



Chapter Twelve: Resources

I. Lesson Plan

- A. Purpose: Provide additional information to OMK teams to help them access resources and best practices for supporting children/youth impacted by the deployment of a parent or loved one.
- B. Objectives:
 - 1. Complete Post-Test
 - 2. Learn about resources that are available at national, state, and local level
 - 3. Learn about best practices that are available at the state and local level
 - 4. Review two-hour sample workshop framework
 - 5. Complete workshop evaluation
- C. Time: 60 minutes
- D. Preparation/Materials Needed:
 - ✦ Copies of Post-Test
 - ✦ Course evaluation
 - ✦ Participant's certificate of completion

II. Training Session Content

- A. PowerPoint Slides
 - Slide 12-1: Chapter 12 Introduction
 - Slide 12-2: Participant Post-Test
 - Slide 12-3: Review of Resources
 - Slide 12-4: Best Practices
 - Slide 12-5: Sample Two-Hour Training Plan
 - Slide 12-6: OMK Points of Contact
 - Slide 12-7: So, What Can We Do To Make A Difference?
- B. Activity and Directions
 - 1. Post-Test: Have participants take the post-test, score it, and share results.
 - 2. Sample Two-Hour Training Plan: Review with participants and answer questions.
 - 3. Review list of additional resources in "Must Read" section of this chapter.
 - 4. Review list of "Best Practices" in "Must Read" section of this chapter.
 - 5. Have large group identify and share any additional resources that can help support/make a difference with soldiers, families, and youth.

III. Must-Read Background Material

- A. Sample Two-Hour Training Outline
- B. Operation: Military Kids Website Listings for Resources
- C. Operation: Military Kids Best Practices
- D. Review Operation: Military Kids Ready, Set, Go! Supplemental Resources CD

IV. Evaluation

- A. Reflection Questions
 - 1. What new information did you learn in this portion of the training?
- B. Application Questions
 - 1. How will you be supportive of youth who are dealing with the stresses of the deployment of a parent or loved one when you return to your community/school?
 - 2. How will your OMK team be supportive of youth who are dealing with the stresses of the deployment of a parent or loved one when you return to your state?

Chapter 12: Additional Resources

Operation: Military Kids Ready, Set, Go! Training

Ready, Set, Go!



