



Chapter One: Introduction to Ready, Set, Go!

I. Lesson Plan

- A. Purpose: Introduce participants to the training and assist them in getting acquainted.
- B. Objectives:
 - 1. Articulate training purpose and anticipated outcomes.
 - 2. Review training materials provided to participants for future use.
 - 3. Engage in group activities to get to know one another.
 - 4. Provide participants with understanding of unique stressors that “suddenly military” families face.
 - 5. Provide tools and skills to teams to create comprehensive action plans to make OMK an effective support network for National Guard and Reserve families.
- C. Time: 60 minutes
- D. Preparation/Materials Needed:
 - ✦ Training logistic arrangements
 - ✦ Instructor training materials: PowerPoint slides, training manual, and agenda
 - ✦ Participant copies: Ready, Set, Go! Training Manuals, Pre-/Post-Test, “Walk This Way” activity, CD Rom with copy of RSG! Manual and other resources/materials
 - ✦ Pre-Test answer key
 - ✦ Calculator to determine class “mean” score for pre-test

II. Training Session Content

- A. PowerPoint Slides
 - Slide 1-1: Operation: Military Kids—Introduction to Ready, Set, Go! Training
 - Slide 1-2: Welcome and Introductions
 - Slide 1-3: Ground Rules for the Training
 - Slide 1-4: Training Agenda
 - Slide 1-5: Participant Pre-Test

- Slide 1-6: “Walk This Way”—Group Activity
- Slide 1-7: Purpose of Training
- Slide 1-8: Training Materials Provided
- Slide 1-9: How to Use the Ready, Set, Go! Manual
- Slide 1-10: Anticipated Outcomes
- Slide 1-11: Questions, Comments, Thoughts?

B. Activities and Directions

1. Trainer-of-Trainers Agenda for Participants
 - Distribute to participants
 - Discuss and answer questions
2. Participant Pre-Test
 - Have all participants take test (may want to do this as they enter)
 - Score tests and determine class mean score
 - Review responses and relate answers to the rest of the training
3. “Walk This Way”
 - Have participants read each square to themselves
 - Ask participants to mingle and meet other participants and get them to sign squares that they can relate to
 - Debrief the activity by having participants share what square they signed and why

III. Must-Read Background Material

- A. Trainer-of-Trainers Agenda
- B. Ready, Set, Go! Supplemental Resources CD Content List
- C. Participant Pre-/Post-Test
- D. “Walk This Way” Activity
- E. Appendix A: OMK Read Ahead Materials

IV. Evaluation

- A. Reflection Questions
 1. What happened when you completed the “Walk This Way” activity?
 2. Were you surprised at how many individuals did/didn’t have similar experiences on the activity?
 3. What struck you as the most important point in this activity?
- B. Application Questions
 1. How can you use this information with colleagues to address the needs of youth impacted by the deployment of a parent or loved one?
 2. How can you use this information to make your Operation: Military Kids Team more attuned to the needs of military youth at the state, regional, or local level?

Chapter 1: Introduction to Operation: Military Kids Ready, Set, Go! Training

We Are Glad You Are Here!

Ready, Set, Go!



Slide 1-1: Introduction to Operation: Military Kids Ready, Set, Go! Training

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: Try to set a professional, upbeat, safe, and fun atmosphere.

What to **Do**, What to **Say**

- Do:**
- Review content of slide with participants.
 - Speak with a great amount of energy! Smile...be warm and relaxed...

Say: *Hello and welcome to the OMK Ready, Set, Go! Training! We are so happy that you could all be here. We are excited and looking forward to working with you over the next three days.*

Over the next hour we are going to get to know each other, talk about the goals of the RSG! Training, and review the materials we will be working with this week.



Slide 1-2: Welcome and Introductions

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**

- Do:**
- Review content of slide with participants.
 - Introduce training team and other Headquarters staff.

Say: *I would like to introduce your training team for the week.*

- Do:**
- Have training team introduce themselves.

Say: *Now we want to get to know something about all of you.*

Let's go around the room and please tell us your name, where you work, what you do, and why you are here today. What are your expectations for this training?

- Do:**
- Pass the microphone around the room and have each person talk to the group.
 - Review training logistics.

