

Contact several groups about the SOMK project. Members from these groups may want to be involved in the project. At the very least you may want to schedule time on their agenda to make a formal presentation. These groups include:

- Schools (e.g. student council, community service clubs.)
- Boys & Girls Clubs
- Army Teen Panel representatives
- Installation Youth Councils
- County 4-H Ambassadors
- The American Legion
- Teen/Youth Councils
- County/local 4-H Citizenship or Leadership Project Groups
- National Guard and Army Reserve Youth Groups
- State 4-H Ambassadors
- Boy Scouts
- Girl Scouts
- 4-H Clubs
- FFA Chapters
- Parent Teachers Associations/Organizations
- Senior Citizen Groups
- Civic Organizations
- Veterans Organizations and Auxiliaries

Other organizations may make good audiences for your SOMK presentations. Although the purpose of these presentations is to raise awareness about and gain advocacy for National Guard and Army Reserve families and youth, you may discover that some members of your audience are interested in becoming involved in your SOMK Speakers Bureau. Some groups may want to become advisors or sponsors for the project. Others may want to use their own networks to help spread the word about OMK and SOMK.





## VII. Establishing the Speakers Bureau

You have just completed the youth training portion of SOMK, now what? The 4-day kick-off training (located in Appendix A) is designed as a starting point. At the end of this training, the SOMK team determines the types of messages they would like to convey to the community. They also have started fleshing out these messages and the medium (e.g. video, newspaper article, speech). SOMK participants will need more time to finish their “products” before they can take them out to the community. When this is complete, the work of the Speakers Bureau begins.

### **Speakers Bureau Tasks:**

- Establish regularly scheduled meetings. These can be used to refine materials and messages and to manage the logistics of going out into the community to present or distribute information.
- Consider creating a marketing brochure or flyer that describes your SOMK team and what kinds of information or material they can provide. Distribute it widely throughout the community!
- Identify potential audiences to address. Remember the “who needs to be involved” list from section III? Go back to it now and let them know your SOMK team is available.
- Assign roles. These will vary depending upon you team. Some tasks to assign include: marketing, responding to requests, logistical arrangements (date, time, place, audience, size, age of group, focus), and evaluation. Who will actually do the presentations?



## VIII. Evaluation

Because SOMK is part of a funded project, it is essential for your team to keep accurate records of their activities and what happened as a result of those activities. Funders want to know SOMK reached community members and helped to make a difference in the lives of youth. To this end please track:

- The number of SOMK team meetings and participants
- The number, audience description, and size of engagements
- Number/exposure to other materials (e.g., what was estimated size of the audience for a radio PSA or video PSA? How many people stopped at the display? What is the readership for a newspaper in which an article appeared?)
- Examples of community advocacy that can be tied to SOMK—e.g., after a presentation to a Rotary Club about the fact that many kids with deployed parents can no longer get to after school activities, Rotary Club members donated a van and driver dedicated to getting these kids to their extra-curricular activities.



Provide evaluation information to the state OMK coordinator on a regular basis so it can be entered into the overall state evaluation.

## IX. Special Considerations

- Adult facilitators must be prepared to identify and respond to youth emotional reactions.
- Recognize that youth may be having difficulty confronting their own issues of having a deployed parent.
- Be prepared to have someone nearby or outside for immediate referral/assistance to mental health resources (counselors, social workers.)
- Provide positive messages about military kids—not pity. Messages help others see both the concerns and resilience associated with military families.
- Remember SOMK is an ongoing program. Do not do one-time activities.







# Appendix A

## Session Lesson Plans

## **NOTE TO FACILITATORS:**

*The following lesson plans are meant to jump-start your SOMK team.*

### **The goals**

1. *Help team members become comfortable with one another.*
2. *Help participants learn about issues facing military families.*
3. *Provide an introduction to skills that to create a community awareness message.*

### **At the end of this training your team has**

1. *Some understanding of issues facing military families.*
2. *Ideas about what messages they would like to convey to others in the community.*
3. *The beginning of messages presented in a variety of mediums (e.g., video, articles, speeches).*
4. *A plan for when the team will continue to meet.*
5. *A list of priorities for what messages they would like to refine and what additional skills training they will need.*



**MORE TRAINING AND TIME ON MESSAGE DEVELOPMENT WILL BE REQUIRED.**

*This training is designed as a starting point only...*



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## **Session 7:** Develop the Speakers Bureau..... 181



# Speak Out Operation: Military Kids Training Agenda

<b>Day</b> <b>1</b>	4:00-5:00	Check in
	5:30-6:30	Dinner
	7:00-8:30	Session 1: Introduction
	8:30-11:00	Recreation
<b>Day</b> <b>2</b>	7:00	Breakfast
	8:00	Icebreaker
	8:30-11:00	Session 2: Archival Research (3 rotations)
	11:00-11:30	Journaling
	11:30-12:30	Lunch
	12:30-5:00	Session 3: Experiential - Mock Deployment
	5:30-6:30	Dinner
	7:00-9:00	Session 4: Research with Military Personnel - Panel Discussion
	9:00-11:00	Recreation
<b>Day</b> <b>3</b>	7:00	Breakfast
	8:00	Icebreaker
	8:30-10:00	Session 5: Message Development
	10:00-12:00	Session 6: Skill Area Rotation #1*
	12:00-1:00	Lunch
	1:00-3:00	Session 6: Skill Area Rotation #2*
	3:00-5:00	Session 6: Skill Area Rotation #3*
	5:30-6:30	Dinner
	7:00	Evening Activity
<b>Day</b> <b>4</b>	7:00	Breakfast
	8:00	Icebreaker
	8:30-9:30	Session 6: Skill Area Rotation #4*
	9:30-11:30	Session 6: Skill Area Rotation #5*
	11:30-12:30	Lunch
	12:30-2:30	Session 7: Planning Speakers Bureau
	2:30-4:30	Share Products and Action Plans for Speakers Bureau
	4:30-5:00	Departures

\*Note: In Session 6 five skills areas (writing for publication, creating a video, interactive theatre, creating a presentation, creating an exhibit) are taught to five groups in five rotations of concurrent workshops.



# Training Materials List

**Day**

**1**

- 1) Name tags
- 2) Sticky Notes
- 3) Dog tags
- 4) Bracelets
- 5) Journals
- 6) Pens
- 7) Kooshes
- 8) PowerPoint set up for overview (computer and LCD projector, screen)
- 9) Flip chart paper
- 10) Markers
- 11) Tape
- 12) Snacks/sodas
- 13) Mobile Tech Lab (laptops, digital camera, video camera)
- 14) OMK brochures
- 15) Overhead/visual of SOMK components/project goals
- 16) OMK PSA

**Day**

**2**

- 1) Computers with Internet access
- 2) Newspaper articles about deployment
- 3) Mock deployment materials:
  - Station signs
  - 4 breakout rooms
  - Folders—one for each participant
  - \*\*Make “completion labels” for each station (one for each participant)
  - \*Handouts for each session (located at end of this section)

**Station 1:**

- Pens
- Personal Affairs Forms

**Station 2:**

- “Vaccines”—sugar cubes and sticker/dots (5 per/participant)
- “Dental exam”—mouthwash in paper cups

**Station 3:**

- Markers
- Paper
- “Uniforms” (t-shirts, mesh jersey’s, etc.)
- Mascot (stuffed animal)
- One egg, tomato or similarly fragile item
- Backpack/gearbag—one for each platoon
- Contents:
  - Masking tape
  - Popsicle sticks
  - Rubber bands
  - Cotton balls
  - Balloons



## Training Materials List (cont.)

<p><b>Day</b></p> <p><b>2</b></p> <p>Cont.</p>	<p><b>Station 4:</b></p> <ul style="list-style-type: none"> <li>- Meals Ready to Eat (MRE) (one for each participant)</li> <li>- Bottled water (one for each participant)</li> <li>- 3 paddleballs</li> <li>- 1 dartboard or bulls eye with darts</li> </ul> <p><b>Deployment mission:</b></p> <ul style="list-style-type: none"> <li>- Alicia's Adventure: <ul style="list-style-type: none"> <li>- 1 large tarp</li> <li>- 4 swim noodles (boffers)</li> <li>- 2 50-ft ropes</li> <li>- 2 24-ft ropes</li> <li>- 2 10X10 board ("all aboard" boards)</li> </ul> </li> <li>- 10 bandanas</li> <li>- 1 rubber chicken</li> <li>- MREs (meals ready to eat) one per platoon (can be purchased at most Army/Navy surplus stores or outdoor supply stores)</li> <li>- Plastic spoons and forks</li> </ul> <ol style="list-style-type: none"> <li>1) Flip chart paper</li> <li>2) Markers tape</li> <li>3) Mobile Tech Lab</li> <li>4) Snacks</li> <li>5) Panel members and set up (tables, microphone if needed)</li> </ol>
<p><b>Day</b></p> <p><b>3</b></p>	<ol style="list-style-type: none"> <li>1) Flip chart paper</li> <li>2) Markers</li> <li>3) Tape</li> <li>4) Voting sticky dots</li> <li>5) Mobile Tech Lab</li> <li>6) TV/VCR</li> <li>7) Copies of all handouts in lesson plans</li> <li>8) Snacks</li> </ol>
<p><b>Day</b></p> <p><b>4</b></p>	<ol style="list-style-type: none"> <li>1) Mobile Tech Lab</li> <li>2) Flip chart paper</li> <li>3) Markers</li> <li>4) Tape</li> <li>5) Snacks</li> </ol>



## SESSION 1: Introduction

### Requirements:

Time: 90 minutes

Materials: koosh balls or other throwables, journals, flip chart or overhead of project goals

### Facilitator's Groundwork:

*Prior to beginning the information gathering stage of the project, make sure SOMK participants and adult staff understand the seriousness of the issue. Help them understand the stresses military families with deployed members are experiencing and the uncertainty of not knowing if that person will return unharmed. Make sure they understand that military families are trying to deal with the very real possibility that their parent/spouse may not return unharmed. This is a very emotional issue for those with deployed family members. Family members and youth with deployed parents may have a difficult time talking about their situation. Everyone involved in SOMK must be mindful of the comments they make about the war or the United States' political agenda. Negative comments, although unintentional, can be very hurtful to those who have family members in service. SOMK is NOT intended to make a political statement for or against the war. Instead, SOMK is intended to generate support for "suddenly military" families.*

**Mock Deployment Registration** (activity on day 2 but introduced first night)

Pre-session logistics preparation (based on 40 participants):

- Assign participants to "Platoons." Assign each platoon a different color.
- Make ID cards for each "service member" coded by platoon color (i.e., red, blue, white, green) (templates located at the back of Session 1)
- Assign Platoon mascot-one for each platoon (e.g., mascots are stuffed animals)



- Identify a commander (adult) for each platoon – the commanders will serve as the points of contact for the Stations during the mock deployment. (It would be helpful if the “commander” is an Army Reserve or National Guard member/spouse. The more “real life” the roles, the more realistic the experience.)
- For “This Is Your Life: Part 1” - Create bios for the platoon members (include what careers they are leaving) (located at the back of Session 1)
- For “This Is Your Life: Part 2” - Create roles/jobs for platoon members (including job descriptions - see page 39-49): platoon leader, communication, intelligence, security, medic, transportation, equipment (located at the back of Session 1)
- Assign “buzz” or “code” words for platoon activation (these can be anything--e.g. “Franklin” “Bluebirds” “Bookworm”)
- Using the template on page 37, make ID cards (Polaroid ize one camera for mug shots) Use two different colored cards (one indicates activated/deployed status and one indicates returned status)

### Introductions

- As participants arrive, give them a nametag and SOMK items (e.g., dogtags, bracelets).
- Welcome the participants to the SOMK training
- Introduce training team
- Ask each participant to introduce themselves—saying their name, where they are from (let them know we’ll be doing more icebreakers later) and what they currently know about SOMK
- Show OMK video/public service announcement



## 1. Describe SOMK Program

**Say this:**

*SOMK falls under the Operation: Military Kids umbrella. One of the issues facing military youth and families is the lack of community awareness of the unique stressors and challenges they face during times of conflict and war. This lack of understanding by the general public can make military youth feel isolated and misunderstood. These issues are particularly important for youth from National Guard and Army Reserve families who may be geographically dispersed from other military youth and who may not have access to traditional military supports.*

*Speak Out for Military Kids (SOMK) is an educational program designed to raise the awareness about issues facing military families. The secondary goal, once awareness is raised, is to prepare to tell people how they can get involved in OMK and provide support/assistance to families. As part of the SOMK team, you go through simulations, interviews, and research, to find out first hand what military families experience. Based on your experiences, you develop skits, presentations, displays, public service announcements, videos, and other materials and activities seeking to share what you learned about the issues with others in the community (e.g., school assemblies, rotary clubs, city council, Legion meetings, Boys & Girls Club staff meetings, teacher in-services etc.). In addition to building public awareness about issues facing military families during mobilization and deployment, you gain valuable leadership, research, organization, technology, and public speaking skills. The training over the next few days is intended to give you an introduction to the issues and the skills you need to prepare messages. You need to continue to meet together to refine messages and gain more skills. We do not expect you to leave here with a finished product—just great ideas and enthusiasm!*



## Describe SOMK Components

(write on overhead, handout, or flip chart for display)

**There are seven main SOMK training components. These include:**

**Session 1:** Introduction/overview

**Session 2:** “Archival Research:” This means we will look at website and newspaper articles to learn about the military in general and how deployment has impacted people and families in our state.

**Session 3:** “Experiential:” In this component we will actually tour a military installation and participate in a mock deployment to get a better understanding of what military life is like.

**Session 4:** “Research with Military Personnel:” This means we will attend a panel discussion with military families and one with Veterans to hear about their experiences first hand.

**Session 5:** “Developing messages:” In this session we will take all we have learned about deployment issues and start developing ideas about what kinds of messages we want to share with others in our community.

**Session 6:** “Skills Development:” In this session we will spend time learning the skills we will need to create public service announcements, newspaper articles, speeches, or interactive theater productions.

**Session 7:** “Organizing Speakers Bureau:” In this final training session, we will develop a plan for organizing our speakers’ bureau. We will determine roles and responsibilities and come up with a calendar of events.





## 2. Lead Icebreaker: Toss-A-Name Game (Group Juggle)

### Instructions:

1. Ask all the participants to get into a circle
2. Pass a koosh toy around the circle and ask each member to introduce themselves when they get the toy. Ask them to briefly talk about their interest or experience with military families or deployment issues
3. Ask everyone to raise one hand
4. Announce that you are going to call someone's name in the circle and then throw the koosh ball to them. This will continue until everyone has received the toy.
5. Once a participant has received the toy, they should lower their hand
6. Emphasize that they must say the person's name and they must remember who they threw it to (no one should get it more than one time)
7. Once everyone has received the toy, it should be tossed back to you
8. Announce that now that they have the pattern down, you are going to time the transaction
9. Let them try several times to improve their time
10. After they have made several attempts, ask them if they can think of any thing they could do to improve (they'll come up with things like: stand next to the person who is throwing it to you, move closer etc.). It is important that when they come up with solutions, you encourage them to implement them but not tell them how (e.g. do not start rearranging them if they want to stand next to the person they are throwing it to---wait and let the group initiate the movement and solution)
11. When this is done, ask them to go back to their original spots
12. Tell them they are going to repeat the pattern
13. As the koosh starts going around, start adding more and more toys to the juggle



14. When you get them all back ask the following process questions:

- What were you asked to do? (DO phase of Experiential Learning Model (ELM))
- What thoughts or feelings did you have about this instruction? (Share/reflect phase of ELM)
- How did those thoughts/feelings change when more toys were added to the juggle? (share/reflect phase of ELM)
- What kind of strategies did you use to make sure you caught the toys? (process phase of ELM)
- During the SOMK training process, it may feel like we are asking you to juggle a lot of information and roles. Can you think of ways that the strategies you used to keep the toys in the air also can help us work together as a team on SOMK? Describe them. (generalize phase of ELM)
- How can we apply what we are learned about working together and juggling our roles to the rest of this training? (application phase of ELM)

### 3. Inventory of Interests/Abilities

- Break into area teams.
- Pass out the Inventory of Experience and Interest.
- Have participants pair up and discuss their answers with one other person. Participants discuss examples of their experiences or areas of interest which particularly excite them.
- Participants then introduce their partner to the larger group, giving one example from their discussion (either about what that person has experienced or what they are excited to learn).
- Tell the group that as part of the training, they will get the opportunity to use existing skills and to gain new ones.

*Note: Try to find several teens that have experience using video and digital cameras. Ask them to take turns taking pictures and videos during the next few days that could be used when groups actually start to prepare messages.*



#### 4. Negotiate Ground Rules

Write up the list of non-negotiable ground rules (e.g.. no alcohol, tobacco, drugs or weapons) then work with the group to brainstorm a list of other ground rules to refer to throughout the training.

### 5. Registration for Mock Deployment

#### A. Registration

- Participants are divided up into platoons (platoons of 10 work well), each platoon has its own registration sheet (sheet in a red, blue, green, white paper)
- Take photos for ID cards
- “This is Your Life” – On 3x5 cards participants randomly choose a bio
- Platoon leader chooses a mascot
- Appropriate clothing – Remind participants to dress for activity

#### B. Distributing Orders

Mission: Your mission will support the nationwide initiative by actively participating in the mock deployment that simulates a Soldier’s deployment cycle experience.

- Commander calls the platoon to formation - hands the orders to the platoon leaders to distribute to the participants/ emphasize teamwork.
- Orders – should be distributed after session 1 of ice breakers
  - Orders written on “platoon” color paper
  - Orders in a letter style format
  - Letters have participants names on them (i.e., mailing labels)



## Sample Orders

**SAMPLE**

Date

Dear SOMK Participant:

Your platoon will be deploying on a mission in 24 hours. Your task will be to prepare your platoon and yourself for your required mission. You will begin preparation at *[insert time]* on *[insert date]* with lunch. Your mission will be completed by *[insert time]* hours on *[insert date]*.

The initiative you will be involved is Operation: Military Kids. Operation: Military Kids is a nationwide effort designed to provide support to the children and youth of families impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically dispersed.

Your mission will support the nationwide initiative by actively participating in the mock deployment that simulates a soldier's deployment cycle experience.

Good luck to you as you embark on your journey and strive to achieve success in your mission.

*Commander Signature*

## 6. Introduce Guided Journaling

### **Facilitator's note:**

*The journals are a critical part of the SOMK training. Please make sure to leave enough time at the end of each session for participants to record their thoughts and ideas. The journals will become the main points of "data" for youth to use when they begin to develop messages. Stress to the youth they need to have these journals with them at all times. Small 3X5 booklets work great, and they fit into participant's pockets.*



Pass out the journals and pens to the group.

**Instructions:**

- These journals are yours to use to record your experiences*
1. *and thoughts as you learn more about military families and the stresses they face. At the end of each session, you will be given time to write about things you learned and experiences you found interesting. This part of the process is really important because we will review your journals as part of session five to decide what kinds of information we want to share with others. For this reason, make sure to keep the journal with you at all times. It will be used at the end of each session.*

- Right now, please take 10 minutes to write what you're most*
2. *excited about with respect to this training. What do you hope to learn?*
- ✓ Review lesson plans


**Session I - Facilitator to do:**





- ✓ Make handout/visual of SOMK training session description
- ✓ Talk with team about seriousness of issue
- ✓ Get koosh balls or other throwable objects for use in the icebreaker
- ✓ Photocopy "Experience and Interests" handout
- ✓ Get journals and pens
- ✓ Handout OMK dogtags and bracelets (request from OMK state coordinators)








Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Speak Out for Military Kids	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date



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Your Civilan Role is:

**Town Mayor**



Your MOS is:

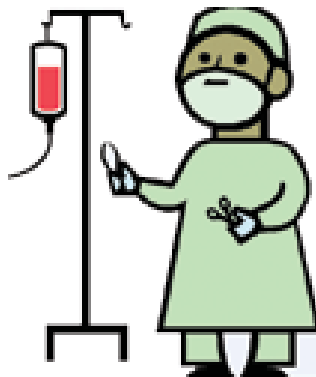


**Platoon Leader**

You are ultimately responsible for the safety, well being and discipline of the men and women in your platoon

Your Civilan Role is:

**Doctor**



Your MOS is:



**Mechanic**

You are responsible for the upkeep and maintenance of various types of machinery. This may include vehicles, generators, tanks or helicopters.

Your Civilan Role is:

**School Teacher**



Your MOS is:



**Medic**

You provide both basic and advanced on the spot medical assistance to members of your platoon as well as civilians and enemy combatants.



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Your Civilan Role is:

## Soccer Coach



Your MOS is:

## Infantry

As a front line combatant, you will spend a great deal of time studying weapons and tactics.



Your Civilan Role is:

## Librarian



Your MOS is:

## Fire Person

You provide fire, rescue and medical support both on and off installation.



Your Civilan Role is:

## Bowling Alley Owner



Your MOS is:

## Chaplain

You will be providing spiritual guidance to both military and family members. Quite often you will act as a counselor and work directly with leadership.



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Your Civilan Role is:

## Lawyer



Your MOS is:

## Cook

You will be responsible for preparing up to 600 meals 3 to 4 times per day. To prevent illness, exceptional sanitary conditions must be maintained for the dining hall.



Your Civilan Role is:

## Stay at Home Dad



Your MOS is:

## Supply Technician

It is your responsibility to account for every item in the Army's inventory. This means keeping track of every vehicle, every piece of uniform, and every bolt.



Your Civilan Role is:

## Boys & Girls Club Director



Your MOS is:

## Veterinarian

You will be responsible for the health and safety of military working dogs as well as ensuring that all food and living areas are sanitary.



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Your Civilan Role is:

## Skate Park Owner



Your MOS is:



## Military Police

You are responsible for providing security for personnel and equipment as well as upholding the law.

Your Civilan Role is:

## Restaurant Owner



Your MOS is:



## Judge Advocate General (JAG)

As a military lawyer, you will provide legal counsel to military members as well as oversee the application of the Uniform Code of Military Justice (UCMJ).