Slide 12–1: Chapter 12 Introduction

Content of this slide adapted from: N/A

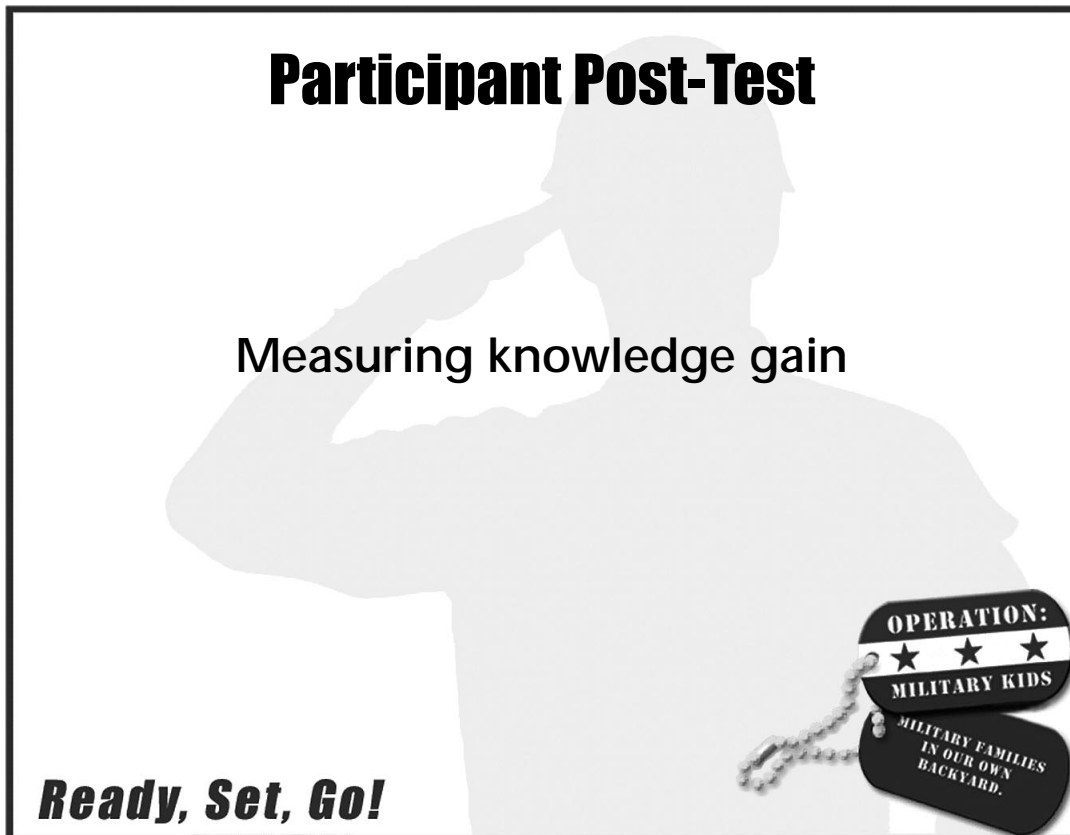
Materials Needed: N/A

Trainer Tips: See Must-Read Materials in this chapter for additional information to support slide content and group discussions.

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

Do: • Review slide content with participants.

Say: *In this chapter we will measure our progress during this training with a post-test. We will then present a sample two-hour training plan. Finally, some additional resource materials and best practices will be presented.*



Slide 12-2: Participant Post-Test

Content of this slide adapted from: N/A

Materials Needed: N/A

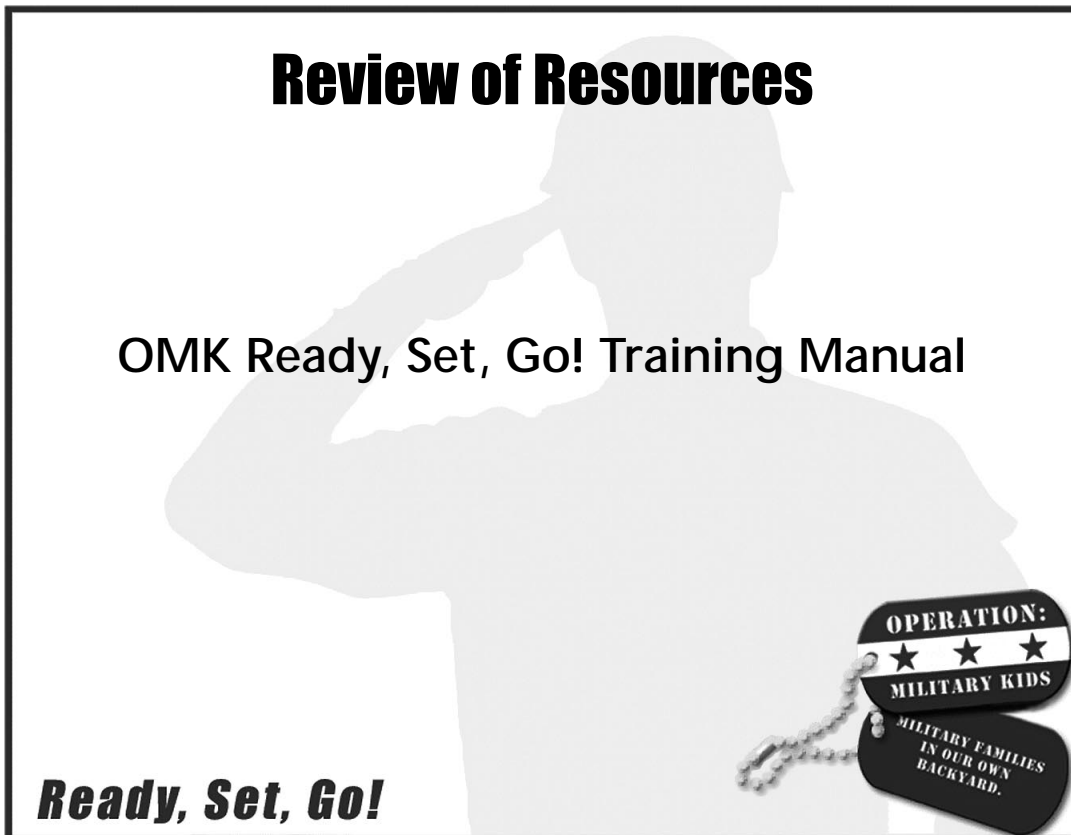
Trainer Tips: Be sure to include time to determine average score of participant Pre-/Post-Tests and share with group to measure learning.