Say: *Now I will tell you about the important details for the week, for instance, where the bathrooms are (explain), what time we'll be starting every day (give details), and who to talk with if you have any problems with your room (give details).*

- Do:**
- Check group for understanding.

Say: *Are there any questions or comments?*



Slide 1-3: Ground Rules for the Training

Content of this slide adapted from: N/A

Materials Needed: Chart paper and markers

Trainer Tips: Get easels with paper and markers ready. Assign someone to record participant responses. Post responses after completion of activity for duration of training.

What to **Do**, What to **Say**

- Do:**
- Review content of slide with participants.
 - Through the brainstorming process, come up with a list of ground rules that the group will agree to abide by when together.

Say: *Ok...We want to spend the next few minutes brainstorming some ground rules that we can all agree to for our week together. Who would like to start?*

- Do:**
- Feel free to stimulate discussion with examples like:
 - Set cell phones on silent or vibrate
 - Ask questions as needed
 - Be respectful

Do: • Ask participants to respond to the following:

Say: *Fantastic...Now raise your hand if you agree to abide by these ground rules and hold others accountable to them as needed.*

Terrific! It looks like we are all in agreement to have a great week together!

Do: • Post ground rules in visible location in training room.



Slide 1-4: Training Agenda

Content of this slide adapted from: N/A

Materials Needed: Agenda for the day

Trainer Tips: N/A

What to **Do**, What to **Say**

- Do:**
- Review content of slide with participants.
 - Familiarize the audience with the agenda.

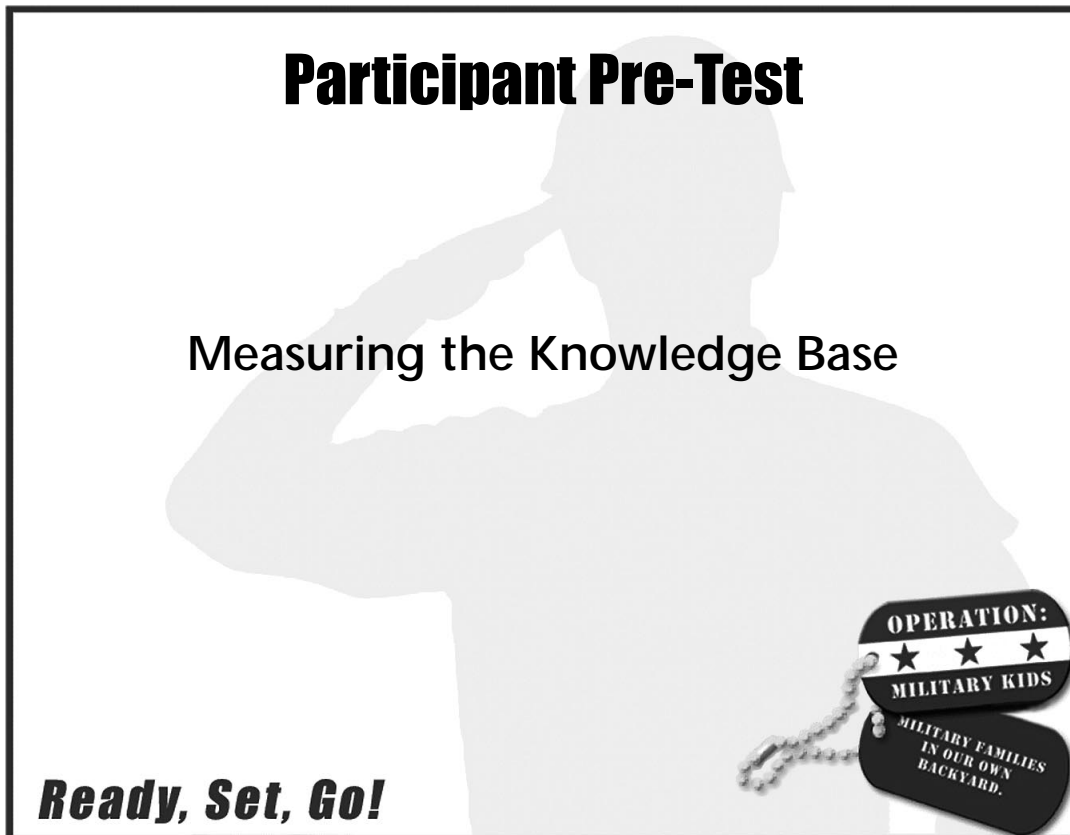
Say: *Now we want to review the agenda for the rest of our time together today.*

We will do this each day so you will know what we are trying to accomplish for the day and you will be able to assist us with staying on track.