Your Civilan Role is:

## College Student



Your MOS is:



## Public Affairs

You will be responsible for conducting all interactions with the media as well as documenting events using various forms of media.



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Your Civilan Role is:

## Artist



Your MOS is:



## Helicopter Pilot

You will fly either combat or support aircraft.  
You may be responsible for transporting troops and equipment in adverse conditions.

Your Civilan Role is:

## Accountant



Your MOS is:



## UAV Pilot

You are responsible for operating an Unmanned Aerial Vehicle. You may accomplish this from thousands of miles away.

Your Civilan Role is:

## Hotel Concierge



Your MOS is:



## Linguist

You will be responsible for translating information for use by colleagues and superiors. This will entail both written and verbal translation.



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Your Civilan Role is:

**Policeman**



Your MOS is:

**Engineer**

You will be in charge of building facilities for use by other military members. A combat engineer works with explosives to destroy buildings, mountains and bridges.



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## Exploring Experiences and Interests

Skill Area	Experience I have done this.	Interest I would like to do this.
Developing a PowerPoint presentation		
Giving a presentation to a group		
Using a video camera		
Developing/using video footage in a presentation		
Taking digital photos		
Developing/using digital pictures in a presentation		
Writing a newspaper or newsletter article		
Writing a short story		
Writing a script for a skit		
Acting out a skit		
Interviewing someone		
Organizing a meeting or event		
Creating a display		
Editing a video		





## SESSION 2: Archival Research

### Requirements:

Time: 2 hours (three 45 minutes sessions with break and 20 minutes to journal)

Materials: computers with Internet access (bookmark sites about military), newspaper or magazine articles about military deployments

### Facilitator's Groundwork:

*The purpose of this session is to help youth learn more about the National Guard and Army Reserve and the impact of deployment. This session is divided into three rotations:*

#### Rotation A

National Guard and Army Reserve Informational Scavenger Hunt

#### Rotation B

"Adjustment Among Adolescents in Military Families When a Parent is Deployed"

#### Rotation C

Discussion of Newspaper Articles/Current Events

### Prior to the session:

- Secure training space with internet-accessible computers
- Collect newspaper articles about deployments in your state. Newspaper archives are a great place to start. Include "National Guard" or "Reserves" in your keyword search for better results.
- Review excerpts of Virginia Tech's report "Adjustment Among Adolescents in Military Families when a Parent is Deployed" (included in lesson plan)



## Rotation A

### National Guard and Army Reserve Internet Informational Scavenger Hunt

- Ensure that each participant has access to a computer with internet access
- Explain that the Army Reserve Component is comprised of the National Guard and the Army Reserve.
- Discuss the differences in perception between National Guard and Army Reserve Soldiers such as:
  - All Army Reserve Soldiers are deployed before National Guard Soldiers
  - National Guard Soldiers do not get deployed overseas
- To learn more about the National Guard visit the Guard Family Team Building Web site at [www.gftb.org](http://www.gftb.org).
  - This is a password protected Web site.
  - Encourage youth to register as "Volunteers" to obtain Login ID and Password.
- Complete the following on-line courses:
  - Introduction to the National Guard
  - History of the National Guard
- Upon successful completion of courses participants can print out a Certificate of Completion.
- Encourage youth to obtain answers to the following National Guard Frequently Asked Questions:
  - 1) Who is my first point of contact in the National Guard in my state?
  - 2) How many Soldiers are in the National Guard in my state?
  - 3) How can I learn more about the National Guard?
  - 4) Where are the Family Assistance Centers (FACs) located?
  - 5) How are the FACs staffed?
  - 6) Where are Family Readiness Group (FRG) meetings held?
  - 7) What else should I know about the National Guard in my state?
- Ask youth to visit the Family Programs public Web site [www.guardfamily.org](http://www.guardfamily.org).





## Rotation A (cont.)

- At this site they can obtain information such as “Local Resources near You.”
- They can also click on a picture of their state map with a list of Family Assistance Center locations and phone numbers.
- In addition, they can go to the National Guard Youth Program Web site at [www.guardfamilyyouth.org](http://www.guardfamilyyouth.org).
- Here they can find newsletters written by National Guard youth as well as tips for Coping with Stress and Deployment Guides.
- To learn more about the Army Reserves visit the Family Programs public Web site at [www.arfp.org](http://www.arfp.org).
- Ask youth to explore the Soldiers, Family, Friends, and Employers section on the left hand menu bar.
- Here they can obtain information about Army Reserve Child & Youth Services initiatives in addition to information about the Deployment Cycle.

# Session 2 - Rotation A Scavenger Hunt



## Rotation B

### Report on “Adjustments among Adolescents in Military Families when a Parent is Deployed”\*

**Facilitator’s note:**

*In this session you will review findings from the report. Provide a brief overview of the background of the report. Introduce the major finding topic areas, and then ask participants to read quotes from each one. List the quotes again after the report summary so you can photocopy them and hand them out to participants to read.*

#### Introduction

**Say this:**

*The War in Iraq and the Global War on Terrorism have changed the course of military service for Active Duty, National Guard, and Army Reserve members. In short, more military families are facing more stressors than ever before. To better understand the issues military families face when a service member is deployed, researchers from Virginia Tech conducted 14 focus group interviews with 107 teens (ages 12-18). These focus groups were held in several different states across the U.S. During the focus groups, teens were asked questions designed to help the researchers understand how their lives change when a parent is deployed. What follows is a summary of the major themes that emerged from the interviews. A brief description of the 10 topic area and interview questions is listed. Each of you will be asked to read a quote that comes directly from the interview. It is hoped that these quotes will help you better understand the issues as presented by the participants.*

**Facilitator’s note:**

*For each topic area listed, read the topic area title, the introduction, and the question; then pass out the quotes for participants to read out loud to the rest of the group. Read the key point summary. Ask participants to discuss their reactions to the quotes. Repeat this process for all 10 topics.*



## 1. Overall Feelings About Deployment

**INTRODUCTION:** An important element for ultimately understanding responses to deployment of a parent are the interpretation by the adolescent of what it all means. Adolescents who experience the same event will each respond differently to that event, becoming more or less adaptable, or being more or less upset.

**QUESTION ASKED:** How did you feel when you found out your parent was being deployed?

**QUOTES:**

*"Well I was kind of happy that he was going away because then I wouldn't have somebody who's always getting mad about something that I would do wrong. But then I was sad because he might not come back. I might never see him again."*

*"When my father got deployed, I was the only kid in my neighborhood whose dad got sent to that. So no one really knew besides just me and my sisters how we were feeling."*

*"I wouldn't say I feel mad but it's kind of confusing about why he would want to go and put himself in that position."*

*"I didn't think anything at first. I just kind of blew it off and didn't really know it was going to be that long. And then when it started happening, started sinking in, it was hard."*

*"I feel enraged. Just means that he got taken away from me, they took my dad away from me."*



Adolescents report a wide range of negative emotional responses to parental deployment, including feelings of fear, loneliness, anger, worry, and confusion; their understanding of the deployment varies as a function of age.



### Rotation B (cont.)

## 2. Primary Deployment Concerns

**INTRODUCTION:** While many aspects of deployment are troubling or confusing to military adolescents, it is likely particular elements cause them the most concern. Comments these adolescents made about the worst aspect of deployment cut across many other areas described in this report, including changes in responsibilities, effects on the remaining parent, and personal stress.

**QUESTION ASKED:** What is the worst thing about having a parent deployed?

### QUOTES:

*"The worst time is when the phone rings because you don't know who is calling. They could be calling, telling you that he got shot or something."*

*"You don't get everything you want when they are gone. When your dad's not home you don't get to go fishing, go paintballing, go skiing, waterskiing, water tubing, playing sharks and stuff."*

*"I don't know. It's like, and it's really hard because you know, I felt really alone and no one would understand and stuff."*

*"I spend a lot of quality time with my dad, and I get along with him better than everybody else in the family. But now that he is gone, I feel left out because my sister and my mom relate better than I do with my mom."*



The "worst thing about deployment" was the disruption in routine, everyday life interactions with the deployed parent.



### 3. Stress: Normative and Deployment-Related

**INTRODUCTION:** Normative stressors occur as part of normal development. Non-normative stressors occur above and beyond those associated with normal development. Parental deployment to a war zone is a non-normative stressor. It is the co-occurrence of both types of stress that causes concerns. A pile-up of too many stressors has the potential to lead to adolescent adjustment problems.

**QUESTIONS ASKED:** Many changes go along with being a teenager. What kind of stresses do you have in your life right now? How do these change during deployment?

**QUOTES:**

*"I wasn't really scared when he left but, like a month ago he said he was in a four-hour shooting thing, and that he ended up killing the other guys and stuff. And it really messed with him. He's upset and stuff. And that really got me kind of scared and thinking."*

*"When he [dad] went away, I was just getting to be a teenager. So the problems with becoming a teenager, I didn't really have anybody to turn to or talk to. And it was just hard coping with that."*



Adolescents cite a wide array of normative stressors, in addition to deployment-related ones.



## Rotation B (cont.)

### 4. Reactions to and Handling Stress

**INTRODUCTION:** Reactions to stress can be quite diverse. Understanding adolescents' reactions to stress is important. Their reactions will lead to positive or negative adjustment, and this, in turn, may require intervention from parents or from helping professionals.

**QUESTION ASKED:** What do you do to help you feel less stressed?

**QUOTES:**

*"Sometimes I just have to leave and get out of where I am because I don't want to accidentally...because when you're under as much stress as most of the people are that have parents gone, when you're under as much stress as a lot of us are, you...every, all your emotions, it just mixes up and you might just go off on someone if they say something wrong about anybody. It's like there can be someone I don't even know ...and he says something to someone over there and then I'll get mad just because I got all these other emotions mixed up. And I'll just get mad for no reason and I might just go off, and I don't want that to happen..."*

*"Just not think about it, because if you think about it, sometimes you get sad and stuff. So you just like try not to forget it completely, just like not think about it as hard as some people do."*



Relatively few adolescents deal with their stress by reaching out to others. Instead, many isolate themselves, preferring to engage in solitary activities.



## 5. Changes: Routines and Responsibilities

**INTRODUCTION:** Whenever the composition of a family changes, routines and responsibilities must be adjusted. For some military families, these changes may occur on a fairly frequent basis. Others may be experiencing it for the first time. When these changes are approached correctly, an opportunity for growth can occur.

**QUESTION ASKED:** How does your life change when a parent is deployed?

**QUOTES:**

*“...When my dad’s not there, I’m not, you know, the child any more. I have to like kind of almost fill in for the other parent because the only thing my mom really cares about is that I’m ready to baby-sit.”*

*“I usually do a lot of school sports...but now with this [deployment] I don’t have transportation very often to go to those activities and I usually have to skip them...Since my dad’s deployed, track season started, and I really wanted to run track...”*



Changes in responsibilities can be positive as adolescents learn to be more “responsible” or negative if they become overwhelmed and feel unsupported.



## Rotation B (cont.)

### 6. Changes in Behaviors

**INTRODUCTION:** Previous research suggests a clear link between deployment and changes in adolescent behavior. However, these behaviors have typically not been viewed in the context of their impact on the family as a whole. Much of the research reported negative changes such as acting out or poor academic performance. Little attention has been paid to positive changes that may occur as a result of deployment.

**QUESTION ASKED:** Has your behavior changed since your parent was deployed?

**QUOTES:**

*"When my dad left, I stayed separate from the family. I would really keep to myself. I hid my feelings because when my dad left...And so I was taking on more and more responsibilities and I was taking charge so I tried to hide my feelings because my mom and my sister were constantly crying and stuff so I was always trying to comfort them. And I couldn't show any emotion for that because I had to be the strong one. I was hiding my emotions at certain times then always lashing out at certain people that maybe I shouldn't have been."*

*"You have to act older than you are in order to get everyone else to keep my mom evened out."*

*"The first day he after he [dad] left, it was like no one wanted to do anything. We just wanted to sit in the house and stare at the walls... my grades were slipping and they are now too. All D's and I get in trouble a lot more."*



Most adolescents reported behavior change that coincided with deployment, with most changes being negative.





## 7. Changes in At-Home Parent

**INTRODUCTION:** Parents and adolescents are influenced by each other in both positive and negative ways. Parents can role model both positive and negative behaviors, both of which will be reflected in their adolescents. When deployment occurs, family responsibilities become entirely the responsibility of the at-home parent, in most cases a mother.

**QUESTION ASKED:** Do you see changes in your at-home parent when the other is deployed?

**QUOTES:**

*"I'm like always worried about my mom and stuff because, again, she's always dashing everywhere ...she's always so freaking worn out."*

*"...My mom acts different, too, when my dad's gone. It's like she's not her normal self. She's kind of like stressed out and stuff. And her stressed out affects on me too..."*

*"... Your mom or dad starts acting weird. Like my mom breaks out in this really emotional thing, a really emotional like problem."*



Adolescents pay careful attention to and sometimes feel responsible for the well being of the at-home parent, including their moods and agitation level.



**Rotation B (cont.)****8. Post-deployment and Reunion**

**INTRODUCTION:** While reunion with families should be a happy time, it can actually be very stressful. Family members may have become comfortable with their new roles and responsibilities and may hesitate to give them up. Similarly, the returning parent may be unclear about what their role in the family should be.

**QUESTION ASKED:** What is it like when that parent returns?

**QUOTES:**

*"Like when my dad got back, it was kind of hard because he had been away from the family for so long and we were all able just to depend on mom so it was kind of hard letting him back into the family. And then also the experiences he got over there were all like fighting and stuff. Sometimes you would hear him shouting in his sleep."*

*"Well when my dad left, everything's going one way when he come back, and he's starting off right where he left so... There's just a big clash and that starts a lot of problems... Like he forgets that he's been gone for like a year or six months. So he still thinks we're a lot younger and while he was gone we matured a lot over the year. And he's still trying to treat us the way we were treated a year ago."*

*"...Like when they come home is that like awkward bonding phase all over again, like you're starting from scratch. And then like they've missed out on so much stuff and it's like hard to catch them up with it. Like some of the stuff you just had to be there and they weren't. And it's not like you can be mad at them for it, like inside you're going to be a little bit mad, but you know it's not their fault."*



A great deal of physical, cognitive and emotional development may have occurred during the deployed parent's absence, and the adolescent and returning parent may need time to get to know each other once again.



## 9. Informal Support

**INTRODUCTION:** Support received from family members, friends, and others not connected with a support service or program can be invaluable for providing opportunities for adolescents to deal with concerns associated with a parent's deployment. Informal support can be shown in talking about worries, or provided merely by having others to spend time with in enjoyable activities.

**QUESTION ASKED:** Who do you go to when you are stressed?

**QUOTES:**

*"Sometimes it would be like we'd have people that bring weird stuff and then sometimes it would be a good thing. Other times it felt like they were just doing it out of pity. You know, sometimes you have that neighbor who wouldn't talk to you because someone's gone, you know, they're just doing it out of pity."*

*"I don't talk about my dad's deployment. I don't know. I just don't like to talk about it. I don't even know why."*

*"I do confide in my friends a lot more than I did before."*



Adolescents recognize the importance of being supported by family, friends, and neighbors but also recognize that even the good intentions of others are not always helpful.



**Rotation B (cont.)****10. Wish List Resources**

**INTRODUCTION:** For the most part, adults, including their parents, determine support for adolescents. However, another helpful layer of support that adolescents may or may not have experienced. In that case, their insights into desired resources become important for improving quality support for adolescents.

**QUESTION ASKED:** What would make your life easier when your parent is deployed?

**QUOTES:**

*"I think it would be good if you were talking to someone that's gone through the same thing and they know how it feels. And so you can basically let out what you feel, but that person will understand what you're talking about because they already know how it feels."*



Adolescents desire support that brings them closer to the deployed parent, whether it is increased virtual contact or connections with others having deployment experiences.

\* Huebner, A., & Mancini, J. (June, 2005). Adjustment among Adolescents in Military Families when a Parent is Deployed. Final report presented to the Military Family Research Institute and Department of Defense: Quality of Life Office. Virginia Tech.



**Overall feelings about deployment**

*“Well I was kind of happy that he was going away because then I wouldn’t have somebody who’s always getting mad about something that I would do wrong. But then I was sad because he might not come back. I might never see him again.”*

---

**Overall feelings about deployment**

*“When my father got deployed, I was the only kid in my neighborhood whose dad got sent to that. So no one really knew besides just me and my sisters how we were feeling.”*

---

**Overall feelings about deployment**

*“I wouldn’t say I feel mad but it’s kind of confusing about why he would want to go and put himself in that position.”*

---

**Overall feelings about deployment**

*“I didn’t think anything at first. I just kind of blew it off and didn’t really know it was going to be that long. And then when it started happening, started sinking in, it was hard.”*

---

**Overall feelings about deployment**

*“I feel enraged. Just means that he got taken away from me, they took my dad away from me.”*

---

**Primary deployment concerns**

*“The worst time is when the phone rings because you don’t know who is calling. They could be calling, telling you that he got shot or something.”*

---

**Primary deployment concerns**

*“You don’t get everything you want when they are gone. When your dad’s not home you don’t get to go fishing, go paintballing, go skiing, waterskiing, water tubing, playing sharks and stuff.”*

---

**Primary deployment concerns**

*“I don’t know. It’s like, and it’s really hard because you know, I felt really alone and no one would understand and stuff.”*

---

**Primary deployment concerns**

*“I spend a lot of quality time with my dad, and I get along with him better than everybody else in the family. But now that he is gone, I feel left out because my sister and my mom relate better than I do with my mom.”*

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**Stress: normative and deployment related**

*"I wasn't really scared when he left but, like a month ago he said he was in a four-hour shooting thing, and that he ended up killing the other guys and stuff. And it really messed with him. He's upset and stuff. And that really got me kind of scared and thinking."*

---

**Stress: normative and deployment related**

*"When he [dad] went away, I was just getting to be a teenager. So the problems with becoming a teenager, I didn't really have anybody to turn to or talk to. And it was just hard coping with that."*

---

**Reactions to and handling stress**

*"Sometimes I just have to leave and get out of where I am because I don't want to accidentally... because when you're under as much stress as most of the people are that have parents gone, when you're under as much stress as a lot of us are, you...every, all your emotions, it just mixes up and you might just go off on someone if they say something wrong about anybody. It's like there can be someone I don't even know ...and he says something to someone over there and then I'll get mad just because I got all these other emotions mixed up. And I'll just get mad for no reason and I might just go off, and I don't want that to happen..."*

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**Reactions to and handling stress**

*"Just not think about it, because if you think about it, sometimes you get sad and stuff. So you just like try not to forget it completely, just like not think about it as hard as some people do."*

---

**Changes: routines and responsibilities**

*"...When my dad's not there, I'm not, you know, the child any more. I have to like kind of almost fill in for the other parent because the only thing my mom really cares about is that I'm ready to baby-sit."*

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**Changes: routines and responsibilities**

*"I usually do a lot of school sports...but now with this [deployment] I don't have transportation very often to go to those activities and I usually have to skip them...Since my dad's deployed, track season started, and I really wanted to run track..."*

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**Changes in behavior**

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**Changes in behavior**

*"You have to act older than you are in order to get everyone else to keep my mom evened out."*

---

**Changes in behavior**

*"The first day he after he [dad] left, it was like no one wanted to do anything. We just wanted to sit in the house and stare at the walls...my grades were slipping and they are now too. All D's and I get in trouble a lot more."*

---

**Changes in at-home parents**

*"I'm like always worried about my mom and stuff because, again, she's always dashing everywhere ...she's always so freaking worn out."*

---

**Changes in at-home parents**

*"...My mom acts different, too, when my dad's gone. It's like she's not her normal self. She's kind of like stressed out and stuff. And her stressed out affects on me too..."*

---

**Changes in at-home parents**

*"...Your mom or dad starts acting weird. Like my mom breaks out in this really emotional thing, a really emotional like problem."*

---

**Post-deployment and reunion**

*"Like when my dad got back, it was kind of hard because he had been away from the family for so long and we were all able just to depend on mom so it was kind of hard letting him back into the family. And then also the experiences he got over there were all like fighting and stuff. Sometimes you would hear him shouting in his sleep."*

---

**Post-deployment and reunion**

*"Well when my dad left, everything's going one way when he come back, and he's starting off right where he left so... There's just a big clash and that starts a lot of problems... Like he forgets that he's been gone for like a year or six months. So he still thinks we're a lot younger and while he was gone we matured a lot over the year. And he's still trying to treat us the way we were treated a year ago."*

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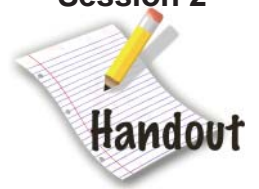
**Post-deployment and reunion**

*"...Like when they come home is that like awkward bonding phase all over again, like you're starting from scratch. And then like they've missed out on so much stuff and it's like hard to catch them up with it. Like some of the stuff you just had to be there and they weren't. And it's not like you can be mad at them for it, like inside you're going to be a little bit mad, but you know it's not their fault."*

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**Informal support**

*"Sometimes it would be like we'd have people that bring weird stuff and then sometimes it would be a good thing. Other times it felt like they were just doing it out of pity. You know, sometimes you have that neighbor who wouldn't talk to you because someone's gone, you know, they're just doing it out of pity."*

---

**Informal support**

*"I don't talk about my dad's deployment. I don't know. I just don't like to talk about it. I don't even know why."*

---

**Informal support**

*"I do confide in my friends a lot more than I did before."*

---

**Wish-list resources**

*"I think it would be good if you were talking to someone that's gone through the same thing and they know how it feels. And so you can basically let out what you feel, but that person will understand what you're talking about because they already know how it feels."*

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## Rotation C

### Newspaper Article Review

**Facilitator's note:**

*Participants should be asked to bring copies of newspaper articles about National Guard and Army Reserve issues to the training. Ensure that you also have copies of articles to share with the group.*

**INTRODUCTION:**

Open this session by discussing the role media play in our everyday lives (5-8 minutes)

- Ask participants to identify various forms of “media” (newspaper, magazines, e-mail, internet, radio, etc.)
- Include examples outside the box relevant to today’s youth (i.e., blogs, podcasts.)
- Discuss ways in which the media can influence people in both positive and negative ways (use current events or news youth can relate to)
- (Facilitator’s note: In the above discussion, do not focus on military, National Guard, Army Reserve or the Global War on Terrorism (GWOT); focus on something relevant to the youth in attendance; be prepared to provide examples and lead discussion towards an outcome)

Move the session towards the military and GWOT. Using the information gathered in the above discussions relate the media’s coverage of the military and GWOT to youth. (5-8 minutes)

Discuss the changes in media coverage in recent years

- Live broadcasts, what is allowable now as opposed to 10 years ago, 20 years ago

Discuss positive effects of media as related to military/GWOT

- Use attached article “Student who took mom's Iraq call suspended” as an example of how media resulted in awareness about military youth and a positive outcome



## Rotation C

Pass out newspaper articles related to deployment (one to each participant). Give the participants a few minutes to read them, and then ask each one to summarize the article for the rest of the group. Summaries should be no more than two minutes each and focus on the following questions: (30 minutes)

- What did you learn about the National Guard and Army Reserve that you did not already know?
- What emotions did the stories bring up for you?
- What stressors do you think Service Members and families face during deployment?
- What information do you think would be important for others to know?