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

Do: • Review slide content with participants.

Say: *The post-test is simply used to compare your knowledge base at the start of the training with your knowledge base at the end of the training.*

Do: • Distribute post-test to participants.
• Allow time to complete the test, then collect them.
• See Chapter 1 in Operation: Military Kids Ready, Set Go! Manual for answers.
• Add total class score and divide by number of participants to determine average score. Share these results with the class.



Slide 12-3: Review of Resources

Content of this slide adapted from: N/A

Materials Needed: RSG! Manual Chapter 12 List of Resources

Trainer Tips: N/A

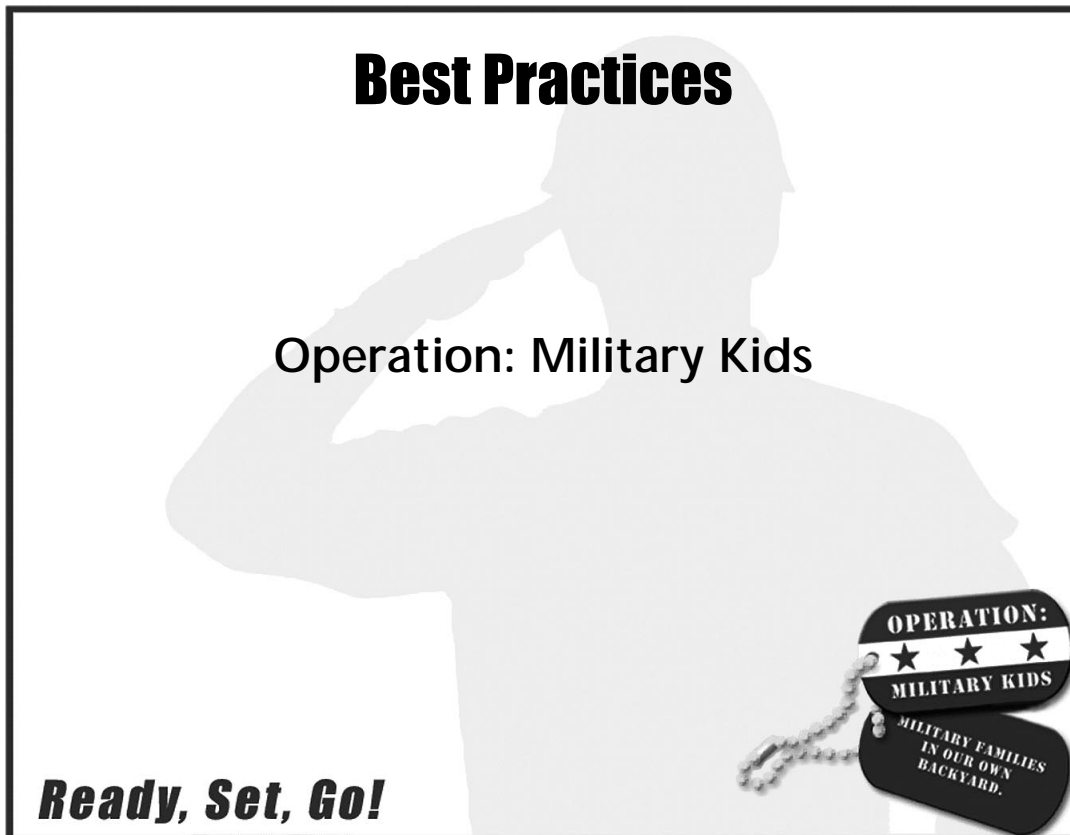
What to **Do**, What to **Say**:

Do: • Review slide content with participants.

Say: *The OMK Ready, Set, Go! Training Manual contains a variety of resources to assist you and your team with effective implementation of program components and activities.*

Do: • Refer participants to materials in manual listing resources to assist them with implementation.
• Check group for understanding.

Say: *Are there any questions or comments about the materials on this slide?*



Slide 12-4: Best Practices

Content of this slide adapted from: N/A

Materials Needed: RSG! Chapter 12 Best Practice Examples

Trainer Tips: N/A

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

Do: • Review slide content with participants.

Say: *The OMK Ready, Set, Go! Training Manual contains examples of best practices to assist you and your team with effective implementation of program components and activities.*

Do: • Refer participants to best practice examples in manual to assist them with implementation.
• Check group for understanding.

Say: *Are there any questions or comments about the materials on this slide?*

Sample Two-Hour Training Plan

TIME	ACTIVITY	TRAINER'S NOTES	RESOURCES
5 minutes	Welcome	Housekeeping	Bathroom breaks
10 minutes	Transition BINGO	Adapted game	Handouts
15 minutes	Deployment Basics	Data	PowerPoint
30 minutes	What happens to kids in transition	Cycle of dependents (interactive lecture)	handouts Scenarios
15 minutes	Role play	Family changes	Newsprint
10 minutes	Debrief role playing	Risk factors	Markers
25 minutes	How can you provide support in schools/classroom/program	Behavior changes Research based Interactive lecture	
5 minutes	Q & A—Closure Activity	Scenarios related to school, after school Group discussion Small group work Share group actions and activities "Group Hug"	

Ready, Set, Go!



Slide 12-5: Sample Two-Hour Training Plan

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: This slide is one example of how content from Operation: Military Kids Ready, Set, Go! Training Manual can be modified to meet state, regional, and local training needs.

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

Do: • Review slide content with participants.

Say: *Please note that the Ready, Set, Go! Training Manual is broken into 12 chapters. Each chapter has been constructed in a way that it can be taught in a stand alone fashion in approximately two hours.*

OMK Teams are encouraged to adjust the teaching of these materials to the needs of their local communities.

Do: • Check group for understanding.

Say: *Are there any questions or comments about the materials on this slide?*

Operation: Military Kids Points of Contact

- Operation Military Kids Website
<http://www.operationmilitarykids.org>
- 4-H/Army Youth Development Project
Darrin Allen
Operation: Military Kids Coordinator
(703) 602-4235
darrin.allen@hqda.army.mil
Army Child & Youth Services
Nancy Campbell
(703) 681-5383
nancy.campbell@cfsc.army.mil

Ready, Set, Go!



Slide 12–6: Operation: Military Kids Points of Contact

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: When providing training at the local level, create and distribute to participants a one-page handout of points of contact for Operation: Military Kids Team members and other key points of contact.

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

- Do:**
- Review slide content with participants. Refer participants to Operation: Military Kids Ready, Set, Go! Training Manual, Must-Reads for Chapter 12: Resources.
 - Check group for understanding.

Say: *Are there any questions or comments about the materials on this slide?*

So...What Can We Do To Make A Difference?