As you can see from the agenda, this training covers a wide variety of topics and is designed to give you the knowledge, tools, and skills to work with children and youth who are experiencing stress due to the deployment and reintegration of a parent.

Say: *The structure of the manual is such that each section can be taught as a stand-alone topic or grouped together to create any number of different training scenarios.*

Do: • Check group for understanding.



Slide 1-5: Participant Pre-Test

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: Use non-threatening posture when describing pre- and post-tests...some people are stressed by "tests." Strongly emphasize the fact that this test simply measures the amount of knowledge gained from this training, thus participants should NOT be able to answer all questions correctly.

What to **Do**, What to **Say**

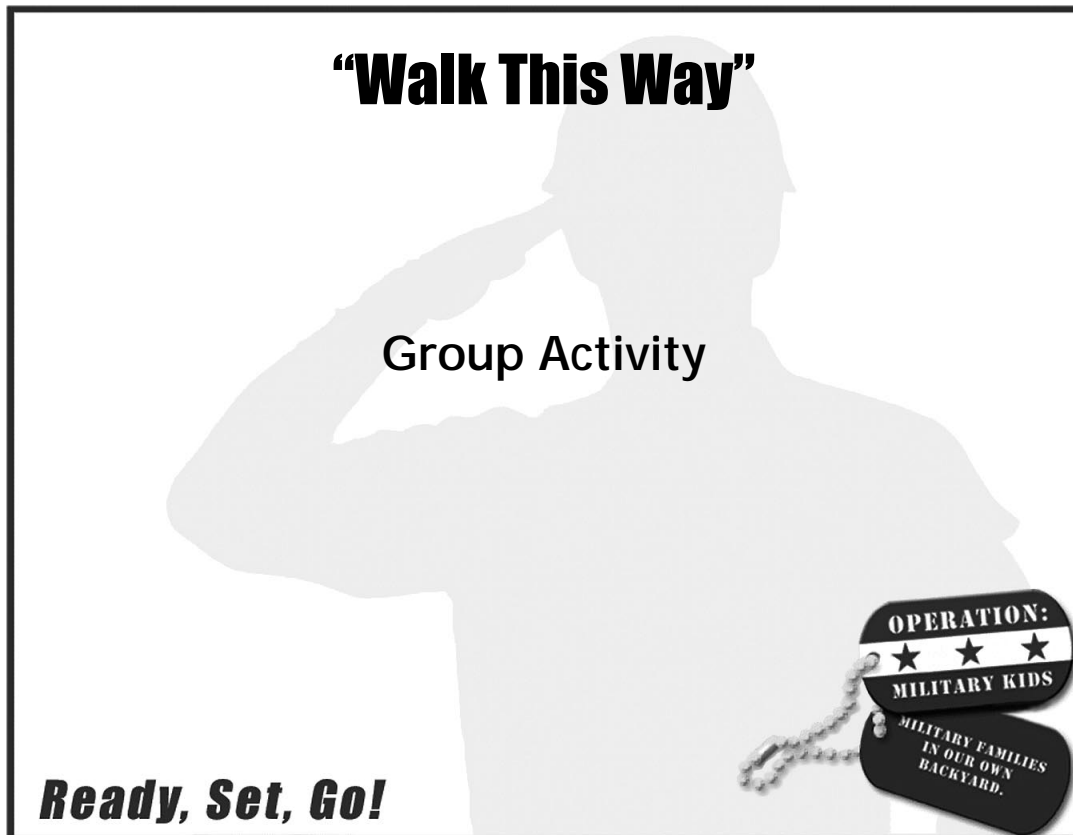
Do: • Review content of slide with participants.