*(Facilitator's note: Choose articles relevant to the task; Presenter provides recent and pertinent articles for review; Presenter needs knowledge of each article to expand on ideas that youth have presented)*

In closing, have presenter focus on the fourth question (What information do you think would be important for others to know?) as the means of developing a message for SOMK.



*Sample articles:*

*Facilitator's note: The included articles are meant only as an example. Please try to find more recent articles that apply to issues in your state. Many articles can be found quickly by using the online search engine "Google"(<http://www.google.com>).*





# News Article 1



## Student who took mom's Iraq call suspended

COLUMBUS, Ga. — Following hundreds of angry phone calls and e-mails, school officials in this Army installation city have reduced a suspension imposed on a student who wouldn't give up his cell phone while talking to his mom — a sergeant on duty in Iraq.

The angry calls about the boy's suspension got so bad at one point that secretaries had to take their phones off the hook, assistant principal Alfred Parham said.

Kevin Francois, a 17-year-old junior at Spencer High School, was suspended for 10 days for disorderly conduct Wednesday after a teacher told him to give up his cell phone outside the school during his lunch break and he refused, the teen said.

The boy said he had not expected the call from his mother, Sgt. 1st Class Monique Bates, who left in January for a one-year tour.

The teacher says the confrontation happened in a hallway, not outside, and that Francois never said the call was with his mother.

The Muscogee County School District Board of Education allows students to have cell phones in school but not to use them during school hours.

The punishment for violating that policy is that the phone is confiscated until the end of the day. But Francois was suspended for cursing and being defiant, said Parham. That was extended to 10 days because "he did not want to accept the three-day suspension and to agree that he would not use the cell phone openly or curse."

"We are empathetic to all students whose parents serve in the armed forces ... (but) we do have behavior standards which we uphold," said Superintendent John A. Phillips Jr. On Friday, the school district reduced the suspension to three days, which will allow Francois to return to school Monday, after officials met with him, the guardian who cares for him while his mother is out of the country, and a representative of her unit.

"People are fussing at us, calling us names," said assistant principal Wendell Turner. "We are the school that serves Fort Benning," Turner said. "We're well aware of students with parents overseas."

Parham said, however, that Francois' behavior at school has been "a chronic problem." And Francois added: "I'm not a golden child and I've been wrong, but I was right this time."





## News Article 2



### Returning soldiers need our support regardless of affiliation

We ask men and women to go to war, rush to major disaster areas and guard our country; all they expect is for things to be the same at home as when they left them.

According to The Brookings Institution, a Washington, D.C.-based think tank, over 300,000 guard or reserve troops have served in Iraq and Afghanistan since September of 2001. As soldiers return home, they are finding their jobs have been given away or in some cases eliminated from businesses altogether.

The Uniformed Services Employment and Re-employment Rights Act of 1994, signed into law on Oct. 13, 1994, protects the job rights of Reservists and National Guard personnel. But if the employer feels that he or she cannot operate without filling the vacant position then they can employ others to fill that job.

There is a fine line between wanting to help out someone who serves in the military and having your business suffer because of it.

As friends and family members of those serving in the military and as Americans, we have to realize that even though these brave soldiers signed up for service in the guard or reserves, they could have never foreseen the country being in the military situation we are in now.

By making special allowances for returning veterans we can thank them for performing a service many of us cannot or will not do.

Remember that these men and women have been instilled with discipline and strict work ethics that carry on to everyday life. By taking away the civilian jobs of guard and reservists we are forcing these part timers into full-time soldiers. Why do they need to fight at home for a job when they just returned from fighting for their life?

When they find jobs, realize, that according to a study done by the Walter Reed Army Institute of Research, 95 percent of U.S. Army veterans that served in Iraq saw dead bodies or remains, 93 percent had been shot at, 69 percent saw ill or injured women or children they were unable to help and 65 percent saw dead or seriously injured Americans.

These returning soldiers may not be ready to return in the same capacity as when they left, but that does not mean we cannot be sympathetic to every hardship they are facing.

So as you see these returning soldiers, open your hearts, your homes and your businesses. Helping these men and women has nothing to do with party affiliation, blue or red states, pro- or anti- war. It has everything to do with being human and being American.







## News Article 3



### Call goes out for more help for Guard, Reserve families

On Sept. 3, Linda McCullough said a reluctant good-bye to her husband, New Hampshire National Guard Spc. Tim McCullough of Barnstead, as he left with the 744th Transportation Unit to help sort through the chaos of Hurricane Katrina.

After eight years active duty with the Army, and three with the Guard, this shouldn't be so hard, McCullough said. But her emotions are getting the best of her. Things haven't been the same since Iraq. She and other military wives are fighting a different kind of war on the home front.

Federal statistics show the casualties are mounting for military families — broken marriages, home foreclosures, depression, suicide, unemployment, children in crisis.

"I'm happy so many people are doing what they can to help the people down south. We're proud to support the people in need, especially here in the U.S.," McCullough said.

"But we were just getting back on track, and now my husband is gone again. People can't understand what a military family goes through," McCullough said.

In the five months since coming home from Iraq, her husband not only returned to work — and full pay — at the Wal-Mart distribution center in Raymond, but also was promoted.

Finances — and life — were falling back in place.

It's been a long two weeks, but word yesterday from Louisiana was that the 744th is moving on to Texas, then flying home — with any luck, by the weekend.

Although McCullough is relieved, there are no guarantees that her husband will stay put for long.

"We sacrifice our husbands, fathers and children so others can have a better life or get the help they need. And that's fine. But we need to get back on our feet, too."

Peter Duffy, a Manchester lawyer and colonel in the National Guard Judge Advocate General's office for 29 years, knows too well the hardships these families face. He provided legal counsel for families of deployed Guardsmen until his retirement in July.



"What Mrs. McCullough says tears at our hearts — and it's felt by almost every family of a deployed soldier. These families have no choice but to suck it up. They love and miss their soldiers, and it's hard on them — especially the kids," Duffy said.

Existing programs only go so far, Duffy said.

"What you're seeing right now with Katrina mirrors a lot of what the government does not do for families of Guard and Reserve soldiers: Throwing money at abstract concepts — they love to do that — but they really don't know how many of these families are suffering," Duffy said.

"The government is getting failing grades as far as the families' needs are concerned," he said.

Relief must come by way of the Department of Defense — which, according to Duffy, has de-prioritized benefits for the Guard and Reserves.

"Our Congressional delegation follows in lockstep with DOD, yet they try to say how much they support Guard and Reserves. It's happy talk," he said.

Their benefits are a fraction of what active duty soldiers have, and fall far short of where they need to be.

Most urgent, says Duffy: Reduce the length of deployments, provide daycare vouchers, increase health care benefits and lower the age of retirement for Guard and Reservists. Congressman Jeb Bradley, R-N.H., said those are all-important, and are making their way onto the legislative agenda.

"I don't disagree, that there's more that can be done. But we've made significant progress," Bradley said. "Length of deployment is a significant sacrifice for families of those called up to support the war on terror. That's why I support rebuilding our active duty troops," Bradley said.

Retired Adjutant Gen. John E. Blair said the changing role of reserve forces — without institutional support — is at the root of the problem.

"What's changed, very recently, is that if you were a Reservist called out for a big war, and if you went, you weren't likely to be called up again for a long time," Blair said.

"Families are being squeezed," Blair said. "I don't know the answer, but some things have to change and soon," Blair said.





## News Article 4



### Michigan families of Iraq troops try to cope

FREESOIL, Mich. -- When her husband, Sgt. Darin Schultz, left for Iraq with his Michigan National Guard unit, Tami Schultz got a prescient warning from her cousin about the emotional ups and downs ahead.

The cousin knew from firsthand experience: Her husband is a Pennsylvania National Guard member who had done a tour in Iraq.

"She said, 'You'll have good days and bad days, and some days you won't even feel like getting out of bed and end up feeding the kids breakfast cereal for dinner,' " said Schultz, sitting at a picnic table at the family's 80-acre farm in this tiny community northeast of Ludington.

"She was right," Schultz said with a sigh combined with a laugh.

For Darin Schultz and other members of Bravo Company, 1st Battalion, 126th Armor Regiment, this is their first overseas deployment -- and the first overseas duty in Bravo Company's 50-year history.

As the U.S. war in Iraq stretches into its third year, National Guard and Reserve units are bearing an increasing burden.

More than 100 Guard and Reserve members have been killed since May 1, marking the deadliest stretch of the war for the nation's "citizen soldiers."

Nearly 40 percent of U.S. troops in Iraq are from Guard or Reserve units, double the figure from 18 months ago.

Like many young men in this part of Michigan, Darin Schultz joined the National Guard soon after graduating from high school. When they married five years later, Tami Schultz figured the most dangerous duty he would ever see would be in case of a riot or a natural disaster.

Now Schultz and others members of Bravo Company are in Baghdad, guarding the U.S.-run Green Zone and providing protection for convoys that navigate streets where roadside bombs are known to be hidden.

The families of full-time, active-duty personnel have the advantage of highly developed family support groups, particularly at larger bases such as the Marine Corps' Camp Pendleton in California or the Army's Fort Bliss in Texas.

To help families cope, the Michigan National Guard has arranged pre-deployment



## Rotation C

### Michigan families of Iraq troops try to cope (cont.)

seminars, "morale" help lines, a summer camp for children and marriage counseling. But it is largely up to individual families to knit together their own defenses, Guard officials concede.

"We're doing what we can, but we've found that the person-to-person network - support from family members and neighbors -- is the most effective," Michigan National Guard spokeswoman Maj. Dawn Dancer said.

Tami Schultz, 31, has two strategies for coping: stay busy with the kids and with helping other Bravo Company spouses, and avoid news on television about Iraq.

With her husband gone, she runs the family business, selling propane and propane appliances. She has thrown herself into Girl Scouts, 4-H Club, sports, horseback lessons and other activities for the couple's children: Brandon, 4, Gunner, 6, and Stephanie, 7. Her mother, Joyce Ziehm, has come from Florida to be with her during the deployment.

"You learn to rely on family and friends," Schultz said. "In the beginning it was tough for all of us. The kids go through a defiant phase when Daddy's gone. But we're halfway home, and I know we're going to make it."



**At the end of all three archival research sessions, meet back together as a group for 15-20 minutes of additional journaling time.**

## **Suggested Journaling Questions:**

- What did you learn about the National Guard and Army Reserve that you did not already know?
- What topics from the Adolescent Adjustment Report were interesting to you?
- What emotions did the stories bring up for you?
- What stressors do you think Service Members and families face during deployment?
- What information do you think would be important for others to know?

## **Session 2 - Facilitator To Do:**



- ✓ Review lesson plans
- ✓ Cut out quotes from handout pages
- ✓ Collect newspaper articles about deployments in your state.
- ✓ Secure computers with internet access



## SESSION 3: Mock Deployment/Operation Bug Out

Requirements:

Time: 5 hours

Materials:

- Station signs
- 4 breakout rooms
- \*Make “completion labels” for each station (one for each participant) in each platoon
- (Handouts for each session located at end of this section)
- Timers

### Station 1:

- Pens
- Personal affairs forms
- Human knot materials

### Station 2:

- “Vaccines”—sugar cubes (1 per/participant) and sticker/dots (5 per/participant)
- “Dental exam”—mouthwash in paper cups
- Human Knot materials

### Station 3:

- Markers
- Paper
- “Uniforms”—bandanas, visors, t-shirts, camouflage face paint, etc.
- Mascot (stuffed animal)
- One egg, tomato or similarly fragile item
- Backback/gearbag—one for each platoon

Contents:

- Masking tape 36’
- 15 Straws
- 4 Rubberbands
- 1 Raw egg
- 1 Ziplock bag

### Station 4:

- MRE’s (one for each platoon)
- Bottled water (one for each platoon)
- 3 paddleballs
- 1 dartboard or bulls eye with darts



### Deployment mission:

- Alicia's Adventure:
  - 1 large tarp
  - 4 swim noodles (boffers)
  - 2 50-ft ropes
  - 2 24-ft ropes
  - 2 10X10 board ("all aboard" boards)
- 10 bandanas
- 1 rubber chicken
- MRE's (meals ready to eat) one per platoon (can be purchased at most Army/Navy surplus stores or outdoor supply stores)
- Plastic spoons and forks

"Completion medals" one for each platoon (any award type medal will work)

Debrief:

Big Bulk bag of Skittles (or other multi colored candy)—one for each platoon

\*May want to review "Operation Bug Out" curriculum for complete understanding of process—it has been shorted for inclusion here)

### Facilitator's Groundwork:

*This session requires a great deal of preparation. Make sure to read the entire lesson before starting. Try to include OMK military-affiliated partners as station facilitators or POCs (e.g. someone with military experience to conduct different stations—they have more interesting military-relevant experience to share). Participants have already received their deployment orders as part of the first session. At the beginning of this session, they are already in platoons with an identified Platoon Leader.*

### Rotation Agenda

#### Step 1

- |            |                                 |
|------------|---------------------------------|
| 12:30-1:15 | Station 1 - Personal Affairs    |
| 1:15-2:00  | Station 2 - Health and Wellness |
| 2:00-2:45  | Station 3 - Uniforms            |
| 2:45-3:30  | Station 4 - Equipment           |

#### Steps 2 - 3 (rotation)

- |           |                           |
|-----------|---------------------------|
| 3:30-4:10 | Alicia's adventure or MRE |
| 4:10-4:50 | MRE or Alicia's Adventure |

#### Steps 3 - 5

- |           |   |
|-----------|---|
| 4:50-5:00 | Distribute return orders/Stress reduction |
| 5:00-5:30 | Debrief and journaling                    |



## Pre-mission/ Pre-deployment Stations

### Background:

The purpose of these stations is to prepare the military members for deployment. To this end, the stations include Personal Affairs, Health & Wellness, Uniforms, and Equipment. Each “platoon” will rotate through each of the four stations in 45-minute segments. Have an adult facilitator (POC) present at each station. The Platoon Leader will meet 1:1 with the POC. The POC will go over the “orders” for the station with the Platoon Leader. The platoon leader is responsible for reading the “orders” to the rest of the platoon, and for ensuring that all platoon members complete their tasks appropriately. The platoon leader gives each participant a completion sticker (posted on their folder) when they have successfully completed the station. Each platoon receives: pens, participant folders, name labels for folders, biographies (to help complete forms). Handouts for each station appear at the end of this session.





**Step**

**1**

## **Station 1**

### **Personal Affairs (45 minutes)**

**Tasks to complete:**

- ID cards (deployment color)
- Personal Information including Power of Attorney, Will / Living Will
- Human Knot Activity (instruction in handout section)

**Directions/Orders:**

- POC reviews order with Platoon Leader
- POC – upon the arrival of the platoon, distributes the appropriate orders to the platoon leader
- POC takes attendance
- Platoon Leader has participants fall into formation for review of orders
- Platoon Leader reads orders

**Orders (to be read to platoon by platoon leader):**

- You will have 45 minutes to complete your activities at this station. (POC starts timer)
- The key to a successful deployment is advance preparation and direct communication with your family
- Keeping personal affairs in order at all times is important to the individual's and family's welfare
- You are directly responsible for your own personal affairs. Planning ahead can help family members have access to all the information they need and can give you the peace of mind that your family has the resources and support needed during your separation
- Task 1 will be to complete your deployment id card
- Task 2 at this station is to complete the following personal affairs paperwork: Personal Information, Power of Attorney, Living Will and Will to insure that all of your personal matters are in order prior to your departure. A Notary (i.e., POC) will be on hand to notarize necessary materials. (Bios will assist with the paperwork information)
- Task 3, once you have completed the necessary paperwork, please participate in the team building game Human Knot
- At the end of the session, Platoon leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station
- Distribution of Completion labels



Step

1

## Station 2

### Health & Wellness (45 minutes)

#### Background:

You will need several POCs for this station. One should be administering the “vaccines” and “dental exams” while the other leads Physical Training (PT) activities.

#### Tasks to Complete:

- Health forms
- Immunizations (oral/topical)
- Dental
- PT Test
  - Tarps/mats for sit-ups/pushup
  - Jump ropes
  - Distribution of Completion labels

#### Directions/Orders:

- POC reviews order with Platoon Leader
- POC – upon the arrival of the platoon, distributes the appropriate orders to the platoon leader
- POC takes attendance
- Platoon Leader has participants fall into formation for review of orders
- Platoon Leader reads orders

#### Orders (to be read to platoon by platoon leader):

- You will have 45 minutes to complete your activities at this station. (POC start timer)
- POC split platoon into 2 groups: ½ medical, ½ PT test then switch.
- The key to a successful deployment is advance preparation and direct communication with your family.
- Task 1 will be to complete the Health Information medical paperwork
- Task 2 will be to receive all of your required vaccines (topical/oral)
- Task 3 will be to receive a dental exam
- Task 4 will be to participate in the required PT test and successfully complete
- At the end of the session, Platoon Leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station
- Distribute Completion labels



Step

1

## Station 3

### Uniforms (45 minutes)

#### Tasks to complete:

- Distribute uniforms (all in platoon color): Example items:
  - Visors
  - Bandanas
  - T-shirts
  - Platoon bag

#### Directions/Orders:

- POC reviews order with Platoon Leader
- POC – upon the arrival of the platoon, distributes the appropriate orders to the platoon leader
- POC takes attendance
- Platoon Leader has participants fall into formation for review of orders
- Platoon Leader reads orders

#### Orders (to be read to platoon by Platoon Leader):

- You will have 45 minutes to complete your activities at this station. (POC start timer)
- Task 1 will create a crest and logo for the platoon.
- Task 2 will be to create a platoon uniform. Platoon Leaders must distribute uniform pieces (visor, bandana, t-shirts, OMK dog tags, gear bag, OMK Bracelets).
- Task 3 will be to create your platoon mascot's uniform.
- The Platoon Leader will ask the platoon to fall into formation for inspection.
- At the end of the session, Platoon Leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station.
- Distribute Completion labels



Step

**1**

## **Station 4**

### **Equipment (45 minutes)**

#### **Tasks to complete:**

- Create mascot's egg transport structure
- Equipment Inspection/Hand eye coordination
  - Dart board/bull's eye
  - Paddleballs

#### **Directions/Orders:**

- POC reviews order with Platoon Leader
- POC – upon the arrival of the platoon, distributes the appropriate orders to the platoon leaders
- POC takes attendance
- Platoon Leader has participants fall into formation for review of orders
- Platoon Leader reads orders

#### **Orders (to be read to platoon by Platoon Leader):**

- You will have 45 minutes to complete your activities at this station. (POC starts timer)
- Task 1 will be to identify ways to safely transport your mascot's egg and use the materials available to create its transport structure. Store your protection materials in your platoon gear bag/equipment bag.
- Task 2 will be to make sure that your platoon has all of the necessary equipment needed to conduct your mission (MREs, water) and Alicia's Adventure equipment
- Task 3 will be to make sure that your platoon members are tested for function ability & hand-eye coordination
- At the end of the session, Platoon Leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station.
- Distribute Completion Labels



## Deployment/Mission

(40 minutes for each rotation)

### Alicia's Adventure

#### Directions

Lay out the equipment in plain view. Choose by volunteer, two or three people who love to talk. Send them to a designated spot in the distance and ask them to read the script below when they get there. Choose three other people and send them to another designated spot, between the spot where you sent the first three and where the rest of the group is. There should be about 10 people left behind. Give them bandanas, ask them to put them on over their eyes, and stay put. Go to each of the groups you sent out and create their "islands" by circling a 50-foot rope around them.

***Script – To be given only to the first group sent out (they are now the "far island") handout version can be found at the end of this section)***

You were hanging out with your friends over on the mainland and decided to jump in a boat to go check out some of the islands. One group stayed behind because there was a dense fog. They are very cautious and did not want to risk getting lost.

You took off and some (those who are over on the other island) decided to get off the boat and explore. You landed here, and – wouldn't you know it? – The volcano on your island erupted and destroyed your boat and everything aboard!!

The *good* news is that all of you are safe.

The *bad* news is that you are stranded on the edge of what's left of this island! Sorry folks...

The *good* news is the island where you left your friends is not far away.

The *bad* news is the waters are shark infested.

The *good* news is there are resources on the mainland to build a rescue raft.

The *bad* news is you only have 30 minutes to be rescued.

The *good* news is your friends are anxious to help.

The *bad* news is the noise from the eruptions makes it impossible to communicate with anyone verbally. You, from this moment on, are mute -- that means you cannot speak words or utter sounds. You may only use non-verbal communication.



## Rotation A

The *good* news is everyone in your group works well, cares and wants to keep everyone safe.

The *bad* news is your friends on the mainland have been blinded by the fog and volcano ash.

Your challenge is to get the attention of your friends on the other island and make them understand what you need so they can communicate with those on the mainland. In order for you to be rescued, your friends on the mainland need to construct a raft, using all the equipment on the mainland. The raft needs:

- Four oars people, two on each side with oars in hand.
- Two rudders in the back, each manned with a person.
- Two tow ropes in front, each manned with a person.
- One helmsman who proudly holds the chicken high.
- Everyone else on board.