- Remember that collaboration/partnerships are the keys to success!
- Take action plans/goals created at this training and implement them as soon as possible. Increasing awareness is the first step toward facilitating change!
- Continue to educate yourself on the issues surrounding resources available at national, state, regional, and local levels to support National Guard, U.S. Army Reserve (and other branches of the military). Soldiers, families, and youth impacted by deployment.
- Be conscious on a day-to-day basis of the many ways you can support youth impacted by these issues.
- Know that the National Operation: Military Kids Project Team is here to assist you as needed.

Ready, Set, Go!



Slide 12-7: So...What Can We Do To Make A Difference?

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

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

- Do:***
- Review slide content with participants.
 - Ask participants to respond to the following question:

Say: *Can you identify and share any additional ideas that come to mind now at the conclusion of this training that can help us support/make a difference with soldiers, families, and youth?*

- Do:***
- Facilitate group brainstorming and record responses on flip chart paper.

Say: *Thank you for attending this training!*

Good luck with your state, regional and local OMK team endeavors!

Sample Two-Hour Training Plan

Sample A:

Schools and Communities: Supporting Families in Transition

Audience: School employees and after school providers

Time	Activity	Trainer's Notes	Resources
5 minutes	Welcome	Housekeeping	Bathroom breaks
10 minutes	Transition BINGO	Adapted game	Handouts
15 minutes	Deployment Basics	Data	PowerPoint handouts
30 minutes	What happens to kids in transition	Cycle of dependents (Interactive lecture)	Scenarios
15 minutes	Role Play	Family changes Risk factors	Newsprint
10 minutes	Debrief Role playing	Behavior changes Research based	Markers
25 minutes	How can you provide support in schools/ classroom/program	Interactive lecture Scenarios related to school, after school	
5 minutes	Q & A—Closure	Group discussion Small group work Share group actions and activities “Group Hug”	

Website Listings for Resources

Main Project Resource Websites:

Operation: Military Kids Website
<http://www.operationmilitarykids.org>

Military One Source
<http://www.militaryonesource.com>

National 4-H Headquarters (USDA)
<http://www.national4-hheadquarters.gov>

4-H/Army Youth Development Project
<http://www.usda-army-ydp.org>

Other Project Resources (listed alphabetically):

Academy for Educational Development, Center for Youth Development and Policy Research
<http://www.aed.org>

Air Force
<http://www.afcrossroads.com>

America Supports You
<http://www.americasupportsyounil/AmericaSupportsYou/index.html>

American Academy of Child and Adolescent Psychiatry
<http://www.aacap.org>

American Academy of Experts in Traumatic Stress
www.aets.org

American Academy of Pediatrics
<http://www.aap.org>

American Legion
<http://www.legion.org>

Army and Air National Guard Family Programs
<http://www.guardfamily.org>
<http://www.guardfamilyyouth.org>

Army Child & Youth Services
<http://www.armymwr.com>

Army Community Service Operation READY Training Modules
<http://www.armycommunityservice.org/home.asp>

Army Community Service—Operation READY
<http://www.armycommunityservice.org>

Army MWR (Morale, Welfare and Recreation)
<http://www.armymwr.com>

Army Reserve Family Support
<http://www4.army.mil/USAR/families/index.php>

Boys & Girls Clubs of America
<http://www.bgca.org>

Child Care Aware
<http://www.childcareaware.org>

Children's Defense Fund
<http://www.childrensdefense.org>

Community Youth Mapping
<http://www.communityyouthmapping.org>

CYFERnet—Children, Youth, and Families Education and Research Network
<http://www.cyfernet.mes.umn.edu>

Department of Defense Deployment LINK (Deployment Health Support)
<http://www.deploymentlink.osd.mil>

Department of Defense dictionary of military terms
<http://www.dtic.mil/doctrine/jel/doddict/>

Department of Defense Educational Opportunities
<http://www.militarystudent.org>

Department of Defense
<http://www.defenselink.mil>

Department of Defense Military Family Resource Center
<http://www.mfrc-dodqol.org>