Say: *We have covered the order and the topics of the materials we are going to cover this week. What we want to do now is find out what you know.*

We have a very short "pre-test" that we would like you to complete.

Do: • Administer pre-test to participants.

Say: *We will average the scores of this pre-test for the entire group. At the end of this training we will administer a post-test and determine the average for this test as well. I am sure we will see an improvement in test scores!*



Slide 1-6: “Walk This Way”—Group Activity

Content of this slide adapted from: N/A

Materials Needed: “Walk This Way” game sheet. Inexpensive prizes for first 5 winners.

Trainer Tips: N/A

What to **Do**, What to **Say**

Do: • Review content of slide with participants.

Say: *We are now going to continue the journey of getting to know the other people in this room. We are going to play the “Walk This Way” bingo game.*

Do: • Hand out the “Walk This Way” game sheet to everyone.

Say: *You are being given a bingo game sheet. When I say go, your job is to walk around the room and mingle with other participants. You must introduce yourself and ask them a question on your sheet.*

Say: *If they have walked in those particular shoes, have them sign their initials on the box with the question you presented. If they haven't "walked in those particular shoes," thank them for their time and move on!*

All conversations must be ONE on ONE—no group discussions!

You are allowed to ask each person only one question per conversation.

You are allowed to hold repeat conversations with the same people but only after you have held a conversation with someone else!

Any questions? GO!

- Do:**
- Allow game to go on several minutes.
 - Stop the game. Give an inexpensive prize to a few people who have completed the sheet or who have the most squares initialed.

Say: *Who finished their sheet? Who has a set of initials on each square?*

Who has 23...22...20...etc., until you identify 5 winners.

OK...OK...lets come back together...!

- Do:**
- Encourage participants to respond to the following questions.

Say: *What thoughts and feelings came to mind as you completed this activity?*

How does this activity relate to our training topic?

Did any of the examples strike you as particularly challenging for youth?

What will you "walk away with" as a result of participating in this activity?

Purpose of Training

- Give participants an understanding and appreciation of unique stressors that “suddenly military” families may face during a deployment.
- Provide tools and skills to engage local community OMK partners to support “suddenly military” children and youth.
- Build a framework to create comprehensive action plans to make OMK an effective statewide support network for National Guard and Reserve families.

Ready, Set, Go!



Slide 1-7: Purpose of Training

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to ***Do***, What to ***Say***

Do: • Review content of slide with participants.

Say: *The purpose of the RSG! training is to provide OMK state teams with the tools and skills to be able to go back and train local partners and build community capacity to enable local community support networks to provide support to “suddenly military” youth.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*

Training Materials Provided

- CD containing the following materials/resources:
 - Copy of Operation: Military Kids Ready, Set, Go! Training Manual
 - Copy of PowerPoint Slides for Ready, Set, Go! Training presentation
 - Electronic copies of a variety of PDF resources on applicable military related materials

Ready, Set, Go!



Slide 1-8: Training Materials Provided

Content of this slide adapted from: N/A

Materials Needed: RSG! Manual and CD to show participants

Trainer Tips: N/A

What to ***Do***, What to ***Say***

Do: • Review content of slide with participants.

Say: *Show the RSG! Manual to participants. Reiterate that the training topics can be presented individually or in groups, whatever meets their needs at the local level.*

Do: • Review the RSG! CD with the participants.

Say: *I just want to remind you that this CD contains a wide variety of resources beyond the RSG! Manual and we encourage you to become familiar with them as soon as possible.*

How to use the RSG! Manual

- Train the trainer format
- OMK Awareness Training
- Basis for professional conference workshops
- Training sessions can be trained individually or in sections to tailor training to the needs of local community support networks/teams
- Overview of OMK
- Content of RSG! can be used to support and develop the Hero Pack initiative, Mobile Technology Lab programs, and Speak Out for Military Kids
- Information is transferable to other populations/circumstances/situations

Ready, Set, Go!



Slide 1-9: How to Use the RSG! Manual

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to ***Do***, What to ***Say***

Do: • Review content of slide with participants.