The *good* news is that you've got that chicken! Once all is in place and everyone on the mainland is onboard, the chicken will lead the rescue (thank goodness Colonel Sanders didn't get this one)! The entire crew on the boat must now sing "Row, Row, Row Your Boat," as a signal that you have been rescued. Then you can rejoin all of your friends and tell them what happened!



Step  
**2**

Rotation B

## Experiencing MRE's (Meals Ready to Eat)

### Instruction:

Participants will have received an MRE as part of the Station 3 rotation. Take the group outside and sit on the ground (weather permitting). Make sure to adhere to safety standards when heating the MREs. Only do so outside or in a well-ventilated area.

### Introduction to MREs:

- MRE stands for Meal, Ready-to-Eat and is currently the main individual operational ration for the U.S. military.
- MREs are meant to be completely self-contained meals that provide all the nutrition a soldier-on-the-go needs to sustain him/herself.
- The full bag is lightweight and fits easily into military field clothing pockets.
- Typical contents include entree, side dish, crackers, peanut butter/cheese spread, dessert, instant coffee/tea, matches, toilet paper, spoon, and a heater to heat the main entree.
- While everything in an MRE can be eaten cold, it usually tastes better warm.
- Self-contained heaters are included with every meal.

### Demonstration:

Ask participants to open their meals. The adult facilitator should demonstrate how the heating unit works. Use this unit to heat different entrees. Encourage the group to try different items.



## Return Orders/Reunion/Post Mission

### Distributed return orders letter (sample in handouts)

- Orders on “platoon” color paper
- Orders in a letter style format
- Letters have participants names on them (i.e., mailing labels)

*Facilitator leads group in short muscle relaxation exercise*

### Instructions:

First tighten your hand muscle and make a fist; then notice how it feels. Your muscles are taut and strained and your hand may even be trembling slightly. You may feel tension in your hand, wrist, and lower arm. Hold this tension for a few seconds before relaxing.

Release your hand, relax your fist, and let the tension slip away. You may notice your hand feels lighter than it did while your muscle was tensed and your wrist and forearm are also relieved of pressure.

Repeat for each of the major muscle groups of the body. The basic technique remains the same for each group: tighten the muscle, release the tension, and then notice the difference. You can start with your hands then progress to other muscles, or you can begin the exercise moving from "head to toe," tightening and relaxing the muscles in your face, shoulders, arms, hands, chest, back, stomach, legs and feet.

Facilitator tells group that due to the top-secret nature of their mission, they are not allowed to share details of what they did with friends or family members.





Step

4

## Skittles debrief (Experiential Learning Model – Do, Feel, Process)

At the end of the mission, have each Platoon meet together with an adult facilitator. Pass a bulk size bag of colored candies around to each participant and encourage them to take a handful but not to eat them yet. Facilitate a discussion of the questions below in the order listed. Participants must provide an answer to the question if they have that color Skittle in their hand (e.g. if three participants have a red Skittle, they have to answer the red question listed below; if all of them have a yellow Skittle, they all have to answer the yellow question, etc.). Give participants the opportunity to answer the questions even if they do not have the associated color.

- Red - What were your favorite activities /non-favorite activities?
- Yellow – What emotions did you experience?
- Purple – What characteristics do you need to persevere through the deployment cycle?
- Green – What strategies as a team did you use to successfully complete the mock deployment?
- Orange – What did you learn about this process that would be helpful for others to learn?

Step

5

## Journaling

Suggested Starter Discussion/Journal Questions:

- What did you learn about the importance of being part of a team?
- What did you learn about the deployment process?
- What emotions did you experience and when did you experience them?
- Were there one or two parts of the mock deployment that really made an impression on you?
- What part of your experience do you think others should know about?



- ✓ Review lesson plans
- ✓ Secure military helpers for each station
- ✓ Review materials list
- ✓ Make handouts
- ✓ Set up stations





## Personal Affairs Orders

You will have 45 minutes to complete your activities at this station. (POC starts egg timer)

The key to a successful deployment is advanced preparation and direct communication with your family.

Keeping personal affairs in order at all times is important to the individual's and family's welfare.

You are directly responsible for your own personal affairs. Planning ahead can help family members have access to all the information they need and can give you the peace of mind that your family has the resources and support needed during your separation.

**Task 1:** Will be to complete your deployment id card

**Task 2:** At this station is to complete the following personal affairs paperwork: Personal Information, Power of Attorney, Living Will and Will to insure that all of your personal matters are in order prior to your departure. A Notary (i.e., POC) will be on hand to notarize necessary materials. (Bios will assist with the paperwork information)

**Participants should NOT provide their real SSN, bank account numbers, or other personal information that could be subject to identity theft.**

**Tasks 3:** Once you have completed the necessary paperwork, please participate in the team building game Human Knot.

At the end of the session, Platoon leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station.





## STATION 1 - PERSONAL AFFAIRS

## SOMK Participant Deployment Checklist

The key to a successful deployment is advance preparation and direct communication with your family. Keeping personal affairs in order at all times is important to the individual's and family's welfare. You are directly responsible for your own personal affairs. Planning ahead can help family members have access to all the information they need and can give you the peace of mind that your family has the resources and support needed during your separation. Everyone needs an efficient system of maintaining records. It is best to maintain a file system of important papers and store them in a safe-deposit box. It is also essential to compile a personal inventory of all-important documents and where they are kept.

**Participants should NOT provide their real SSN, bank account numbers, or other personal information that could be subject to identity theft.**

## Personal History

NAME			BIRTHDATE	
SCHOOL			GRADE	
LOCATION - CITY		COUNTY	STATE	
COUNTRY		LOCATION OF BIRTH CERTIFICATE		

ADOPTION (IF APPLICABLE)	
COURT OF ADOPTION	DATE OF ADOPTION

SOCIAL SECURITY NUMBER		MILITARY ID	
HOME ADDRESS			
TELEPHONE	CELL PHONE	EMAIL	
SOMK PLATOON	SOMK ROLE	RELIGION (IF APPLICABLE)	

FATHER'S NAME		DATE OF BIRTH	
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL
MOTHER'S NAME		DATE OF BIRTH	
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL

Your Marital Status:

☐

Single

☐

Married

☐

Divorced

☐

Widowed



**Immediate Family** (in addition to your parents)

Full Name	Address	Telephone No.	Relation

**Other Family Members**

Full Name	Address	Telephone No.	Relation

**Pets**

Name	Type

NAME OF A TRUSTED FRIEND WHO MAY BE CONSULTED REGARDING MY PERSONAL OR BUSINESS AFFAIRS			
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL



# Step 1

## Station 1 Personal Affairs

Session 3



### Employment Records

#### Current Employer

COMPANY		
NAME OF IMMEDIATE SUPERVISOR	WORK PHONE	HOME PHONE
ADDRESS	CELL PHONE	
	EMAIL	

#### Jobs Prior to Present Employment

Company	Address	Dates of Employment	Position(s) Held	Full-time or Part-time

#### Miscellaneous Data and Notes





**Youth Activities**

What activities are you involved in?

At school: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After school: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

At your YS Program: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In 4-H: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Church/others: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Step 1

## Station 1 Personal Affairs

Session 3



### Automobiles

Car problems can be very aggravating if you don't know who to contact to remedy them. Here are some suggestions for the spouse on the home front:

- Make certain you have the name of a trusted mechanic or automotive garage where you or a friend has taken a car for service. Repair costs can mount rapidly if you simply select a repair shop out of the phone book.
- Be sure to keep a record of the correct type of battery, tires, oil, windshield wipers, etc., for the car.
- Keep track of when automotive registration, insurance, emissions inspections, or oil changes are due.

Pertinent Information	Automobile	Automobile
Make, Model, Year		
Registered to		
State Inspection expires		
Insured with		
Insurance agent		
Policy number		
Telephone number of Insurance Agents		
Lien holder, if any		
Automobile papers location (car title)		
Driver's license (state)		
Expiration date of license		
State of registration		
Expiration of registration		

Name and Address of Dealer or Repair Service

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# Step 1

## Station 1 Personal Affairs

Session 3



### Financial Information

**Participants should NOT provide their real SSN, bank account numbers, or other personal information that could be subject to identity theft.**

Do you have a checking account? ☐ Yes ☐ No

Bank Name and Account Number: \_\_\_\_\_

Do you have a savings account? ☐ Yes ☐ No

Bank Name and Account Number: \_\_\_\_\_

Do you have a safety deposit box? ☐ Yes ☐ No

Bank Name and Account Number: \_\_\_\_\_

Other financial information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Insurance

#### Personal

Type of Insurance	Insurance Company	Policy Number	Amount of Monthly/Quarterly Payments	Beneficiary
Life				
Property				
Accident				
Medical				
Rental				
Other				

Miscellaneous Notes:





Step  
**1**

**Station 1**  
Personal Affairs

Session 3



**POWER OF ATTORNEY  
OF**

---

**I. PRINCIPAL AND ATTORNEY-IN-FACT**

I, \_\_\_\_\_ who resides at  
\_\_\_\_\_, appoint the following person to  
serve as my attorney-in-fact, to act for me in my lawful way with respect to the subjects indicated below.

**NAME:**  
**ADDRESS:**

If \_\_\_\_\_ resigns or is unable or unwilling to serve as my  
attorney-in-fact, I appoint the following person to serve as my successor attorney-of-fact:

**NAME:**  
**ADDRESS:**

If \_\_\_\_\_ resigns or is unable or unwilling to serve as my  
attorney-in-fact, I appoint the following person to serve as my successor attorney-of-fact:

**NAME:**  
**ADDRESS:**

**II. EFFECTIVE TIME**

This Power of Attorney shall become effective in the event that I am unable to perform any responsibilities due to a disability as a result of an injury, illness, or death.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



LAST WILL AND TESTAMENT  
OF

I, \_\_\_\_\_ a citizen and resident of \_\_\_\_\_, being of sound and disposing memory, do hereby make, publish and declare this instrument as my **Last Will and Testament**, hereby revoking and all Wills, Codicils and letters of testamentary import I formerly may have made.

## ARTICLE I

## TAXES, DEBTS AND EXPENSES OF ADMINISTRATION

I direct all debts which I am legally obligated to pay at the time of my death, including my last illness and funeral expenses, taxes and costs of administration of my estate, shall be paid as soon as practicable after my death.

## ARTICLE II

## DISPOSITION OF RESIDUE

I devise and bequeath all the rest, residue and remainder of my property of whatsoever kind of character and wheresoever situate, whether presently owned or hereafter acquired by me, to \_\_\_\_\_.

In the event that \_\_\_\_\_ should not survive me, then in that event, I devise and bequeath all the rest, residue and remainder of my property of whatsoever kind or character and wheresoever situate, whether presently owned or hereafter acquired by me, to \_\_\_\_\_.

ARTICLE IV  
EXECUTOR INFORMATION

I designate in the event of my death, \_\_\_\_\_, as Executor (trix) of my will and estate. In the event he is unwilling or unable to carry out such responsibilities, I designate \_\_\_\_\_ as Executor (trix) of my will and estate.

ARTICLE V  
GUARDIANSHIP

If my \_\_\_\_\_ does not survive me, I nominate \_\_\_\_\_ as guardian of my pets. I request that any guardian named in this Will be permitted to serve without bond, but if a bond is required for any guardian so named, I direct that it be set at a nominal amount.

Name \_\_\_\_\_

Date \_\_\_\_\_



Step  
**1**

**Station 1**  
Personal Affairs

Session 3



**LIVING WILL OF**

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Declarations made this \_\_\_\_\_ day of \_\_\_\_\_, I, \_\_\_\_\_, willfully and voluntarily make known my desire that my dying not be artificially prolonged under the circumstances set forth below, and I do hereby declare:

If at any time I have a terminal condition, and if my attending or treating physician and another consulting physician have determined that there is no medical probability of my recovery from such condition, I direct that life-prolonging procedures be withheld or withdrawn when the application of such procedures would only serve to prolong artificially the process of dying, and that I be permitted to die naturally, with only the administration of medication or the performance of any medical procedure deemed necessary to provide me with the comfort, care or to alleviate pain.

In the event that I have been determined to be unable to provide express and informed consent regarding the withholding, withdrawal, or life-prolonging procedures, I designate, as my surrogate to carry the provisions of this declaration:

\_\_\_\_\_

In the event that he is unable to perform these duties, I designate:

\_\_\_\_\_

I would request that any organs that would be beneficial to another person be donated at the time of my death.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date





## HUMAN KNOT INSTRUCTIONS\*

Instructions: (POC can facilitate this)

- Ask participants to form a circle, shoulder-to-shoulder.
- Ask participants to each place their right hand in the middle of the circle and to grasp another hand. They should NOT take the hand of the person right next to them.
- Then ask participants to put their left hand in the middle and grasp a different person's hand. They should NOT take the hand of the person right next to them, nor should they take the hand of the person they are already holding hands with.
- Explain to participants that what you'd like them to do is to untangle themselves, without letting go of hands, into a circle.
- There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique.
- Participants may change their grip so as to be more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - it is usually a bit harder second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and re-clasp they need to discuss and decide what unclasp-reclasp would be most useful.
- Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

\* Adapted from <http://www.wilderdom.com/games/descriptions/HumanKnot.html>





## **Health and Wellness Orders**

You will have 45 minutes to complete your activities at this station. (POC start timer)

POC split platoon into 2 groups: ½ medical, ½ physical training (PT) test then switch.

The key to a successful deployment is advanced preparation and direct communication with your family.

**Task 1:** Complete the following medical paperwork: Health Information

**Task 2:** Receive all of your required vaccines (topical/oral)

**Task 3:** Receive a dental exam.

**Task 4:** Participate in the required PT test and successfully complete.

At the end of the session, Platoon Leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station.





## Health History

### 1. General Physical Data

- a. Date of last physical
- b. Date of last dental
- c. Blood type and RH factor (such as A+, B-)
- d. Height
- e. Weight
- f. Color of Hair
- g. Color of Eyes
- h. Wear Glasses or Contact Lenses    Yes ☐    No ☐

### 2. Location of medical records:

### 3. Location of dental records:

### 4. Location of immunization record:

### 5. Specify any adverse reactions to medications (name):

### 6. Allergies:

### 7. Medication (name and dosage):

### 8. Any other medical conditions:





## Physical Training (PT) Test

SOMK Participants must complete the following successfully to be prepared for the mission:

1. **Sit-ups – 50**  
Time to complete: \_\_\_\_\_
  
2. **Pushups – 10**  
Time to complete: \_\_\_\_\_
  
3. **Hop on one foot continuous – 25**  
Time to complete: \_\_\_\_\_
  
4. **Jump rope continuous – rope**  
Time to complete: \_\_\_\_\_
  
5. **Run in place for a minute**
  
6. **Jumping jacks – 50**  
Time to complete: \_\_\_\_\_





## Uniform Orders

You will have 45 minutes to complete your activities at this station.  
(POC start timer)

**Task 1:** Create a crest and logo for the platoon.

**Task 2:** Create a platoon uniform. Platoon leaders must distribute uniform pieces (visor, bandana, t-shirts, OMK dog tags, gear bag, OMK bracelets).

**Task 3:** Create your platoon mascot's uniform.







## Uniform/Equipment

You will have 5 minutes to complete your activities at this station. (POC start timer)

**Task 1:** Will be to establish your platoon uniform. Platoon leaders must make sure that all platoon members are wearing their lanyards, nametags/deployment cards, bracelets, and dog tags.

**Task 2:** Will be to create a safe transport structure for your egg platoon member.

**Task 3:** Will be to make sure that your platoon has all of the necessary equipment needed to conduct your mission

At the end of the session, Platoon leaders must insure that all participants have completed their task and received a completion sticker before moving on to the next station.

Distribute Completion Labels





## Egg Transport Structure

### Objective:

To safely deliver your egg home for a reunion brunch. (i.e., means that the egg does not break when it travels through the mission phase.) Success is measured by how few cracks are in the egg upon reaching the re-deployment stage.

### Instructions:

- As a team, use ONLY the following materials to build a transport device that will protect and safely deliver the egg through your mission and return home from deployment.
- Each team must develop a 15-30 second Outbrief on the transport design to share with your commanding officer upon your return.
- Every member of the platoon must play a role – those roles will be outlined in your Outbrief.
- No other materials may be used than those listed below.

### Materials/per platoon:

15 straws  
4 rubber bands  
36 inches of masking tape  
1 raw egg  
1 ziplock bag

Remember, no other materials can be used!



Step  
**1**

**Station 4**  
Uniform/Equipment

Session 3



## Equipment

### Hand-Eye Coordination Test

Member Name: \_\_\_\_\_

#### Target Practice

Members must hit the bull's-eye 5 times in a row to pass the test.

Time to complete: \_\_\_\_\_

#### Paddleball

Members must hit the paddleball continuously for 25 seconds

Number of attempts before success achieved: \_\_\_\_\_





## Alicia's Adventure Script

***Script – To be given only to the first group sent out (they are now the “far island”) handout version can be found at the end of this section)***

You were hanging out with your friends over on the mainland and decided to jump in a boat to go check out some of the islands. One group stayed behind because there was a dense fog. They are very cautious and did not want to risk getting lost.

You took off and some (those who are over on the other island) decided to get off the boat and explore. You landed here, and – wouldn't you know it? – The volcano on your island erupted and destroyed your boat and everything aboard!!

The *good* news is that all of you are safe.

The *bad* news is that you are stranded on the edge of what's left of this island! Sorry folks...

The *good* news is the island where you left your friends is not far away.

The *bad* news is the waters are shark infested.

The *good* news is there are resources on the mainland to build a rescue raft.

The *bad* news is you only have 30 minutes to be rescued.

The *good* news is your friends are anxious to help.

The *bad* news is the noise from the eruptions makes it impossible to communicate with anyone verbally. You, from this moment on, are mute -- that means you cannot speak words or utter sounds. You may only use non-verbal communication.

The *good* news is everyone in your group works well, cares, and wants to keep everyone safe.

The *bad* news is your friends on the mainland have been blinded by the fog and volcano ash.

Your challenge is to get the attention of your friends on the other island and make them understand what you need so they can communicate with those on the mainland. In order for you to be rescued, your friends on the mainland need to construct a raft, using all the equipment on the mainland. The raft needs:

- Four oars people, two on each side with oars in hand.
- Two rudders in the back, each manned with a person.
- Two tow ropes in front, back manned with a person.
- One helmsman who proudly holds the chicken high.
- Everyone else on board.



Step  
**2**

Deployment Mission - Rotation A (cont.)

Session 3



The *good* news is that you've got that chicken! Once all is in place and everyone on the mainland is onboard, the chicken will lead the rescue (thank goodness Colonel Sanders didn't get this one)! The entire crew on the boat must now sing "Row, Row, Row Your Boat," as a signal that you have been rescued. Then you can rejoin all of your friends and tell them what happened!

Return Orders Letter

**SAMPLE**

Date [INSERT DATE HERE]

Dear SOMK Participant:

Congratulations, your platoon has successfully completed its mission and will be returning in *[insert time]*. Your task will be to prepare your platoon and yourself for reunion and reintegration into your roles in your family and in the Army back home.

The initiative you have been involved is Operation: Military Kids. Operation: Military Kids is a nationwide effort designed to provide support to the children and youth of families that are impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically isolated.

Your mission supported the nationwide initiative by actively participating in the mock deployment that simulates a Soldier's deployment experience.

Thank you for actively participating on this mission and striving to achieve success in our initiative.

*[insert signature of commander]*



## Session 3 - Facilitator To Do



- ✓ Review materials list
- ✓ Review lesson plans
- ✓ Recruit facilitators for each station
- ✓ Make packets of handouts for each station
- ✓ Set up each station



## SESSION 4: Research with Military Personnel

Requirements:

Time: 2 hours

Materials: Panel of Members

### Facilitator's Groundwork:

*Work with your military liaison to schedule a panel discussion of a Family Readiness Group, a Veterans' Group, or a group of teens from military families who have a parent deployed. State OMK Team members representing the Guard, Army Reserve, and American Legion can assist in this process. Ask panel members to share their experiences of deployment and the impact it had on them and their family members. Give them the OMK bookmark as background information on the project. Allow time at the end of their presentation for questions. If you want a less formal panel, questions can be answered as they arise.*

*The panel members here with us today have been asked to share their experience of deployment and its effects on them and their families. There will be time at the end of their presentation for questions.*

### Suggested Starter Discussion and Journal Questions:

- What stories struck you the most and why?
- What difficulties does deployment cause for families?
- What did you learn that you think would be helpful for others to know?
- How do you think the community could help support NG and AR families?

### Session 4



- ✓ Review lesson plans
- ✓ Schedule speaker/panel members
- ✓ Send panel members OMK bookmark information
- ✓ Have a mental health professional/counselor on site



## SESSION 5: Developing Messages

Requirements:

Time: 90 minutes

Materials: Participant Journals, voting dots, flip chart and markers

### Facilitator's Groundwork:

*The purpose of this session is to review the journal entries and come up with a list of themes or messages that participants want to communicate to others.*

### INSTRUCTIONS

Give each participant 30 minutes to reread their journal entries and to make a list of five main themes or messages they think are important.

- Ask the participants to sit in a circle.
- Go around the circle and ask each participant to present one of their five ideas.
- After each one, ask the group if anyone had a similar idea. If so, ask them to describe it also.
- Record these ideas on flipchart paper and post them around the room.
- Keep going around the circle until each participant has presented all of his/her ideas.
- At the end, ask if the discussion prompted any new ideas. Record these as well.
- At the end of this session, you have developed a list of potential topics.
- Each team will get to decide which three messages they would like to develop. Give each participant three dots. Explain to them that they each have three “votes” for the message ideas they think the group should pursue. They can put all their dots on one idea, or they can pick three different ideas. Have four different sets of colors so each team is one color—that way each group can pick topics relevant for their particular region.