Deployment Support Link
<http://www.deploymentlink.osd.mil>

Hooah4Health
<http://hooah4health.com/>

Marine Corps site
<http://www.usmc-mccs.org>

Military Child and Youth website

<http://www.mfrc-dodqol.org>

Military Child Education Coalition

<http://www.militarychild.org>

Military Homefront

<http://www.militaryhomefront.dod.mil/>

Military Impacted Schools Association

<http://www.militaryimpactedschoolsassociation.org>

Military Student in Transition and Deployment

<http://www.militarystudent.org>

Military Teens on the Move (MTOM)

<http://www.defenselink.mil/mtom>

National 4-H Council

<http://www.fourhcouncil.edu>

National After School Organization

<http://www.naaweb.org>

National Association for the Education of Young Children

<http://www.naeyc.org>

National Association of Child Care Resource and Referral Agencies

<http://www.naccrra.org>

National Association of School Psychologist

<http://www.nasponline.org>

National Center for Post-Traumatic Stress

<http://www.ncptsd.va.gov/>

National Guard Family Program Online

<http://www.guardfamily.org>

National Guard Youth Online Community

<http://www.guardfamilyyouth.org>

National Military Family Association

<http://www.nmfa.org>

Zero to Three

<http://www.zerotothree.org>

Creating Memories Project

Issue:

Increased mobilization and deployment of Guard and Reserve soldiers creates separation issues between kids and deployed family members. Creating Memories utilizes 4-H photography curriculum, 4-H photography project members, and volunteers to create a connection between military kids and deployed family members through digital photography. In addition, military kids will participate in other photography activities and be introduced to the 4-H program. Current 4-H members participating in Creating Memories will practice communication skills, leadership skills, and community service as an outgrowth of their project area.

Goals:

- 1) Introduce military kids to the 4-H photography project area utilizing hands-on activities and curriculum from photography project materials
- 2) Take, process, print, and laminate digital photos to send off to deployed family members
- 3) Build connections between military kids and 4-H program
- 4) Expand communication skills, leadership skills, and community service of current 4-H members involved in program.

Resources:

4-H Photography project materials

Equipment:

- Laptop computer
- Digital camera
- Color photo printer
- Photo paper
- Laminator
- Laminating film
- Photo trimmer (scrapbook trimmer) or scissors
- Back drape for photo
- Props—flags (US, 4-H), 4-H Freedom Bears, marker board to make signs

Supplies to make displays:

- Poster board/tri-fold display board
- Markers, scissors, mounting materials
- Photo samples

Handouts:

- Determined by photography skills and activities 4-H members choose to focus on (see samples at end)
- Photo releases (needed from all participants)

Planning Meeting:

Who:

- 4-H members
- volunteers
- 4-H staff

What:

- 4-H members determine skills they want to share
- Plan activities
- Discuss what their displays might look like
- Learn how to operate digital photography and processing equipment
- Firm up schedule/transportation

Activity station suggestions

(see 4-H photography project materials):

- Know your camera
- Tips for good photos
- DOCS
- Rule of thirds
- Cropping
- Matting makes a difference
- How to take tricky shots

Evaluation:

- Written evaluation from 4-H members, volunteers, staff
- Sample handouts and evaluations follow

Composition DOCS¹

Composition is the way we arrange things in our photos. To keep our photos healthy, we need to be photo DOCS. Keep these things in mind when you take your photos!

Details: Our photos look better if we show details—get close!

Off-center: Our photos look better if the subject isn't always right in the center of the photo.

Clutter: Our photos look better without clutter detracting from the story.

Simple: Our photos look better if we keep them simple.