Say: *This manual is written in a train-the-trainer style and designed to be used in a variety of ways.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*

Anticipated Outcomes

- Participants will increase their understanding of the unique issues facing military, particularly National Guard and Reserve, children/youth impacted by the deployment of a parent or loved one.
- Participants will develop an action plan by conclusion of this training to disseminate information and implement Operation: Military Kids program components provided to interested school and community professionals at state, regional, and local levels.

Ready, Set, Go!



Slide 1-10: Anticipated Outcomes

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to ***Do***, What to ***Say***

Do: • Review content of slide with participants.

Say: *A major focus of this training is to allow your state teams time to formulate plans and strategies on how you will take this train-the-trainer package back to your states and use it to help build community capacity to deliver the necessary support services in local communities.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*



Slide 1-11: Any Questions, Comments, or Thoughts for the Good of the Group?

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**

Do: • Review content of slide with participants.

Say: *Do you have any questions or comments on what we have covered so far?*

If you go back to your room tonight and have a thought or question, please write it down and put it on the parking lot in the morning!

Ready, Set, Go!

Training Agenda

Welcome and Introductions

Pre-Test

Activity: “Walk This Way”

A New Reality: Impact of Global War on Terrorism

Operation: Military Kids—An Overview and Framework for Implementation

Exploring Military Culture

The Deployment Cycle: Mobilization and Deployment

The Deployment Cycle: Homecoming and Reintegration

Stress and Coping Strategies

Impact of Grief, Loss, and Trauma

Fostering Resilience in Children and Youth

Understanding the Influence of the Media

Building Community Capacity to Take Action

Operation: Military Kids Partners

Additional Resources and Best Practices

Post-Test

Final Thoughts, Comments, and Closure

Ready, Set, Go! Training Materials Supplemental Resources CD

Ready, Set, Go! Training Manual

Ready, Set, Go! Training PowerPoint Presentation

Caring for Kids After Trauma and Death: A Guide for Parents and Professionals

Educators' Guide to Military Children During Deployment

Hot Topics: Reunion—Putting the Pieces Back Together

How Communities Can Support Children/Families of Those Serving in the National Guard and Reserve (Military Child Educational Coalition)

How to Prepare Our Children and Stay Involved in Their Education During Deployment (Military Child Educational Coalition)

National Council of Family Relations Policy Briefing: Building Strong Communities for Military Families

Parents' Guide to Military Children During Deployment

Talking with Children About War and Violence

U.S. Army Secondary Education Transition Study

What Happened to the World: Helping Children Cope in Turbulent Times

Ready, Set, Go!

Participant Pre-/Post-Test

Name: _____

Date/Location of Workshop: _____

Please circle one: Pre- Post-

1. The main purpose of OMK is to provide support to the children of families that are impacted by the Global War on Terrorism.

True False

2. Which one of these is not a major component of the OMK initiative?
- a. Partnership and joint commitment at the federal, state, and local level are critical to success.
 - b. Rapid response to the issues is necessary to effect change.
 - c. Program developed must be relevant and comprehensive.
 - d. Youth's best interests are paramount.

3. Awareness and knowledge of the impact of deployment on children is important because children of military families have unique issues/needs.

True False

4. Understanding military culture is important because:
- a. You may get deployed someday yourself.
 - b. Military people don't have feelings.
 - c. Empathy and understanding can assist you in dealing with the unique issues of children involved in current military life.

5. Which one of these is NOT a stage of deployment:

- a. Redeployment
- b. Post-deployment
- c. Active notification
- d. Deployment
- e. Sustainment

6. Which strategy is NOT helpful in preparing children for the deployment process?
- a. Parents should build their emotional bond with children by spending quality time with them before leaving.
 - b. Plan future communication and ways to stay in touch while apart.
 - c. Do not tell the child about the deployment in advance in order to reduce the stress and worry that will occur.
7. The fourth stage of deployment, called sustainment, generally lasts 12 months.
- True False
8. Citizen Soldiers participating in the National Guard and Army Reserve are connected with military life and culture.
- True False
9. Talking about the Global War on Terrorism and violence may increase a child's fear.
- True False
10. National Guard and Army Reserve Soldiers always serve the federal government on an emergency basis.
- True False
11. *(Answer on Post-Test only.)* What are you going to do with this information when you return to your community?

— Answer Key —

Ready, Set, Go!