- When the voting is complete, circle the top three ideas for each team (they may or may not be the same for all the groups). Keep a list of the others as well. These could be used later if time allows.
- Explain that these three messages will be the first ones the group works on as part of the SOMK training. The other ideas will be kept and can be further developed later if time allows.
- Ask each team to discuss whom the messages should target (e.g., school personnel, youth services providers, community planners, Parent-Teacher Associations, Rotary Clubs, American Legions,) in their community. Why are these important audiences? What would be the best way to present our messages to these groups? How does it vary by group? (e.g., maybe the rotary club would appreciate a presentation, while the community at large would benefit from an article in the local newspaper). Do not let the group underestimate the importance of matching the delivery strategy to the audience.
- For each of the top three ideas, spend time brainstorming what information to include. Put the title of each topic on its own flip chart page. Record ideas under each.
- In an effort to gain more ideas, have the groups present their ideas back to the larger group.

## Session 5



- ✓ Remind participants to bring their journals
- ✓ Review lesson plans



## SESSION 6: Skill Development

### Requirements

Time: 4.5 hours (3 sessions @ 90 minutes each)

Materials: See skill sections

- Overview of Writing Communication
- Video, media
- Interactive Theater
- Overview of Public Speaking (this session conducted next day for 60 minutes—see agenda)

Our SOMK Speakers Bureau will provide information and resources to the community about issues facing deployed families. To develop the resources we will need, we must decide the best ways to get our message across. In this session, we will be practice several options to get us started. These include writing articles, developing presentations, developing exhibits, producing videos and crafting interactive theater productions. The overall goal is that you will have a variety of messages and media to pull from in your Speakers' Bureau. As a team, you will work the message you chose into several different media. Because of time limitations, we are asking that you stick to one message for now. You can use the same process to expand other messages when you return home.

### NOTE:

*Lessons for five different skill sets are included but the schedule does not allow time for all of them. Use your discretion about which media are best suited for your particular group. If all of the skill sets are not completed in this training, you can use the materials for additional training during subsequent team meetings.*

*Schedule: 3 of the 4 skills sessions are taught during one afternoon; each group rotates through. The final skill session (public speaking) is taught to everyone together during the next morning session. Skill Area 5 (creating an exhibit) is optional.*

*Encourage the participants to keep all the handouts together so they can refer to them as they finish their messages after the training.*



## Writing for Publications



Time: 90 minutes

Materials: handout: The Writing Process Skills Sheet

### INSTRUCTIONS:

Hand out the “The Writing Process” Skills Sheet. Using it as a guide, walk each team through steps 1-5, one at a time. Try to walk them through each step rather than just giving them the skills sheet and telling them to complete it.

**Group Task:** (post these steps so the group can refer back to them)

- Ask each group to decide which topic they are going to address (remember to use one of the three they discussed in their brainstorming from the previous session)
- Planning
  - Decide upon the audience for this particular piece
  - What is the goal? Expressing an opinion or describing an idea how to support military families and teens or how to change attitudes, or the way people act?
  - Are you giving an overview or discussing a small part of your idea?
  - Decide upon a title.
  - Decide upon format—is it a newspaper article, a poem, an essay, etc?
  - Decide the length. Most newspaper stories are no more than two pages.
  - Decide whose point of view you will write from—yours (first person—I), your audience (second person—you) or some other person’s (third person—he, she, or they)
  - Determine your tone. Will the writing show strength, humor, fear, or celebration? Will you be quiet, easy, restful or loud, boisterous, wacky? Deciding this point will help you choose the words you need to make your point.
- Research
  - Do you need any additional information to what you have already learned? If so, what is it, and what is the best way to get it?

*Pages 119-142 were adapted with permission from “Communications Toolkit (2000), 4-H Youth Development, Children, Youth & Family Program, Michigan State University Extension (publication number 4-H 1560)*



## Skill Area (cont.)

## 1

- Organize
  - Decide how you will approach the information. You can present it in chronological order (measured by time), spatial order (from top to bottom, from end to beginning, from left to right or vice versa), rank order (best to worst, most important to least important, first to last, biggest to smallest), or even emotional order (from happy to sad, from anger to resolution, from uninformed to informed).
- Draft
  - Take your idea, and your plan for the best way to approach that idea, and all the information you have gathered in your research about that idea and your outline for organizing your idea—and write! Develop a practice version of the piece you want to create.





# The Writing Process

## SKILLS SHEET: The Writing Process

### The Writer's Toolkit

- Research notes
- Dictionary
- Thesaurus
- Grammar book
- Style manual
- Editing pencil or marker (preferably in a different color than what you have using to write with)
- Stick-on note pads

There are seven basic steps to writing. Use this skill sheet to help you through the steps. And remember, writing, as a process does not flow into any particular pattern or line. It does not matter so much how you incorporate the steps, but include in your writing some attention to each of the steps.

### 1. Find Ideas

As you are conducting your research on military families and deployment, keep a list of the issues or angles on the story you find most interesting. These are the start of ideas you can write about. When you are ready to begin the actual writing process, pull them out and pick out the idea that most appeals to you.

### 2. Plan

Once you have picked out the idea that most appeals to you, decide who most needs to read or hear your idea. Who is your audience? What is the goal of your work? Do you want to entertain, inform, or teach your audience? Do you want to express your opinion or describe your idea? Or do you want to change people's minds or the way they act? In planning:

- Define your audience.
- Decide on the purpose of your writing.
- Decide if you will give an overview or discuss a small part of your idea.
- Write your title.
- Decide on your format—will it be a song, a poem, an essay, a news article, a feature story, a poster, a videotape, a bumper sticker?



- Decide the length of your piece.
- Decide whose point of view you will write from—yours (first person-I), your audience (second person—you) or some other person’s (third person—he, she, or they).
- Determine your tone. Will your writing show strength, humor, fear, celebration? Will you be quiet, easy, restful or loud, boisterous, wacky? Deciding this point will help you choose the words you need to make your point.

### **3. Research**

There are many places you can go and methods you can use to research a story. You should already have some background information on the issues facing military families when a member is deployed. You may have already had the opportunity to visit a military installation or National Guard Armory. You may even have already had the chance to talk with other youth whose parents are deployed. Based on these experiences and your interests, determine what it is you still need to find out. Then decide how you will find out what you need to know. Will you go to the library or surf the Internet? Will you interview more people? Once you determine what you need to know and how you can get the information, go to the source and record what is necessary to help you write your piece. Be sure to check your sources to ensure that the information is up-to-date and accurate. This might require checking more than one source for all the information you need to gather.

### **4. Organize**

Decide how you will approach the information. You can present information in chronological order (measured by time), spatial order (from top to bottom, from end to beginning, from left to right or vice versa), rank order (best to worst, most important to least important, first to last, biggest to smallest), or even emotional order (from happy to sad, from anger to resolution, from uninformed to informed).

### **5. Draft**

Take your idea, and your plan for the best way to approach that idea, and all the information you have gathered in your research about that idea, and your outline for organizing your idea—and write! Develop a practice version of the piece you want to create.

### **6. Revise**

Now, take a break from the piece. Sometimes even a 30-minute break helps you to see it much clearer, but the best break would be between group meetings, if you have the time. When you pick up your work again, read it first to decide if it meets



**1**

your goals. Does it entertain, inform, educate, encourage, or excite you? Is everything you need there in your manuscript? The best way to determine this would be to have a friend or partner read and react to your work. Have the person tell you if there are parts he or she doesn't understand or feels you left out. Ask the person to share how the piece made him or her feel. Did it achieve what you wanted to achieve with your audience? Also have the person point out any obvious inconsistencies, misspellings, or incorrect uses of grammar. Use the tools of the writer's toolkit to help you correct or check things like spelling and grammar. Note all these issues or changes on your draft so you can correct them, and make the changes on another draft. Then have someone else, a teacher or your group leader, read and review the piece again before you publish it.

**7. Publish**

You can print it long hand, type it into a word processor, video or audiotape it, or design the words into a poster or flyer. However you choose to do it, now is the time to put your piece into its best and final form for sharing and communicating with your audience. Once it's done, share it! Publish your essays, poems, features or news articles, and song lyrics in a newsletter, your local newspaper, your school newspaper, or a book. Publish your script on video or audiotape and play it for your group or share it as part of an exhibit or event. Talk to your local cable or television station about airing your tapes on a local access channel. You could also try to incorporate your thoughts into a poster design or a bumper sticker or flyer. Be creative in thinking of ways to share your work with others!



## Skill Area

## 2

## Creating a Video



Time: 90 minutes

Materials: Stopwatch, cue cards and markers, and templates

Mobile Technology Lab equipment

Skills Sheets

- Writing Skills for Video
- Speaking Skills for Video
- Interviewing Skills for Video
- Shooting your Video
- Video Editing
- Get Real! Produce a Documentary Resource

**INSTRUCTIONS:**

- Hand out the Skills Sheet “Writing Skills for Video”. Lead participants through the beginning process of starting a video script and storyboard.
- Hand out blank video script pages and blank story board pages.
- Note the steps are the same as those in the writing process except the end product is a script and a storyboard rather than an article.
- Step 1: Decide upon a message.
  - Remember to use one of the three identified earlier.
- Step 2: Plan

Once you have picked out the idea that most appeals to you, decide who most needs to read or hear your idea. Who is your audience? What is the goal of your work? Do you want to entertain, inform or teach your audience? Do you want to express your opinion or describe your idea? Or do you want to change peoples’ minds or the way they act? In planning you should:

- Define your audience
- Decide on the purpose of the video
- Decide if you will give an overview or discuss a small part of your idea.
- Decide the length of your piece.





## Skill Area

# 2

- Decide whose point of view you will write from—yours (first person-I), your audience (second person—you) or some other person’s (third person—he, she or they).
- Determine your tone. Will your writing show strength, humor, fear, celebration? Will you be quiet, easy, restful or loud, boisterous, wacky? Deciding this point will help you choose the words you need to make your point.

Review the skills sheet “Filming your Video.” Give the group the camera and let them experiment with recording their script.

At the end of the session, draw their attention to the other Skills Sheet areas that need to be mastered: “Speaking Skills for Video,” “Interviewing Skills for Video,” “Filming your Video,” “Video Editing,” and “Video Production Roles.”





## Writing Skills for Video

This sheet will help you adapt your writing styles to the medium of video. Use this in partnership with the Written Communications Skills Sheets.

Most of the rules of good writing apply to video scriptwriting. The information written for a narrator to read on tape is called “copy.” The copy can be read from off-camera, so viewers see some other picture while they hear the narrator. Or the copy can be memorized or read (using cue cards or a cueing device such as a TelePrompter) so viewers see the “talent” on-camera as he or she talks. A few tips for adapting writing for video follow. (Note: The same rules apply if you are adapting activities for audiocassette recordings or radio productions.)

- Write clearly and simply.
- Write in a conversational tone.
- Keep your sentences short.
- Use first and second person (For example, “You can make a difference...”).
- Use action verbs such as “join,” “come,” “write,” and “buy.”
- Use words that clearly communicate and conjure up powerful emotional images.
- Use comparisons and metaphors.
- Edit your copy. Take out unnecessary words and change verbs to communicate action and present tense.
- Use a stopwatch to time yourself or your narrator reading the copy. Limit the number of words so the narrator can easily read the copy within the number of seconds you need to fill. For example, for a 60-second spot or commercial, you will probably need to limit the script to about 75-100 words. Eliminate words or sentences if the narrator cannot read the copy clearly within the amount of time you want.
- Read the script aloud and rehearse it before you do any taping. Listen to be sure it’s clear and easy to understand. Read it aloud to someone else and ask if he or she can understand your message. Make any changes you need to keep the message clear, simple, understandable, and as powerful as possible.





## Script Template

### Sample Video Script

Video scripts typically are sheets of paper divided vertically into 2 columns. The left column is “video” (what you see) and the right column is “audio” (what you hear).

## Teens Tell All

Video	Audio
<p><i>Fade into medium shot of Stephanie in front of the Ft. Bragg basic training obstacle course.</i></p> <p><i>She walks over to a group of teens preparing to start the obstacle course</i></p>	<p><b>STEPHANIE ON-CAMERA:</b> Hello and welcome to our show “Teens Tell All About Deployment.” I’m Stephanie and today I’ll be taking you on a video tour of the Ft. Bragg basic training obstacle course. This course is designed to test Soldiers’ physical fitness before they are sent into the field. As part of a program designed to help youth understand deployment, a group of teens participated in the Ft. Bragg obstacle course.</p>
<p><i>Shot of the obstacle course with teens involved in each station.</i></p> <p><i>Close up of Mark who is being interviewed by Stephanie</i></p>	<p><b>STEPHANIE VOICE-OVER (MUST SPEAK LOUDLY DIRECTLY INTO THE MICROPHONE TO BE HEARD OVER BACKGROUND NOISE.)</b></p> <p>This is an exciting and stressful time for the teens as they try to complete the course in the allotted amount of time. None want to let their teammates down by finishing late.</p> <p>Mark: (Mark explains in his own words his feelings about the obstacle course and its difficulty. He also talks about how much he’s learned about what his deployed father had to go through before he left. He will try to make his answer about 30 seconds long).</p>
<p><i>Stephanie on-camera at the finish line of the course.</i></p>	<p><b>STEPHANIE ON-CAMERA:</b> You know it sounds like a lot of other teens feel the same way. Most who have participated in this program have talked about how much they’ve learned about what their fathers and mothers do. Everyone agrees that they are very proud of what their parents are doing to serve this country.</p> <p>Obstacle course team finishes and everyone cheers.</p>





# Script Template

Video	Audio





## Sample Video Storyboard

A storyboard is a tool that can help you visualize the action described in your script. It will also help keep you organized as you tape your video. You can put rough sketches in the boxes to represent how each different camera shot will look on screen. Notes describing the shots and transitions can go between the boxes. Write the audio for each shot on the lines below or create your own template.

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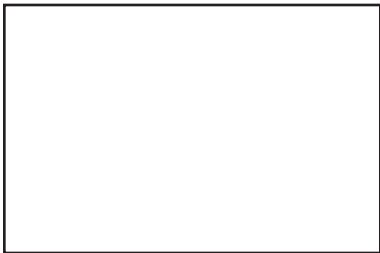
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Sample Video Storyboard



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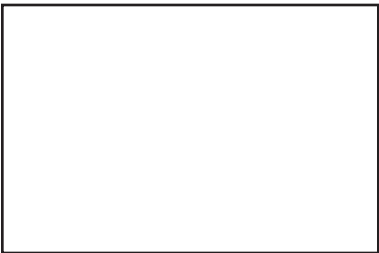
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## Sample Video Storyboard



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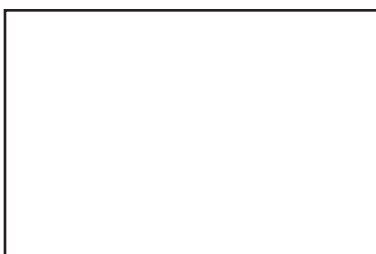
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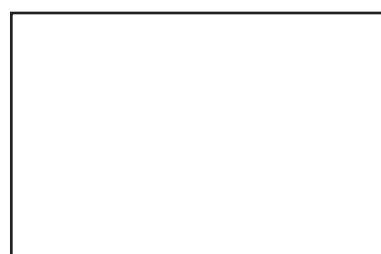
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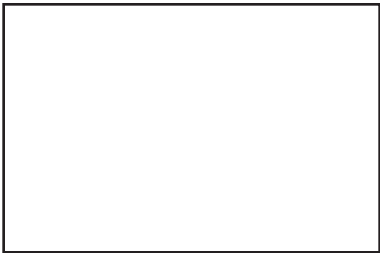
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Sample Video Storyboard



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## Speaking Skills for Video

This sheet is designed to help you adapt your speaking style to video. See the “Delivering a Vocal Presentation” Skill Sheet for more information about improving your verbal communication skills.

Most of the rules of good speaking and presentation skills apply to video as well. Here are a few tips to help you become a better on-camera presenter, or “talent.”

- A strong confident voice will make your message more believable. Speak up!
- How do you make your voice sound strong and confident? Relax, breathe deep, lower your voice and project from your diaphragm. (The diaphragm is the area between your chest and stomach.)
- Vary your pitch, volume and pacing to hold viewers’ interest.
- Try to sound like yourself! Imagine that you are speaking to a friend rather than to a microphone. Try to avoid sounding like you are reading from a book, monotonous or singsongy.
- Enunciate, and speak very clearly.
- Find a comfortable, medium speed. Do not talk too fast or too slow.
- Exaggerate your delivery and put strong emphasis on key words. Be dramatic.
- Keep your facial expressions appropriate to your words. That is, do not smile or smirk if the message is serious. Smile and look joyful if the message is positive or heartwarming.
- Watch a network newscaster or reporter and pay attention to his/her pitch, speed, facial expressions, gestures, etc. What did you notice?
- Stand up straight, look people in the eye and do not fidget.
- Eye contact is extremely important and powerful. If you want to look directly at your video audience, look at the camera lens as if it were the familiar eyes of your best friend. Do not let your eye stray away from the camera lens while it’s recording. Wandering eyes make you look shifty and insecure. Practice by saying your script as you look at an eye-level mark on the wall. As with most things in life, the more you practice, the better you will become at this.





- Use hand gestures only if appropriate. Effective hand gestures come from being relaxed and spontaneous. (Playing with your hair, scratching and rubbing your knuckles are not effective hand gestures!)
- If you are using a hand-held microphone, hold it about four inches away from your mouth.
- Just do it! Almost everyone is nervous about speaking in front of groups (and cameras)! The more you do it, the better and the easier it gets. Really.





## Interviewing Skills for Video

### When You Are Being Interviewed:

- Prepare carefully. Anticipate and be prepared to answer the questions you will probably be asked. If possible, ask the interviewer for a list in advance.
- Practice answering the questions out loud before the interview. This will help you make sure you like the way your answers sound. Try to keep your answers to 30 seconds or less.
- Sometimes the interviewer may ask you what questions he/she should ask or what his/her viewers would want to know about your project. Be prepared to suggest questions for the interviewer if you are asked.
- Speak at a pace that is neither too fast nor too slow. Find a medium pace that sounds enthusiastic but not hyper.
- Speak up, articulate each word, and do not mumble.
- Be brief, get to the point quickly, and do not ramble.
- Listen carefully to the interviewer's questions and reactions to your answers. Do not fall into the trap of thinking about what you are going to say next instead of listening.
- Maintain eye contact with your interviewer. "Speak" with your eyes and facial expressions.
- Appear confident and relaxed. The best way to accomplish this is by being prepared and by practicing.





### When You are the Interviewer

- Prepare carefully. Gather some background information about the person you are interviewing and prepare questions that help ensure you will get interesting answers on tape.
- Establish a connection or rapport with the person you are interviewing. Work to gain his or her trust and help him or her to feel at ease.
- Start with general questions and move toward more specific, detailed questions.
- Ask open-ended questions that require longer answers. Avoid questions with a “yes” or “no” answer.
- Whenever you are confused by a response to a question, do not be afraid to ask for clarification. If you are confused, chances are viewers will be confused too.
- Listen carefully and maintain eye contact. Give the person enough time to answer your questions. Do not jump in and try to answer questions for the person you are interviewing. Be quiet, nod your head and react with your eyes and facial expressions to what he or she is saying. (Do not let your voice “run over” the interviewee’s voice.)
- Offer the interviewee the opportunity to share additional comments beyond what you have asked.





## Filming Your Video

Have you ever sat down in front of the television to watch your own videos and been disappointed with the results? Most people new to a camcorder have. Here are several tips to help you improve the quality of the videotapes you film.

### Planning

Think through your goals and what you want to have on tape. Shoot only those scenes you really want or need. Filming miles of wild footage no one will ever want to watch is a waste of time and money. Be selective and resist the temptation to turn the camera on and record everything that is happening.

### Lighting

The single most important thing you can do to improve the look of your videos is to improve your lighting. A video filmed in poor light looks dark and grainy. Pay attention to the light source (Is it from overhead? Lamp? Sun?) and try to place your subject so the light falls evenly across it. Never film into the sunlight unless you are trying to make a dark silhouette of your subject. Film so your back or side is to the light source and your subject is facing the light. Use a lamp or other filter to shed more light on your subject, if possible.

### Sound

In most filming situations, the audio (sound) is just as important as the video (picture). Most camcorders have built-in microphones that work fine for recording room or ambient sound. They are also acceptable for recording subjects if the subjects are no more than 9-12 feet away from the camera and if the room is very quiet. You can greatly improve your audio quality by using an external microphone. You can buy or lease hand-held (like news reporters use) or lavalier (clip-on) microphones from stores that sell video equipment. Remember, if you really want the sound on your tape to be good, you need to pay attention to where the microphone is in relation to your subject. It's also important that you eliminate distracting room noise (such as blowers, voices, and equipment).



**2****Camera Technique**

The biggest mistake people make when using camcorders are overusing the zoom function and moving the camera erratically. Use the telephoto (zoom) lens only when you really want to get close and intimate with your subject and to create a dramatic effect. But be careful. It's nearly impossible to get a stable shot without a tripod when you are zoomed in close. If you have a tripod, use it. If not, you may want to stick with medium and wide shots. When filming without a tripod, hold the camera with two hands and plant your feet firmly, shoulder-width apart. Keep the camera as steady as possible and turn your whole body with the camera when you want to "pan" or move the camera left or right.

**Have Fun!**

Now that you know some of the basics of video production, go out and play with your camera! It's the best way to learn. Film scenes in a variety of situations and then play back and critique your results. Experiment with some of the tips given here—and then try breaking the rules to see what you can learn from the experience. (For example, someone decided awhile back that shaky camera movement is "in," so now we see it all the time on national television advertisements and programs.)





## Video Editing

Editing is the art of assembling scenes to create a meaningful story or message on film or video. In the “real world” of video production, editing is a complex process with unlimited creative possibilities. The process of video editing allows you to add elements like computer graphics and music.

When editing, you can arrange the scenes you have filmed in any order you want with creative transitions and special effects. You may be surprised to learn that, unlike film editing, there is no splicing or touching the tape in the video editing process. The video editing process is completely electronic. It’s accomplished through multiple tape machines, computers, and an operator or “editor” who pushes buttons.

Today, the world of video editing is being completely transformed by new and changing technologies. “Nonlinear editing” has totally revolutionized the way people edit video projects. Nonlinear, computer-based editing allows you to edit high-end broadcast quality, sophisticated video projects right out of a computer! Video production is an extremely exciting and constantly changing profession!

### Getting Started: Editing in the Camera

If you are a beginner or do not have access to video editing equipment, you can film your program in a way that makes it seem edited. This technique is a little tricky because you cannot change your mind once you have shot a scene. Preproduction planning and rehearsing are very important.

Editing in the camera means, after carefully planning your entire video program, you film each scene in the order you want it to appear on the final tape. Every scene is carefully set up so there is no extra cost or wild footage between shots. Here is what you do:

Carefully plan your video and write a script or storyboard that describes each scene, who will be featured, narration, props and other elements.

Before you start filming, have the on-air talent and videographer rehearse each scene to make sure they all know exactly what will happen in each scene. You must begin filming from the beginning of your script and then add each scene in the order that you want it to appear.





When you are ready to “roll tape,” the director alerts everyone by calling out, “Quiet on the set!” The videographer then puts the camera in standby mode so he or she only has to press the record/pause button to begin recording. Then the director says, “Stand by,” and counts down slowly, “Five, four, three...” The director should NOT say “two and one.” Instead, he or she should hold up those fingers to cue the talent to begin. The camera operator pushes the record button after the director says “three” and begins taping. This ensures you do not get the director counting down on tape. It also ensures you have the two second pause you need for the video to thread properly before the talent begins to talk.

Be sure the camera operator and talent know what the ending statement or action (called an “out-cue”) are for the scene. The camera operator presses the pause button at that point to stop the tape and end the scene.

Now you are ready to film the next scene. Leave the camera on pause until everyone is in place and ready for the next shot. (This works well if it’s just a few minutes that the camera stays in pause mode.). When you press the record/pause button again to start recording, the next scene will be immediately added to the last one seamlessly. (If you take a lot of time between scenes the camera will shut off. Then when you play back your tape you will see flashes or glitches between scenes.)

Don’t film anything you do not want on the final program. Repeat the process of rehearsing and start taping only when everyone is prepared and ready to do his or her part. If people make mistakes, try to keep going because you cannot go back and retape scenes when you are editing in the camera. Use your group’s retakes or “out-takes” as learning lessons so you can all do better next time.







## Filming Techniques

Film only as much of each scene as you really need to get your point across—no more, no less.

“Match action” between shots or scenes. This means if you are filming a wide shot of a scene and then you shoot a close-up or medium shot of the same scene, the positioning of people or props must be the same. For example, if you are filming a wide shot of a group of people and the next scene you want to shoot is a close-up of one of those people, be sure that the person’s body positioning is exactly the same for the close-up as it was in the wide shot. Have you ever noticed mismatched shots in television programs or movies? Just for fun, watch carefully when viewing television programs to see if the director or “continuity” person made sure the action from one scene to the next is carefully matched. For example, you might see an actor’s arm on the table in one shot, then in the next shot it’s in his or her lap. This looks quite humorous in dialogue sequences where there are several cuts back and forth between angles.

Cutaways are another option for adding visual appeal and interest to your tape. A cutaway is a shot very different than what was in the previous scene. For example, in one scene the viewer sees a young person on-camera talking about his or her father. In the next scene, the viewer sees a close-up of the father and hears the voice of the young person talking about him. (To accomplish this, the young person would need to stay off camera but very close to the microphone.)

Remember the sound or background noise will cut off every time you press the pause button on the camera to end a scene. If you are in a noisy environment for one scene and then a quiet one for the next, your tape will sound abrupt at those points. Also, if you have music in one scene and pause the camera while you move into another scene (with or without music), the sound will be choppy and clipped. If you want to have music playing in a scene, have someone slowly fade the music out as part of the scene before you pause the camera to end the scene. It will sound more natural and appealing.

You can create simple transitions between scenes while editing in the camera. For example, use the fade in and out function on your camera when you want a softer in or out point to a scene.

You can also use the manual focus knob to “rack focus” in or out of a scene. A rack focus is when the scene either goes from being clear and in-focus to being blurred, or from blurred to in-focus.

Another transition is a “swish pan.” This is a very quick side-to-side movement of the camera either away from the on-camera action or from the pan to the on-camera action. A slower pan from one person or object to the on-camera action also works as a softer transition between scenes. All of these transition effects can help create a sense of change or of time passing.



**“GET REAL! PRODUCE A DOCUMENTARY”****Video Production Roles**

The following roles or jobs are part of most video production projects. As you work together to create your video, you need to decide who will do what, so all tasks are accomplished. If your group is small, each person may have more than one job. (This isn't unusual even in the “real world” of video production.)

Some people are better suited to specific kinds of roles. For example, if someone in your group is artistic, that person may make a good graphic artist for your project. Allow the group members to experiment with roles and fill a variety of jobs.

**Producer**—The person who gives overall leadership to the content, message, audience, and objectives of the production, such as setting up shoot days for taping on location and making sure all the production tasks are assigned and completed. The producer also is responsible for the budget and timeline. It's his or her responsibility to see that the production is done on schedule and within a predetermined budget.

**Director**—The person who gives overall leadership to the location video shooting. The director “directs” the on-air talent and instructs the person operating the camera (videographer) as to the type of shots to get and when to roll tape. The director is the person who calls out that most famous of movie-making lines, “Action!”

**Scriptwriter**—The person who writes the script, copy, narration or voice-over for a film, commercial, television show or video.

**Talent**—The people whose voices or faces appear on-camera; also called “on-air talent.”

**Graphic Artist**—The person who designs and creates visuals to enhance and support the message.

**Videographer**—The person who operates the video camera.





## Interactive Theater

Requirements:

Time: 90 minutes

Materials:

Flip chart and markers

Messages developed in other work sessions [from participants]

Handouts (in order of their use in the session):

1. What is Interactive Theater?
2. Interactive Theater Overview;
3. Game – Tilt;
4. Improvisation;
5. Game – Line Improv (3 pages);
6. Considerations for Interactive Theater (2 pages);
7. Sample Plan of Sessions (2 pages); and
8. Resource List

### Facilitator's Groundwork:

*The purpose of this session is to acquaint youth with the idea of Interactive Theater and to start them thinking about how it could be used to increase awareness about the issues they have chosen to address.*

*Interactive Theater may be best suited for issues that are complex, subject to multiple outcomes or perspectives and not easily addressed by recitations of facts, listings of resources, etc. Interactive Theater also requires a group of youth with sufficient time, energy and willingness to learn new skills, work through the learning process, take risks and, ultimately, engage their audiences in active discussions about the issues they have chosen.*

*For this session, have the facilitator review and be familiar with at least one of the primary resources identified in handouts to order to be comfortable with the larger arc of the work involved in a successful interactive theater effort.*



**3****INSTRUCTIONS:****Step 1 (5-10 minutes)**

Pass out Handout 1, “What is Interactive Theater?” Discuss with the group their ideas about what they think “interactive theater” is. Lead them through a discussion contrasting it to “traditional” theater and comedy improv.

Possible points to make:

In “traditional” theater, such as the plays of Shakespeare (*Romeo and Juliet*, in particular is good since many of them will know the story), the story goes from the development of the characters and the differing intention(s) between them to a critical conflict(s), a resolution of the conflict(s) and then to a conclusion. The audience goes home having had the playwright and the characters do all the work. *[Example: Romeo (boy) meets Juliet (girl). They fall in love. Feud between families makes relationship problematic (if not impossible). Being young (and in love) they try anyway. Family conflict leads to death of a relative, a secret marriage, a flight to avoid prosecution, a faked suicide and, finally, their real suicides, which result in the families realizing the consequences of their mutual hatred. Messy, unhappy, but resolved.]*

In comedy improv, such as the television show “Whose Line is it Anyway?” all the situations are played for the greatest number of laughs. *[Example: Romeo and Juliet again. Flash forward to the balcony scene – it would be played as “Mystery Party Guest”. Or the tomb scene as “Scene from a Hat” as the kids look for a suicide weapon.]*

By contrast, in an Interactive Theater version of *Romeo and Juliet* (see the bottom of Handout 1) the play would stop at the beginning of the conflict and the interaction of the cast and the audience would lead to unique and audience specific resolutions. *[Example: Romeo and Juliet meet, fall in love and somewhere around the time Romeo is headed to her balcony wall the play would stop and.... (Here the facilitator should let the group explore the choices Romeo and Juliet might have. Does Romeo climb the wall? What choices does he have? What are the consequences of those choices?)]*

**Step 2 (5-10 minute)**

Pass out Handout 2, “Interactive Theater Overview”. Discuss the bulleted items and the concluding paragraph with the group. Have them discuss the techniques for getting their message(s) out that they have been working on to this point in the training. Explore with them what “interactive theater” might be in the context of SOMK?

**Step 3 (10 minutes)**

Get the group up and play Tilt (Handout 3). This will bring some energy into the room. Introduce the group to working with a partner and with some focus and intention. It will set the stage for the improvisational work later.



## Skill Area

# 3

### Step 4 **(5-10 minutes):**

With the group still up and standing, have them briefly discuss the messages they have been working on and what the issues are they feel these messages are addressing. List the messages on the flip chart. Use this list to have the group discuss which issues might be suited to interactive theater due to their complexity or because they may be subject to a range of perspectives and / or choices. Have the group choose the one that presents the best opportunity for differing opinions.

### Step 5 **(5 minutes)**

Pass out Handout 4, "Improvisation". Briefly review the points made on the handout. Focus on the three (3) boxed items.

### Step 6 **(45 minutes)**

Use Line Improv (Handout 5) to create situations around the issue identified in Step 4, using the techniques covered in Step 5.

### Step 7 **(5 minutes)**

Discuss how the group can further refine their issues and what they might do next with Interactive Theater.

### Step 8 **(end of session)**

Give out the remainder of handouts (6-8) for take-away information.

Adapted for SOMK-NY from materials based on *Theatre for Community, Conflict and Dialogue, The Hope Is Vital Training Manual*, by Michael Rohd and developed for the Youth Voices Theater, a CYFAR funded program of Cornell Cooperative Extension Association of Jefferson County, NY from 2000 to 2005, by Lee Willbanks, Community Educator

<http://nys4h.cce.cornell.edu/program/youthvoicesjeffersoncountyouthvoices.htm>





## What is Interactive Theater

**In the traditional theater, there are five parts to play structure:**

1. Exposition
2. Complication or Development
3. Conflict
4. Resolution
5. Conclusion

**In INTERACTIVE THEATER, the actors present only the first three parts of the play structure in the scene:**

1. Exposition
2. Complication or Development
3. Conflict

**In INTERACTIVE THEATER,** interaction with the audience provides the resolution and conclusion. While the actors remain “in character,” the moderator engages the audience in a discussion of the scene and an exploration of their experiences and insights.

From: *Reaching Out for Teen Awareness: A Model for Education Through Interactive Theatre*.  
1995. University of Maine Cooperative Extension.





## Interactive Theater Overview

### Quotes:

*"Theater is a language through which human beings can engage in active dialogue on what is important to them. It allows individuals to create safe space that they may inhabit in groups and use to explore the interactions that make up their lives. It is the lab for problem solving, for seeking options, and for practicing solutions."*

- Augusto Boal

*"Education is dialogue, we learn by doing. Information is not enough. It is useless without the power to act."*

-Michael Rohd

### **Interactive Theater allows participants, both cast and audience members to:**

- Enhance communication skills and decision-making
- Critically and viscerally analyze life situations and one's own responses
- Utilize the multiple perspectives different individuals bring to every interaction as a positive tool for problem solving
- Explore choices and the consequences they can bring
- Practice for real life in a safe space - participants are free to take risks in fictional worlds with the potential to learn from successes and failures there instead of experiencing the failure that can result from bad decisions made in the real world
- Take action

### **Using Interactive Theater SOMK can:**

Realistically portray situations unique to or more challenging for youth whose parents are deployed so that they, their friends and / or the adults with whom they interact can better understand what they are going through and so each can make healthier, and more informed decisions about the choices they have.







## Game-Tilt

**Number of People:** 10 or more (an ideal group: 14-40)

**Age Level:** All ages

**Time:** 10-20 minutes

**Source:** Unknown

*This is the first of many activities where pairs all play at the same time. This reduces self-consciousness and ensures that everyone gets lots of time to do, not just to watch. It particularly pays off when you move on the bridge activities and improvisation.*

### The Basic Idea

Two lines of the same number of people face each other on opposite sides of the room. Each line numbers off from 1 on up. The numbering off should be in at opposite ends of the two lines. In the middle of the space rests a bottle or a cup. You explain to participants that they are standing on the edge of a plate and that the bottle is the center point of the plate. The object of the game is to keep the plate from titling out of balance and crashing off its fulcrum. You call #1 from one of the lines and when he/she steps on to the imagined plate, the #1 from the other line has to step out and move to balance the plate. The person who is called first is the leader of the pair. Each pair has to keep a straight line between themselves and the bottle in the center point at all times. Then you call the other numbers until everyone is playing at once. The leaders are all from the same line until you call out to switch leaders. You can switch leaders often and have participants play with varying speeds and different ways of moving. This is a silent game.

### Reminders

- You should lead this game from the outside if possible but you can lead it while playing.
- Players should try to remain in visual contact with their partner at all times.
- Players should try to challenge but never trick their partner.
- See if players can switch leaders fluidly without stopping or jerking about.

From: *Theatre for Community, Conflict and Dialogue, The Hope Is Vital Training Manual*, by Michael Rohd. 1998. Heinemann







## Improvisation

In improvisation every moment is dictated (not by a need to entertain, but) by the actor's own honest human response, filtered through his/her vision of the point of view of the character they are playing.

**Every moment is dictated (not by a need to entertain, but) by the actor's own honest human response, filtered through his/her vision of the point of view of the character they are playing**

### Improvisation is.....

- living in a pretend world
- in a given circumstance
- from a character's point of view
- playing every moment truthfully and imaginatively

**Drama Comes  
from conflicting  
intention**

### Improvisation works when the actor....

- stays in the scene
- makes the scene and the circumstance(s) important
- makes strong choices and builds the situation (the story) together

**Always Ask: "What could we have done differently to make the stakes higher?"**

**A successful improvisation is based on the actors creating and maintaining a clear sense of:**

- Location/activity - where the scene is taking place and what is happening
- Relationship - the characters to each other and the subject matter
- Circumstance - the history (both recent and long-term) of and between the characters
- Intention - what each character wants to happen
- High Stakes - clear issue(s) between the characters or faced by one of the character(s)
- Strong, Detailed Choices - the character(s) making unambiguous choices and fully experiencing the outcome of the choices made





## Game-Line Improvs

**Number of People:** 6 or more (you need space)  
**Age Level:** All ages (find age-appropriate scenarios)  
**Time:** 10-30 minutes  
**Source:** Original via Living Stage

### The Basic Idea

Everyone breaks into two even-numbered single-file lines facing each other. The lines back away from each other (about 10 paces), and each person should know who is directly across from them, their partner. In this game you will provide them with the relationship, the circumstance, and the intentions. Their responsibility will be to build the conflict and the story together; making strong, detailed choices, and allow the stakes to be high. Here is an example so the mechanics of the game are clear in the specific context:

The relationship is parent/child. One line is “parent”, the other is “child”. The child has to be fourteen to nineteen years old. The child wants to go to a rally, demonstration, or protest going on in the community tonight. The cause behind the gathering is important to them, and they are coming to ask for permission to attend. The parent does not want them to go at all. Not at all.

The details, the kind of rally, the reasons for not letting them go are choices to be made by the players. When you say “go”, the “child” line crosses the space at once and walks up to their “parent.” The scene takes place face-to-face -- no moving around, no sitting--standing there confrontation style. After five to fifteen minutes, call out “freeze”, and have them respond to the four feedback questions to their pairs. Then start over by having one line rotate so that everyone is looking across at a new person. Have these new pairs go ahead with a new scenario.



**Reminders**

- They should, at this point, be challenging themselves to take on points of view that are different from their own. So, the rally should not be a cause they are personally passionate about but rather something they have to work at to be passionate about. They should be playing characters that are uncomfortable for them (this is specifically addressed in an upcoming section) and not just another version of their own worldview.
- Focus on details. The story should grow richer and deeper from the moment they start until you shout “freeze”.
- They are not looking for resolution. They are building conflict. This will make more sense when you begin to work on activating material.
- Some decisions they can make in the 15 seconds you give them before you shout “go”. Other decisions they can’t make until the scene starts.

**Examples\*\***

**Good Friends.** The one who will remain in place has been dating someone for six months and they haven’t gotten much support from anyone regarding the relationship. Today, for the first time, the friend who is crossing the space says they want their friend to break up with the person they’re seeing because of the group the person they’re dating is part of (this could be about race, religion, socio-economic status, gender).

**Siblings.** Both go to the same high school. The one crossing is approaching their sibling because they believe they have a substance abuse problem. They want them to get help today from the school counselor or they’ll tell their parents. The accused doesn’t think they have a problem.

*\*\* Note that each one has a clear relationship, circumstance, intention, and conflict. Set these things up and create your own line improvs. They don’t have to relate specifically to issues.*



**3****Thoughts**

This is a powerful exercise that raises the intensity level in the room. You want to feel that a group is ready for it, trustwise and skillwise. However, there is also something to be said for diving in and processing the experience. You learn from wherever you're at, and you don't want to be overly cautious. If the conflicts don't build as the round goes on, or if they peak early and people are left with nothing to really go with before the end, make sure you talk about that. The four feedback questions are always a great starting point, as well as discussing the current state of comfort in the group, in the space. A group needs to be able to play this game with energy and focus before they are truly ready to move into engaging, activating material.

**The Feedback Questions**

The four questions that you will ask participants to deal with after every pair improv activity are:

1. Did you stay in it?
2. Did you make it important to you?
3. Did you make strong choices and build the story together?
4. What could we have done differently to make the stakes higher?

These four questions are the structure for feedback. Throughout this section on improv say often to the participants "Have the pairs deal with the feedback questions now." All pairs in the room should have a minute or two to process these questions in relation to the scene/activity they just did. This is an important part of their becoming stronger improvisers and of their working together as an ensemble. They help each other grow through honest critique, observation, and support. They can't just say "You did great" or "We blew it that time." They have to give specific comments on what they did, what worked, what didn't work, and why. As you read on in this section and get a clearer idea of the concepts, you will be able to help them with appropriate and constructive feedback ideas.

From: *Theatre for Community, Conflict and Dialogue, The Hope Is Vital Training Manual*, by  
Michael Rohd. 1998. Heinemann





## Considerations for Interactive Theater

### Points to consider:

- Any group with sufficient energy, commitment and focus can do interactive theater.
- It is absolutely not just for “theater people” either as cast or leaders (this is due to the very different goals and techniques of traditional vs. interactive, improvisational theater).
- The power of interactive theater is in its ability to bring the audience into difficult situations in a realistic and believable way and to allow them to explore what options they have to deal with that situation (to “learn by doing”).
- It may take some participants to difficult emotional places that the leaders need to be prepared to deal with.
- The exercises (games) the group does to develop the skills necessary to do interactive theater will be helpful in improving their skills to utilize other ways of getting their message(s) out (i.e., public speaking, video production).

### It may be for your SOMK group (or a portion of your full SOMK group) if

- You have a sufficient number of members (10-20), youth and adult, willing to spend the time and energy to learn the skills, follow the steps in the process and take the risks.
- The issue(s) your group is interested in is (are) complex, subject to multiple outcomes (choices) and is (are) not easily addressed by a simple listing of resources, or facts.
- Your group wants to engage audiences in an active discussion about the issues.
- You are looking for an interactive / dynamic way to engage both youth members of SOMK and the audience.



**It may not be for every SOMK group:**

- It is not “message theater”. That is, it is not about providing answers, but rather working with an audience so they can explore possible options to address the issues raised – issues that do not always have easy answers.
- The starting point for effective interactive theater is not a message but the issue that makes people want a message (“Just say no, ” “Abstinence is the answer” vs. exploring the attitudes / behaviors and cultural norms around alcohol, drugs or sexual behaviors).
- It requires a long-term commitment by a fairly stable group (10-20) of teens and at least one adult leader.



## SAMPLE PLAN OF SESSION

Activity/Cumulative Hours Spent	Session 1 / 0 - 2	Session 2 / 2 - 4	Session 3 / 4 - 6	Session 4 / 6 - 8	Session 5 / 8 - 10	Session 6 / 10 - 12	Session 7 / 12 - 14
Energy Work	> It is good to begin every session with energy exercises to get the cast engaged in the work and focused						
Trust Work	> This is the underpinning of all the later work > Begin with simple exercises, advance to more challenging as soon as group is ready						
Bridge Work	> Link between warm-ups and the core of the work, and the creation of "activating scenes" > Channels the energy of warm-ups into the initial creative thinking and discussion about issues of concern to the cast members						
Improvisation			> Once a "comfort level" has been established among the cast, improv exercises enable them to begin to develop the skills necessary to undertake the rest of the work > Once here, the group should improv every chance it can				
Character				> Integral to the scene work and effective "hot-seating" > Introduces writing to the process			
Researching				> Using outside speakers, the Internet or other written material, the cast should supplement their personal experiences and thoughts about issues with research-based facts			
Writing				> Although improv-based, the scenes and character descriptions should be loosely scripted and modified based on the rehearsal and performance feedback			
Rehearsing					> Not for strict adherence to the "script", but to give the actors a familiarity with the material > Use to refine scenes to make them more "activating" > "Hot-seating" and facilitating should be rehearsed as well as the scenes		

Activity/Cumulative Hours Spent	Session 1 / 0 - 2	Session 2 / 2 - 4	Session 3 / 4 - 6	Session 4 / 6 - 8	Session 5 / 8 - 10	Session 6 / 10 - 12	Session 7 / 12 - 14
General Group Building	> Have the cast set goals (revisit periodically) > Have the cast establish Ground Rules for the group at the first meeting to set the tone - consider: confidentiality; need to keep discussion nonjudgmental; respect for self, cast, audiences and process; openness and honesty; the right to pass (sit out of exercises or discussions); anonymity (sensitive comments or questions can be presented without the author being named (revisit these periodically) > Establish practice/rehearsal schedule (and need for attendance) > Plan on not adding new members for several sessions (perhaps for 6 months to a year) to allow for the group to come together and become comfortable						
Leadership	> Supplement the group building of the Theater Skills exercise with specific leadership exercises aimed at developing skills such as goals setting, communication, group decision making and self-governance						
Other SOMK Activities	> Up to the group						





## Sample Plan Sessions (cont.)

## Glossary

**Activating Scenes** - The presentation (performance, skit, scene, etc.) developed by the cast members around a particular issue that takes the audience to the brink of a decision or crisis where critical and, frequently divergent, choices can be made. A well prepared scene will leave the audience wanting something different from the characters.