Participant Pre-/Post-Test

Name: _____

Date/Location of Workshop: _____

Please circle one: Pre- Post-

1. The main purpose of OMK is to provide support to the children of families that are impacted by the Global War on Terrorism.

True False

2. Which one of these is not a major component of the OMK initiative?
- a. Partnership and joint commitment at the federal, state, and local level are critical to success.
 - b. Rapid response to the issues is necessary to effect change.
 - c. Program developed must be relevant and comprehensive.
 - d. Youth's best interests are paramount.

3. Awareness and knowledge of the impact of deployment on children is important because children of military families have unique issues/needs.

True False

4. Understanding military culture is important because:
- a. You may get deployed someday yourself.
 - b. Military people don't have feelings.
 - c. Empathy and understanding can assist you in dealing with the unique issues of children involved in current military life.

5. Which one of these is NOT a stage of deployment:
- a. Redeployment
 - b. Post-deployment
 - c. Active notification
 - d. Deployment
 - e. Sustainment

6. Which strategy is NOT helpful in preparing children for the deployment process?
- a. Parents should build their emotional bond with children by spending quality time with them before leaving.
 - b. Plan future communication and ways to stay in touch while apart.
 - c. Do not tell the child about the deployment in advance in order to reduce the stress and worry that will occur.
7. The fourth stage of deployment, called sustainment, generally lasts 12 months.
- True False
8. Citizen Soldiers participating in the National Guard and Army Reserve are connected with military life and culture.
- True False
9. Talking about the Global War on Terrorism and violence may increase a child's fear.
- True False
10. National Guard and Army Reserve Soldiers always serve the federal government on an emergency basis.
- True False
11. (*Answer on Post-Test only.*) What are you going to do with this information when you return to your community?

"Walk This Way"

Have you ever...

Have you ever heard the expression "Walk a while in my shoes"? This will help you understand what military youth have to deal with. INSTRUCTIONS: Find someone who has personally experienced these situations. Have them put their initials in the box that they can relate to. The first person to get a "bingo" gets a prize.

...enjoyed some good times with others who share your experiences?	...had to go stay with other family or friends for a year while both your parents are gone?	...had to take on additional responsibilities as the "man or woman of the house" because your mom or dad is gone?	...experienced anger over having to quit your school sports team or squad because you had to move to a different school while your parent is away?	...known the sadness of leaving the comfort and stability of your friends to go to a strange new place and have to start the process all over again?
...had to sell your house, pack, and move with no one to help your parent but you and maybe brothers/sisters?	...known the joy of doing things on the "spur of the moment" because no one has a schedule to keep?	...had a sibling, or yourself, tested for a serious disease which meant one parent had to handle the burden because the other parent is gone and there's no other family nearby?	...found out that your parent had to sell their business because their tour of duty was extended again?	...found out that your parent had to team up with another family with children because there is not enough money to go around?
...listened to taped bedtime stories from your parent because your parent is away for an unknown amount of time?	...watched your Mom or Dad trying to make ends meet when spouse has part of the money overseas?	FREE SPACE OMK CAN MAKE A DIFFERENCE	...experienced the anxiety of moving multiple times in as many years and never starting the new school at the beginning of the year?	...felt angry because you wanted to spend time with your parent who is home on "R and R" but knowing your other parent needs time alone with them too after a lengthy separation?
...realized that life at home is morphing into something different and worried about how you and your returning parent will transition back into everyday life with the rest of the family?	...had no communication with your parent for weeks, while knowing that his or her location is very dangerous?	...gotten a letter from your parent/ loved one that he/ she is in the hospital overseas, but without any details as to why?	...known the loneliness of spending a year or longer celebrating holidays without a parent?	...had to do all the yard work and housework by yourself?
...had to deal with your family having a sudden major reversal of income?	...feared your parent will be a stranger to you because they've missed so many major milestones?	...felt the sense of accomplishment after completing a major task typically done by your parent such as buying groceries or paying bills?	...dreaded the sight of reporters because you "heard it first" on national news, but only got enough details to make you "fear the worst"?	...feared losing the independence you've gained upon your parent's return, after having so much responsibility or spending so much time on your own?