**Facilitating** - The process whereby a “facilitator” directs the flow of the process of introducing the group, the idea of the show, setting the scene, then (following the performance of the scene) the questioning and guiding of the audience through the alternative choices that could have been made and the replacing of the protagonist to try out some of those alternatives.

**Hot-Seating** - The process where the audience, after watching the activating scene, gets to question the actors, who remain “in character”, about their motivations, choices or anything else that may come to mind. It also allows for the exploration of alternative choices with respect to the risk behavior being explored in the scene.

From: *Theatre for Community, Conflict and Dialogue, The Hope Is Vital Training Manual*, by  
Michael Rohd. 1998. Heinemann







## Resource List

### Primary resources:

*Reaching Out for Teen Awareness: A Model for Education Through Interactive Theater.*  
1995. University of Maine Cooperative Extension

*Theatre for Community, Conflict and Dialogue: The Hope is Vital Training Manual.*  
Michael Rohd. 1998. Heinemann.

### Others to look at:

- *Acts of Service*. Jonathan Fox. 1986. Tusitala Publishing.
- *Games for Actors and Non-Actors*. Augusto Boal. 1992. Routledge.
- *Impro For Storytellers*. Keith Johnstone. 1999. Routledge.
- *Impro: Improvisation and the Theatre*. Keith Johnstone. 1987. Routledge.
- *Improvisation Starters*. Philip Bernardi. 1992. Better Way Books.
- *Teaching Young Playwrights*. Gerald Chapman. 1990. Heinemann.
- *Theatre Games for the Classroom*. Viola Spolin. 1986. Northwestern University Press.

### Web resources:

- *Applied and Interactive Theatre Guide*. <http://tonisant.com/aitg/index.shtml>
- *Youth Voices*.  
<http://nys4h.cce.cornell.edu/program/youthvoicesjeffersoncountyyouthvoices.htm>



## Skill Area

## 4

**Creating a Presentation**

(Conducted next morning)



Time: 60 minutes

Materials:

- Writing for Public Speaking
- Delivering a Vocal Presentation
- Using Visual Aids
- Overcoming Stage Nerves
- Let's Talk about Nerves
- Let's Talk about Nerves: What are you afraid of?
- Speech Warm-Ups
- Tongue Twisters

**INSTRUCTIONS:**

As with all the sessions, the first step in the process is writing. In this session, each group will begin to craft their message into a public speech. The process begins with a focus on writing for public speaking and ends with members actually making a presentation to the group. Remember the team is to work as a group to come up with one product.

**1. Considerations (5 minutes)**

- Choose a topic. Use the same topic you identified in the previous session.
- Consider your audience. The next step is to consider your audience, how you will present your material, and how much depth or detail will be necessary. Targeting your message to your audience increases the likelihood your speech will be a success. If you know something about your audience, you will be better able to plan a talk that speaks directly to them. For example, consider how a presentation for a group of 8-year-olds would differ from the same topic presented to a group of adults.
- Be aware of time constraints. Tailor your message to fit within the time frame given for your presentation. Presentation lengths depend on the audience and the venue.

*Pages 158-177 were adapted with permission from "Communications Toolkit (2000), 4-H Youth Development, Children, Youth & Family Program, Michigan State University Extension (publication number 4-H 1560)*



**2. What to say? (25 minutes)**

Develop an outline. Spend the majority of the session time developing the outline and actual content. Keep in mind the three basic outline parts: introduction, discussion, and conclusion. Developing an outline first will save you work and frustration later on.

- Use the introduction to grab attention. Let the introduction arouse your audience's attention and set the stage for your presentation. Choose a quote, a joke, a challenging question or something surprising to get the audience interested. In the introduction, outline important parts of your speech and tell your listeners what you will be talking about. You may want to include some information about yourself, too.
- Be logical and thorough. Present your material in a logical order and cover the areas you outlined in your introduction. Again, tailor your talk to fit the age and interest of your audience.
- Get personal. Use examples, illustrations, and stories in your talk.
- Summarize your speech. The conclusion stresses the most important parts of the speech and ties everything together.

**3. Preparing to Deliver the Speech. (20 minutes)**

- Review Skills Sheet: "Delivering a Vocal Presentation" tips
- Review Skills Sheet: Let's Talk about Nerves (~20 minutes)
  - Go through activity and handout: "What are you afraid of?"
- Speech Warm Ups (~10 minutes):
  - Tongue Twisters handouts
- Decide who will give the speech. More than one team member needs to be able to do this—each person may not always be available.
- Remember the high points. Write down certain phrases or points you do not want to forget.

**4. Deliver the Speech (10 minutes)**

Give each person a chance to do the presentation. Encourage the rest of the group to give constructive feedback.





## Writing for Public Speaking

Several points to help you write good presentations follow.

**Choose a topic.** When preparing any good speech, the first important step is to pick a topic comfortable for you. When you are familiar with and excited about the topic, the speech will be more interesting for the audience to listen to and easier for you to present.

**Consider your audience.** The next step is to consider your audience, how you will present your material, and how much depth or detail will be necessary. Targeting your message to your audience increases the likelihood your speech will be a success. If you know something about your audience, you will be better able to plan a talk that speaks directly to them. For example, consider how a presentation for a group of 8-year-olds would differ from the same topic presented to a group of adults.

**Be aware of time constraints.** Tailor your message to fit within the time frame given for your presentation. Presentation lengths depend on the audience and the venue.

**Develop an outline.** Keep in mind the three basic outline parts: introduction, discussion, and conclusion. Developing an outline first will save you work and frustration later.

**Remember the high points.** Write down certain phrases or points you do not want to forget.

**Use the introduction to grab attention.** The introduction should grab your audience's attention and set the stage for your presentation. Choose a quote, a joke, a challenging question or something surprising to get the audience interested. The introduction should also outline important parts of your speech and tell your listeners what you'll be talking about. You may want to include some information about yourself, too.

**Be logical and thorough.** Present your material in a logical order and be sure to cover the areas you outlined in your introduction. Again, tailor your talk to fit the age and interest of your audience.





**Get personal.** Use personal examples, illustrations and stories in your talk.

**Summarize your speech.** The conclusion summarizes the speech. It should stress the most important parts of the speech and tie everything together.

**Follow these tips to present your written ideas in the most effective ways.**

**“Tell ‘em what you’re gonna say.”** Remember, in the introduction you tell the audience what you are going to say, in the body you say it, and in the conclusion you tell the audience what you said.

**Follow your notes or an outline.** Do not be afraid to use your notes or outline during your talk. However, be sure the print is large enough to reference at a glance. This will help you stay on track and make your presentation flow. Losing your place in your notes distracts you and the audience. Avoid reading the speech verbatim from the notecards.

**Avoid memorizing.** When you are truly familiar with your topic, memorizing your speech is unnecessary. Thoroughly prepared speakers learn their outlines, and then relate the major points and supporting information when delivering the speech. Working from a written outline without memorizing the entire speech will give you more flexibility if something unexpected happens.





## Delivering a Vocal Presentation

In any speech, you must be aware of how you are delivering your message as well as the content of the message. This skill sheet describes the basics to remember for delivering vocal presentations.

### Delivering a Speech

#### Voice

As many famous people have discovered, your voice can be a powerful tool. But like any tool, you must practice with it to use it well. When giving a speech, you want the entire audience to hear you. The following points may help:

- Project your voice and speak up. Voice projection is not shouting, and you can do it without straining. Speaking from the back of the throat makes your voice sound weak and tires it faster; use your diaphragm muscles to make your voice carry. The diaphragm muscles are between your chest and stomach. Using them will help you relax and make your voice sound stronger.
- Try to sound like yourself. Use a conversational tone with familiar words.
- Speak at a comfortable pace so everyone can hear and understand your entire speech.
- Enunciate (pronounce clearly) all vowels and consonants.
- Do not slur your words—practice pronouncing the d's, t's and ing's on the end of words.
- Avoid contractions
- When you rehearse a speech, have someone stand near the back of the room to give you feedback on your projection and delivery, as well as content.

Remember: A strong confident voice will make your message more believable.

#### Eye Contact

Eye contact, or lack of it, can make a difference in how receptive the audience is to your message. These points may help:

- Maintain eye contact with your audience. Try to memorize your opening and closing statements so you can maintain steady eye contact when you need to hold the audience's attention. Your audience will be more receptive if you look at them.





- Try not to stare at a fixed object. Let your eyes travel casually and naturally from person to person throughout your speech.
- Look for friendly faces with whom to make eye contact, but do not neglect the rest of the audience. Once you get into the body of your presentation, watch the faces of the audience members to see if they understand and follow you.

### Gestures and Expressions

Gestures can be a powerful addition to any speech. They can also be a terrible distraction. The following points may help you turn gestures into a public speaking asset:

- Use gestures only if they are natural to you. Effective hand gestures come from being relaxed and spontaneous, not from fidgeting.
- Do not put your hands in your pockets!
- Smile! If you look like you enjoy what you are doing, so will your audience. Be dramatic, but match your facial expressions to your words. Look serious and sincere if your message is serious, smile if your message is positive.

### Posture

Posture is very important to maintaining an interested and confident appearance. The following points may help:

- If a podium is available, place your notes on it, but don't lean on it. Leaning gives the impression that you are tired, sick or bored.
- If you choose to walk while you talk, maintain your upright posture and hold your notes above your waist. Avoid pacing or swaying because this can be distracting and may make you look nervous.

### Other Tips

- Warm up your vocal chords and facial muscles before beginning your presentation.
- Be yourself, do not try to imitate others. You need to find your own style.
- Practice speaking techniques, not just individual speeches.
- If the room is large, consider using a microphone. Most microphones are effective if held about 6 inches from the mouth. Microphones vary so if at all possible, try to practice with the microphone before the presentation begins. Remember if you are holding the microphone it may be difficult to juggle your notes. Practice, practice, practice!





## Using Visual Aids

Some speeches just stand alone. Abraham Lincoln's "Gettysburg Address," President John F. Kennedy's inaugural speech, and the Rev. Dr. Martin Luther King Jr.'s "I Have a Dream" speech are examples of memorable speeches given without the help of visual aids. Audiences may need the help of visual aids to fully comprehend some messages.

Visual aids come in many forms, such as PowerPoint slides, overhead transparencies, posters, flip charts, videos, puppets or other actors, and objects.

### When to Use Visual Aids

In many situations, using a visual aid would enhance your presentation, such as:

- When you present complicated information. If the information you are presenting is detailed and has many parts to it, you might want to use posters or overheads to organize your thoughts. You can point to individual items or place a check mark by items as you talk to keep the audience moving with you.
- When a picture speaks volumes. Some pictures really do speak a thousand words and can be very appealing to the audience. Showing slides, videos, or posters may be more effective than trying to describe a scene. Imagine how much more persuasive a photograph of a tearful family goodbye or a joyful reunion is than simply describing how it looks.
- When your audience falls asleep. In some speeches it may be necessary to give many statistics or to talk about percentages. Overheads showing pie graphs or charts may break up the monotony of numbers.

### Audiovisual Tips

A few tips to remember when using equipment to present visual aids follows:

- Choose your audiovisual aids thoughtfully, keeping in mind the size and shape of your room, the expected size of the audience, and the available equipment. For example: If you expect an audience of 50, you do not want to show a video on a single or small monitor. The same is true for writing on a chalkboard or flip chart for a large room where your audience might be spread out over a distance.
- Practice with all equipment before you deliver your speech so you are comfortable with how it works. Allow time to make adjustments if necessary. You could practice with the equipment at the same time you check the microphone (if you plan to use one).







- You may need to speak louder than you normally do to be heard over some equipment. Test this before your presentation.
- Structure your presentation so you are not constantly turning the lights on and off. Audience adjustment to light and dark may be slow, creating lag time in your presentation.
- Rehearse your speech, including all of your visual aids. Use them smoothly to enhance your presentation without distract the audience from your primary message.
- Always have a backup plan in case you are not able to use your audio or visual aids (for whatever reason). A presentation that relies completely on a video or slides may be a disaster if the equipment does not work or is not available.





## Overcoming Stage Nerves

The largest barrier to speaking effectively in front of a group is the fear that something terrible will happen. Some people who dread public speaking are afraid because they have had poor first experiences and were unprepared to handle the situation. But for most people the lack of practice or opportunity to speak keeps them from feeling like capable public speakers.

It is important to recognize the differences between a real phobia and just a bad case of stage nerves (also called “stage fright”). The symptoms of stage nerves could be quite severe, but can lessen as you become a more experienced presenter. You do not have to lose your fear before you can do a good job. You can learn the mechanics of overcoming fear, and through repetition gain confidence.

If you get nervous before crowds, remember a little nervous energy is absolutely necessary to give you that excited spark the audience can share. Even very experienced speakers or actors feel “butterflies” before going on stage because they all want to give their best performances. Only speakers who do not care fail to feel anything.

### Tips for Reducing Stage Nerves

To reduce your stage nerves and work toward becoming a confident speaker, follow these tips:

- Be prepared. A well-planned and well-rehearsed talk will sound clear and organized and seem natural to deliver.
- Only speak about things you know well or that interest you, so you feel confident you have something to offer the audience.
- Complete the “Let’s talk about nerves” activity found on the next page to help you identify your anxiety symptoms. Then learn to prepare for and eventually overcome them.
- If you get nervous speaking in front of strangers, try to chat with a few members of the audience before you have to give your speech. This helps establish contact and makes you feel you are on friendly ground.
- Eat lightly before a presentation.
- Avoid carbonated beverages, which may cause stomach upset or uncomfortable gas. Dairy products may coat the mouth and throat, and also may cause stomach upset for some people. Do not chew gum during the presentation.





- Practice giving your presentation several ways so you are comfortable making last minute adjustments.
- Learn a quick stress-reducing routine for relaxing your neck, shoulders, and facial muscles just before giving your talk.
- Visualize yourself succeeding and enjoy the applause!





Skill Area

4

# Let's Talk About Nerves

**Focus:** Increase public speaking skills

**Purpose:**

- To help teens identify what makes them scared of public speaking
- To help teens learn to plan for and around stage nerves
- To help youngsters feel less afraid of the nervous symptoms they feel

**Materials:**

- "What Are You Afraid of" handout
- Pens or pencils
- "What I Learned" self-evaluation form

**Setting:** Comfortable area where group can sit in a circle

**Time:** 20-30 minutes

**Procedure:**

1. Introduce the topic by telling a personal story about a public speaking experience. Include something you learned about yourself as a result.
2. Ask the teens if they also have some fears of speaking in front of groups. Explain that some fears and symptoms of nervousness go away with practice. However, they need to learn what frightens them and how they can work around it, while sharing their ideas.
3. Hand out pencils or pens and the "What Are You Afraid Of?" handout to each person. Give them 5 to 7 minutes to write down some of the fears they may have, and then check off some of the symptoms this stress causes.
4. Bring the group back together to discuss the answers.

**Talking It Over:**

1. Allow at least 10 minutes for discussion, depending on the size of the group. Share the following information with the group (can include the "Overcoming Stage Nerves" Skills Sheet).

Here are some fears that people have noted about public speaking:

- Boring the audience to sleep
- Burping uncontrollably
- Losing a contact lens
- Tripping on the way to the stage
- Sweating profusely
- Unable to enunciate
- Forgetting what to say?





2. Ask the group the following questions:
  - What other fears can you think of? (Encourage the group to brainstorm as many as they can.)
  - Are you surprised at all the things people fear about public speaking? (Explain that when they can identify a fear very specifically, they can work on overcoming it.)
  - What might you do to prevent some of these fears from coming true? (For example, to keep from boring the audience to sleep, you could read your speech to a friend to see how it sounds.)
3. Ask the group to come up with at least one solution or problem-solving technique for each fear they listed. Encourage them to be creative and not to worry about whether or not the solution will work in every public speaking situation.
4. Ask for volunteers to talk about the nervous symptoms they have had before while speaking in public. (You could open with something like, "I always seem to get...sweaty hands...cold feet...an upset stomach...when I know I have to get up and talk in front of others.") After they have compiled a list of symptoms, encourage them to come up with some ways they can reduce the symptoms (for example, to remedy or minimize an upset stomach, eat only a light meal before speaking).
5. Give the group a final opportunity to talk about experiences they have had with speaking or reading aloud and how they felt.
6. Remind your group that being scared or nervous is not a good reason to avoid public speaking. Being able to express their ideas and share information is very important. Even though public speaking is hard now, the more they do it, the easier it will become.

**Try This Too:**

Ask a local radio, television, or sports celebrity to speak to your group about his or her experiences with performance nerves.





## **“LET’S TALK ABOUT NERVES” What are you afraid of?**

Write a sentence or two about the things that scare you about public speaking.

This is how I feel if I have to talk in front of others: (Check each symptom that you feel.)

- ☐ My hands shake.
- ☐ I get a headache.
- ☐ My shoulders ache.
- ☐ I get dizzy.
- ☐ My mouth goes dry.
- ☐ My neck hurts.
- ☐ My heart beats faster than normal.
- ☐ I get sweaty palms.
- ☐ My stomach is upset and I am nauseated.
- ☐ My legs are shaky.
- ☐ I cannot stop my feet from tapping.
- ☐ Others:



**Purpose/Training Goals:**

- Icebreaker
- To help teens feel relaxed with each other
- To help teens learn it is okay to make mistakes when speaking or reading aloud.

**Materials:** “Tongue Twisters” handout

**Setting:** Comfortable room where teens can meet in small groups.

**Time:** 5-10 minutes

**Procedure:**

1. Divide the group into four-or five-person teams.
2. Have each person choose a tongue twister to work on. Give them a minute or two to practice saying their tongue twisters.
3. Have the participants take turns reading their tongue twisters and teaching the tongue twisters to the rest of their small group.
4. After they have “sampled” each tongue twister, tell the teams to choose one tongue twister to read for the whole group.

*Leader’s note: If everyone picks one of the simpler tongue twisters to work on the first time, repeat steps 1-4 and delete those tongue twisters from the list. Work with the teens to help them pronounce more difficult words clearly. Explain that this will help them learn to speak clearly.*





## Tongue Twisters

Say these slowly at first, then say them as fast as you can without making any mistakes! If you make a mistake, start over, a little more slowly. Speak all final consonant sounds (such as t, d, and p) distinctly. Also take care to make the vowel sounds (a, e, i, o, and u) distinctly.

1. Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper picked?
2. When a twister twisting would twist him a twist,  
For twisting a twist, three twists he would twist,  
But if one of the twists untwists from the twist,  
Then the twist, untwisting, untwists the twists.
3. If Theofilus Thistle, the thistle-sifter, sifted a sieve of unsifted thistles, where is the sieve of unsifted thistles that Theofilus Thistle the thistle sifter sifted?
4. Through thin clothes, the thief thrust thorns.
5. Cease sighing, since sighs seldom secure success.
6. Rubber baby buggy bumpers.





## Designing an Exhibit

(Optional - Depending on Group)



Requirements:

Time: 60 minutes

Materials: Skills Sheet Designing Exhibits that Work

### Instructions:

Handout “Designing Exhibits that Work” skills sheet. Using it as a guide, walk the group through the planning process as listed below. Given time constraints, have participants refine their message and do a mock up on paper of what the exhibit would look like. They can create the real version when their speakers bureau reconvenes after the training.

### Planning Process:

**What do I want to say?** Exhibits usually hold an audience for only a few seconds, so you must start with a very clear idea of what you want to say. Pick a message that can be easily demonstrated or illustrated and outline the most important points. For SOMK, the display could focus on a specific issue, or provide information on how to contact the Speakers Bureau for a full presentation.

**Who is my desired audience?** Is your message intended for people who are young or old? Where do they live? What are their backgrounds? What do they have in common? What is important to them? If you can choose a location for your exhibit, pick a place likely to attract your intended audience.

**Why am I doing this?** Do I want to teach a new idea? Persuade or encourage someone to do something? Reinforce an old idea? Show how something works?

**Who can help me?** Do you need to find people with special skills to help you? Will you need special tools or materials?

**How much space is available?** Will you have a whole room or part of a room? An exhibit case? A tabletop?

**Will electrical outlets be available?** Will you need lighting, slide projectors, computers, tape players, or other electrical devices to effectively get your message across?





## Designed Exhibits That Work

Exhibits are visual displays designed to attract the attention of people passing by. After an exhibit has caught someone's attention, it must interest them enough stay and to learn more about the topic.

Exhibits can be as simple as a poster series in a store window, or as elaborate as a multimedia show in a booth at the fair.

### Effective exhibits:

- Attract attention.
- Summarize a single idea.
- Tell the visitor where to go to get more information.
- Present a good image of your organization.

### Exhibits also:

- Take considerable time to plan, to build, and to maintain.
- Require extra set-up time, specialized help or special transportation to move them.
- Require an attendant, as well as maintenance or replacement parts, if you use live models, photographs, or anything else that could be detached, handled or removed.

### Planning Tips:

Before you start construction, ask yourself the following questions:

**What do I want to say?** Exhibits usually hold an audience for only a few seconds, so you must start with a very clear idea of what you want to say. Pick a message easily demonstrated or illustrated and outline the most important points. For SOMK, the display could focus on a specific issue, or provide information on how to contact the Speakers' Bureau for a full presentation.

**Who is my desired audience?** Is your message intended for people who are young or old? Where do they live? What are their backgrounds? What do they have in common? What is important to them? If you can choose a location for your exhibit, pick a place likely to attract your intended audience.





**Why am I doing this?** Do I want to teach a new idea? Persuade or encourage someone to do something? Reinforce an old idea? Show how something works?

**Who can help me?** Do you need to find people with special skills to help you? Will you need special tools or materials?

**How much space is available?** Will you have a whole room or part of a room? An exhibit case? A tabletop?

**Will electrical outlets be available?** Will you need lighting, slide projectors, computers, tape players or other electrical devices to effectively get your message across?





## Location, Location, Location

Put your exhibit where the most people you want to reach will pass by with time to stop and look at what you have to say. Always obtain advance permission to set up your exhibit from whoever is in charge of the area you choose! Some places where you might arrange to place an exhibit include:

- Schools. Most schools have display cases and bulletin boards.
- Public buildings. Check libraries, airports, post offices, county courthouses, hotels, and other public buildings for areas you might get permission to use.
- Doctors' or dentists' offices. Medical offices are often willing to provide space for exhibits, and patients appreciate having something to look at while they wait.
- Shopping centers or malls. These areas are good for attracting large, diverse audiences.
- County fairs. Many people attend fairs especially to see the exhibits.

### Exhibit Design Tips

- Set up your exhibit to read from top to bottom, left to right, like the pages of a book.
- Make sure background material does not distract, that illustrations are big and bold, and lettering is easy to read. Follow this guide for lettering sizes:

Lettering	Viewing Distance
¼ inch	8 feet
½ inch	16 feet
1 inch	32 feet
2 inches	64 feet

- Use horizontal lettering, not vertical.
- Use real objects, demonstrations or models to add life to your exhibit (but be prepared for potential breakage or theft).
- Keep your message brief and to the point so viewers can digest it in just a few seconds. To convey more detailed information, pass out brochures.
- Sketch your exhibit idea before you start to build. This will give you a rough idea of size, material, and layout.





- Try to anticipate problems. Will the lettering run if it rains? Will the wind blow the panels down? Will children break the model?
- Play it safe. Have a professional check electrical wiring. Make sure there are no cords, wires or other objects anywhere people might trip on them. Anchor objects in your exhibit well to prevent accidents.

### **Make Your Exhibit Work for You**

If your exhibit has a person tending it, offer the following reminders:

- Be neat, polite and helpful.
- Wear a nametag.
- Make sure the exhibit is functioning correctly.
- Stay to the side, out of the way.
- Stay with the exhibit.
- Be prepared to answer questions or tell people where they can get more information.
- Keep the area clean.

### **If your exhibit is unattended:**

- Check occasionally to make sure everything is working properly.
- Repair any tears, missing letters, or other pieces. Fix other problems immediately.
- Change the display regularly, or remove the exhibit when you are through.
- Keep glass display cases clean.



## Session 6



- ✓ Review lesson plans for all skill sets
- ✓ Secure trainers for each area
- ✓ Review materials list for each area
- ✓ Make handouts for each area
- ✓ Decide which skills will be taught
- ✓ Secure the mobile tech lab



## SESSION 7: Develop the Speakers Bureau

Requirements:  
Time: 60 minutes  
Materials:

### INSTRUCTIONS

Use this time to develop a plan for implementing the Speakers Bureau. The following questions can provide a starting point for your discussion and organization will facilitate this discussion. Each team's leader

#### Team Commitment

- How often should our team meet?
- Where should we meet?
- What role do people want to play? (e.g. organizing materials, making phone calls to schedule presentations, doing presentations.)
- Who else needs to be involved?
- Who will contact them?

#### Products

- What projects started here need to be finished? How much more time do we need?

#### Audiences

- What audiences in our community do we want to contact about providing information?
- Who will call them?
- What will we say?

### Session 7



- ✓ Review lesson plans
- ✓ Collect plans and give to OMK State Liaison so he/she can track progress









## Appendix B

### Sample Agendas



**SAMPLE**

## Speak Out

### Operation: Military Kids Training Agenda

#### Ft. Belvoir, Virginia

<b>Day</b> <b>1</b>	4:00-5:00	Check in
	5:30-6:30	Dinner
	7:00-8:30	Session 1: Introduction
	8:30-11:00	Recreation
<b>Day</b> <b>2</b>	7:00	Breakfast
	8:30	Icebreaker: Do you know your neighbor?
	9:00-11:00	Session 2: Archival Research (3 rotations)
	11:00-11:30	Journaling
	11:30-12:30	Lunch
	12:30-5:00	Session 3: Experiential - Mock Deployment
	5:30-6:30	Dinner
	7:00-9:00	Session 4: Research with Military Personnel - Panel Discussion
	9:00-11:00	Recreation
<b>Day</b> <b>3</b>	7:00	Breakfast
	8:00	Icebreaker: Body English
	8:30-10:30	Session 5: Message Development
	10:30-12:00	Session 6: Skill Development - Session* (1)(2)(3)
	12:00-1:00	Lunch
	1:00-3:00	Skills Session (2)
	3:00-5:00	Skills Session (3)
	5:30-6:30	Dinner
	7:00	Evening Activity
<b>Day</b> <b>4</b>	7:00	Breakfast
	8:00	Icebreaker: Straws
	8:30-9:30	Session 6: Skills Session (4)
	9:30-11:30	Session 7: Planning Speakers Bureau
	12:00-1:00	Lunch
	1:00-3:00	Share products and action plans for speakers bureau departures
	3:00	Departures

\*Note: skill sessions 1-3 will be offered simultaneous to 4 outbreak groups. Groups will rotate through each skill area.



**SAMPLE**

## Speak Out Operation: Military Kids Training Agenda

### Day

1

- 8:00 Session 1: Introduction
    - Toss a name game icebreaker
    - Description of SOMK project and schedule
    - Pass out journals and describe process
  - 9:30 Break
  - 10:00 Session 2: Archival Research
    - Break into three teams:
      - Team 1 reviews general military information
      - Team 2 reviews MFRI report
      - Team 3 reads articles about current issues
  - 10:45 Each team reports back findings and impressions
  - 11:40 Quiet time for journaling thoughts about what was presented
  - 12:00 Lunch (may need box lunches to travel to installation—or may be able to do all session at the installation)
  - 1:00 Session 3: Experiential
    - Tour military facility
    - Participate in mock deployment
    - Journaling time (10-20 minutes)
  - 5:00 Adjourn
- 

### Day

2

- 8:00 Check-in and briefly report impression from previous day
    - Group building activity
  - 9:00 Session 4: Research with military personnel
    - Panel discussion
    - Journaling time (10-20 minutes)
  - 11:00 Session 5: Developing Message
    - Review journal entries
    - Brainstorm list of important issues to communicate
    - Rank order list
  - 12:30 Lunch
  - 1:30 Session 6: Skills Workshop (each workshop 90 minutes)
    - Written communication
  - 3:00 Break
  - 3:30 Session 6 (continued)
    - Interactive Theater
  - 5:00 Adjourn
- 

### Day

3

- 8:00 Check-in and briefly report impression from previous day
  - Group building activity
- 8:30 Session 6 (continued)
  - Video Production
- 10:00 Break
- 10:30 Session 6 (continued)
  - Public Speaking
- 12:00 Lunch
- 1:00 Session 7: Organizing Speakers Bureau
- 3:00 Adjourn



## SOMK 2-Day (Day/Evening)

**SAMPLE**

# Speak Out Operation: Military Kids Training Agenda

<b>Day</b> <b>1</b>	7:00	Breakfast
	8:00	Session 1: Introduction Toss a name game icebreaker Description of SOMK project and schedule Pass out journals and describe process
	9:30	Break
	10:00	Session 2: Archival Research Break into three teams: Team 1 reviews general military information Team 2 reviews MFRI report Team 3 reads articles about current issues
	10:45	Each team reports back findings and impressions
	11:40	Quiet time for journaling thoughts about what was presented
	12:00	Lunch (may need box lunches to travel to installation—or may be able to do all session at the installation so travel time is not issue)
	1:00	Session 3: Experiential Tour military facility Participate in mock deployment Journaling time (10-20 minutes)
	5:30	Dinner and free time
	7:00	Session 4: Research with military personnel Panel discussion Journaling time (10-20 minutes)
	9:00	Snacks & movies

<b>Day</b> <b>2</b>	7:00	Breakfast
	8:00	Check-in and briefly report impression from previous day Group building activity
	8:30	Session 5: Developing Message Review journal entries Brainstorm list of important issues to be communicated Rank order list
	9:30	Break
	10:00	Session 6: Skills Workshop (each workshop 90 minutes) Written Communication
	11:30	Session 6 continued Public Speaking
	12:30	Lunch
	1:30	Session 6 continued Finish Public Speaking
	2:00	Session 6 continued Visual Communication
	3:30	Break
	3:45	Session 6 continued Video and Media
	5:15	Dinner and free time
	7:00	Session 7: Organizing Speakers Bureau
	9:00	Wrap up







Appendix C  
Sample Marketing  
Materials







## Operation: Military Kids

*Serving Military Families in Our Own Backyards*



### What is Operation: Military Kids?

**Operation: Military Kids (OMK)** is a new nationwide 4-H initiative providing community support and education programs to benefit youth and families of Army National Guard, Army Reserve and Accessions.

State and area teams, comprised of 4-H Extension faculty, National Guard and Reserve Family staff, Air Force 4-H Partnership staff, school and community partners and representatives from other state and community organizations will build networks of support. They will educate local citizens on the facts and challenges of military life and will involve both military and civilian youth and adults in addressing needs of affected families and communities.

This initiative builds on current USDA/Army Youth Development Project (USDA/AYDP) and Florida 4-H and Air Force Partnership programs. To date more than 7,000 military connected youth have been enrolled in 4-H through the USDA/AYDP.

### Extension 4-H Guiding Principles for Initiative

OMK is based on five guiding principles:

- Partnerships and joint commitment at the federal, state and local level are critical.
- Rapid response to the issues of deployed military families is necessary to affect change.
- Youth's best interests are paramount.
- Programs should be replicable.
- Programs should be sustainable.

### Basic Components

OMK has three major components:

- **Building Infrastructure Community Support**  
Recognizing Extension's expertise in networking and community building, this component of the program links people, their needs and resources for support within their communities
- **Providing Educational Programs**  
Program "Options" are organized around three issues considered to be of particular importance for military dependents with an absent parent. These include: (1) educating the community, (2) communication, (3) changing roles and responsibilities. Each community will identify and adapt the educational programs to fit their specific needs.
- **Initiating Military Culture Training**  
Extension 4-H, with assistance of the Military Child Education Coalition (MCEC), will educate youth and family members with the culture and unique challenges during times of transition and deployment.

For further information on this 4-H initiative, contact:



Date:

Time:

# Speak Out for Military Kids Training Program



Do you want to have fun while working with 4-H and other military kids? If so, SOMK is the team to be on! With Speak Out for Military Kids, after this one day training you will understand why military families with suddenly deployed members need all the help and support they can get. Already a part of SOMK? This will be a continuation of previous workshops. Join us for lunch and a neat workshop to learn about Operation: Military Kids and what your role is as a friend and mentor to military youth.



One of the lesson facing military youth and families is lack of community awareness of the unique stressors and challenges they face during times of conflict and war. This lack of understanding by the general public can make military youth feel isolated and misunderstood.

*Speak Out for Military Kids (SOMK) is an educational program designed to raise awareness of issues faced by military families. Through simulations, interviews, and research you will find out first hand what military families go through. Based on your learning experiences, you can become a member of our SOMK speakers bureau and help develop public service announcements, videos, and other materials to educate others in the community. In addition to building public awareness about issues facing families during mobilization and deployment, SOMK provides you with the opportunity to gain valuable leadership, research, organization, technology, and public speaking skills.*



*I invite you to become a part of the Alachua County SOMK Team. Current members of our team are:*

*Please let me know if I can count on you. Give me a call to tell me if you will or will not be joining us. You can also email me at [wrheltemes@ifas.ufl.edu](mailto:wrheltemes@ifas.ufl.edu). Thanks and I hope to hear from you soon.*

Contact:





## Operation: Military Kids Iowa Quick Fact Sheet



- ✓ Over 2400 Iowa children currently impacted by deployment of parents
- ✓ Many non-military children are impacted by deployment of the caring adults in their lives –teachers, coaches, mentors

**Operation: Military Kids is an outgrowth of the Army Youth Development Project. OMK's mission is to reach out and help the "new" military kids – the children of the National Guard and Army Reserve members who have been mobilized and deployed to fight the Global War on Terrorism.**

### Issues faced by military kids:

- Geographically dispersed families and lack of connection with other youth and families in similar situations
- Separation and anxiety issues, especially regarding safety of deployed parent
- Less communication with deployed parent
- Impacted by the intensity/frequency of media coverage
- Deployed parent absent for significant events
- Less parental involvement from parent at home because of additional responsibilities
- May need to live with extended family
- Changes in financial resources
- Teens having increased care of home and younger siblings
- Academic and behavioral changes, lower self-esteem
- Schools not understanding the deployment cycle and issues faced by military kids and families



### The Operation: Military Kids project works to:

- To Build Infrastructure Support
  - Identifies target audiences, needs, community partners and resources
  - Establishes communication links with partners
  - Markets the program





- To Implement Educational Program Options
  - Educates the public about the issues facing military kids – “Speak Out for Military Kids”
  - Communication – connecting with deployed parents, understanding the media
- To Provide training on the deployment cycle for schools, youth organizations, and communities
  - The Basics – understanding the structure of National Guard, Army Reserve, and deployment cycle
  - Issues and Insights – increasing awareness of youth and family issues
  - Response and Resilience – exploring potential community responses
  - Actions and Reactions – developing action steps

### **How 4-H clubs, ISU Extension, schools, and Community Organizations can help military kids:**

- Build public awareness of geographically dispersed military families and the impact of deployment on families
- Help create academic, social, and emotional support networks for all kids affected by military deployments
- Plan programs that helps kids and the community learn about the Middle East, or Asia, or Eastern Europe (Soldiers are deployed to places around the globe)
- “Adopt” a military kid or family (or several)
- Develop a mentor program for military kids
- Develop a volunteer community program to help military families with transportation
- Develop a Pen Pals with Parent’s program– help kids write letters, send photos, drawings, audiotapes, and/ or videotaped messages to deployed parents
- Provide “Spirit” packs for families – fill them with lots of goodies and freebies to support their morale
- Send “Spirit” packs to deployed soldiers
- Organize family fun nights/social nights for military families
- Provide activities/child care for kids at National Guard and Army Reserve family support group meetings
- Ask community organizations to provide scholarships so kids can go to camps and other activities that cost money



## Iowa OMK Program Highlights

**Speak Out for Military Kids:** Military and non-military teens belong to a SOMK team that educates schools and community organizations about the issues facing military kids and their families.

**Creating Memories:** 4-H members and volunteers use the 4-H photography curriculum to teach military kids about photography, then take digital pocket-sized photos that are laminated for the kids to mail to deployed family members.

### Website resources

<http://www.operationmilitarykids.org>

#### For kids

<http://www.guardfamilyyouth.org>

<http://www.4husa.org> (\*OMK message board for kids! – not just for 4-H'ers\*)

[http://deploymentlink.osd.mil/kidslink/grade\\_select.htm](http://deploymentlink.osd.mil/kidslink/grade_select.htm)

#### For Parents

<http://www.mfrc-dodqol.org/healthyparenting/toolkit.cfm>

<http://www.nmfa.org>

<http://www.extension.iastate.edu/dads>

<http://www.csrees.usda.gov/nea/family/cyfar/military.html>

<http://www.read2kids.org/uniting.htm>

#### For Educators

<http://www.militarychild.org>

<http://www.cyfernet.org/hottopic/warres.html>

[http://www.mwrarmyhawaii.com/Deployment\\_schools\\_info.htm](http://www.mwrarmyhawaii.com/Deployment_schools_info.htm)



Below are some ways your school or organization can help military kids, some are simple, some will take more time to plan and implement.

- “Adopt” a military kid or family (or several)
- Serve as a mentor to a military kid
- Develop a program to help families with transportation
- Create public awareness about the issues military families face during deployment
- Help kids videotape messages and send to deployed parents
- Pen pals with parents help kids write, send photos, drawings, audiotapes, videotaped messages to deployed family members
- Organize pen pals between military kids and between non-military and military kids
- Get donations for Spirit packs for deployed Soldiers
- Get donations for Spirit packs for families your organization could put these together to deliver to families
  - Cards and notes of encouragement to kids/families
  - Games
  - Movie passes
  - Video night basket, video certificates, popcorn, juice
  - Ice cream certificates
  - Phone cards
  - Provide email access
  - Event tickets
  - Gift certificates
  - Gas certificates
  - Use your imagination!
- Plan a program that helps kids learn about the Middle East, or Asia, or Eastern Europe (remember that some of the Soldiers are deployed in places other than Iraq and Afghanistan) use the Internet as a resource, recently returned veterans, social studies teachers plan positive and interactive learning activities for kids that teaches about geography and culture: foods/clothing/what the schools are like/what kinds of games the kids play
- Plan and implement family fun nights/social activities/picnics/potlucks



- Uncover the hidden treasures in your community identify volunteer community resources to provide assistance to military families a clearinghouse of volunteers and their skills
  - handyman
  - housework
  - yardwork
  - childcare
  - transportation
  - buddy system for kids when repair person is in house
  - tax help
  - mentoring
  - tutoring
  - people who will make and deliver a meal or snack
  - auto mechanic
  - emergency contact list of available helpers (someone parent or child can call at last minute when emergency or unexpected happens)
  - help with science fair project!
- Provide activities/child care for kids at National Guard/U.S. Army Reserve family support group meetings
- Organize Volunteer grandparents adopt a family to grandparent
- Get donations for birthday or special occasion gifts
- Provide opportunities for military kids and families to visit and network
  - provide activities for kids so adults can talk
- Mom's or dad's day out provide child care so parent can get away
  - tickets to sporting event
  - spa
- Donate frequent flier miles to soldiers or families
- Organize a clothing/toy swap
- Ask community organizations to provide scholarships so kids can go to county day camps, 4-H camp, State 4-H conference
- Plan a special camp for military kids

These are just some ideas. If you put your heads together, you will probably come up with lots more! For more information and resources, contact:

Chris Gleason  
OMK Project Director  
cgleason@iastate.edu  
515-294-1557

Michael Cooley  
OMK Program Assistant  
cooley@iastate.edu



## Arizona Speak Out Military Kids (SOMK) Training Team Position Description

### What is Speak Out Military Kids (SOMK)?

Speak Out Military Kids (SOMK) is a youth driven educational speakers bureau designed to generate awareness and foster community activism to support “suddenly military” youth and families.

“One of the issues facing military youth and families is the lack of community awareness of the unique stressors and challenges they face during times of conflict and war. This lack of understanding by the general public can make military youth feel isolated and misunderstood.”

### What is the Role of the Arizona SOMK Training Team?

- To raise the public awareness of issues facing military families during mobilization and deployment of a family member.
- To develop youth-led speakers’ bureaus, lectures, public service announcements, videos, and other presentation materials to help military kids share their experiences in communities throughout Arizona.

### How Will My Involvement With the SOMK Training Team Benefit Me?

- You will have the opportunity to create Arizona’s SOMK program.
- You will have the opportunity to gain valuable leadership, research, organization, technology, and public speaking skills and share your experiences with others.
- You will have the opportunity to work with a variety of community organizations.
- You will get to meet and work with other military and non-military youth and learn from their experiences.

### Arizona Speak Out Military Kids (SOMK) Training Team Membership:

The state training team is composed of five youth (military & non-military) ages 14 to 17 years of age and two adults representing national guard/reserve and OMK partner organizations (4-H, Boys & Girls Club, etc.). Term runs from June 1, 2006 to December 31, 2007.





**Responsibilities & Commitment:**

- Be willing to work as a team member to set the plan of action for the year and assist in carrying out the identified plan of work. (8-10 hours per month).
- Be available and willing to attend the National SOMK Training in Boulder, CO (July 30, 2006-Aug. 2, 2006) [Expense Paid]
- Participate in two face to face meetings and periodic conference calls as deemed necessary.
- Communicate and work with Arizona's OMK Project Coordinator, OMK Project Director, and the OMK State Advisory Team.

**Qualifications:**

- Willingness to serve on the Speak Out Military Kids Training Team and be able to provide the required time commitment.
- Strong interest in creating awareness of issues regarding "suddenly military" kids, and building support through the SOMK program.
- Willingness to work as a team, listen to other's ideas and represent people's feelings within the established community.

**APPLICATION DUE TO:**

Teresa Noon, Program Coordinator (4-H Youth Development/Operation Military Kids)  
Forbes 301, P.O. Box 210036, Tucson, AZ 85721-0036  
Fax: 520-621-1314  
Email: [nteresa@cals.arizona.edu](mailto:nteresa@cals.arizona.edu)

**FOR MORE INFORMATION, CONTACT:**

Teresa Noon – (520) 621-7205 or Email: [nteresa@cals.arizona.edu](mailto:nteresa@cals.arizona.edu)

**Application Deadline: May 19, 2006 by 5pm**



## Arizona Speak Out Military (SOMK) Training Team Application

We are excited that you are interested in being a member of the Arizona State SOMK Training Team. Your experiences and perspective will be an asset to Arizona SOMK. So that we can get to know you better, please provide us with the following information:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Email Address: \_\_\_\_\_

Phone Numbers: Daytime: \_\_\_\_\_ Evening: \_\_\_\_\_

Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Please check: \_\_\_\_\_ Youth \_\_\_\_\_ Adult Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

DOB (Month, Day, Year): \_\_\_\_\_ SSN: \_\_\_\_\_

Affiliation: \_\_\_\_\_ National Guard \_\_\_\_\_ Reserves \_\_\_\_\_ Other: \_\_\_\_\_

Please complete the following questions as completely and detailed as possible, attach additional pages if necessary.

- 1. Describe Yourself: Tell about your experiences with military, your involvement in your community, any experience you've had working in groups, and any other skills/ talents you have to offer.**
  
- 2. Why are you interested in being a member of the Arizona Speak Out Military Kids (SOMK) Training Team?**
  
- 3. After attending the National SOMK training how will you begin to implement SOMK in communities throughout Arizona?**

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date