Tips for Better Photos¹

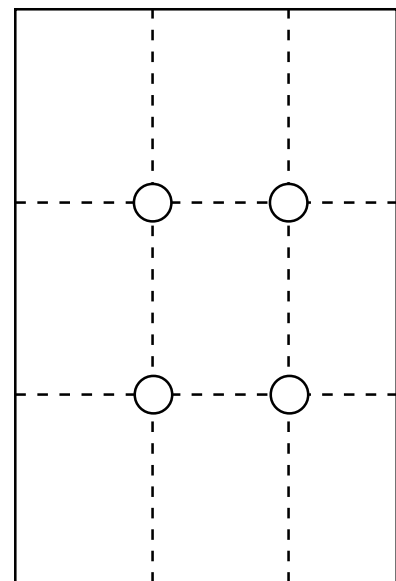
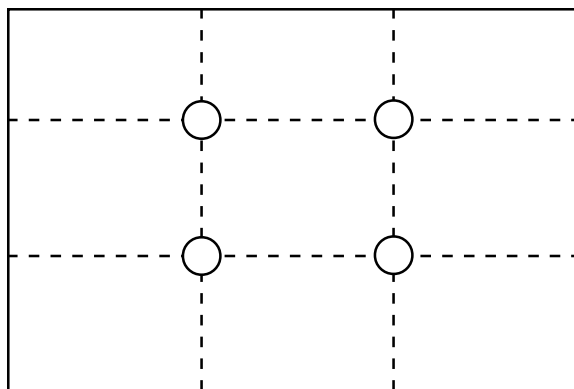
- Know your camera—read the instructions!
- Keep your camera steady
- Focus!
- Show action
- Off-center subject is more interesting
- Get close—avoid a busy background
- Keep it simple
- Get closer than a car’s length when using flash
- Look for unusual viewpoints or dramatic lighting
- To show depth in scenic photos, include some of the front part of the scene

Point of Interest and Rule of Thirds²

Mentally divide your photo into thirds...vertically and horizontally. Note that there are four points where the imaginary lines intersect. A photo is usually more interesting to look at (has more impact) if the point of interest falls near one of the intersections. The rule of thirds is useful when you are shooting or cropping your photo.

If your photo is a landscape, it is usually best to place the horizon line one-third from the bottom or the top of your photo.

Think of these rules as guides. Never say “always” or “never” when composing your photo.



○ Point of interest

¹Adapted from *Adventures With Your Camera—A*, 1999, National 4-H Council (available at your local Extension office).

²Adapted from a publication by Don Wishart, former communication specialist, Iowa State University Extension

Evaluation for Youth Participants

Please help us evaluate the Creating Memories project by reviewing the goals listed below and answering the questions that follow.

Goals:

- 1) Introduce military kids to the 4-H photography project area utilizing hands-on activities and curriculum from photography project materials
- 2) Take, process, print, and laminate digital photos to send off to deployed family members
- 3) Build connections between military kids and the 4-H program
- 4) Expand communication, leadership skills, and community service of current 4-H members involved in the pilot

What do you think the military kids learned about photography from your skill-a-thon station?

What do you think the military kids learned about 4-H?

What other information do you wish you had to help prepare for the Creating Memories session with the military kids?

What did you learn from this experience? (about yourself, your own photography skills, military kids)

How will you use the information you put together for your skill-a-thon station (posters/activities) in the future?

Would you be willing to help with this project again?
Yes___ No___

Would you encourage other 4-H members to help with this project?
Yes___ No___

What other comments would you like to share with us to help make Creating Memories a better program?

I am enrolled in the photography project area. Yes___ No___
This is my _____ year in 4-H.

Thanks again for all your help with this project!

Evaluation for Adult Participants

Please help us evaluate the Creating Memories project by reviewing the goals listed below and answering the questions that follow.

Goals:

- 1) Introduce military kids to the 4-H photography project area utilizing hands-on activities and curriculum from photography project materials
- 2) Take, process, print, and laminate digital photos to send off to deployed family members
- 3) Build connections between military kids and the 4-H program
- 4) Expand communication, leadership skills, and community service of current 4-H members involved in the pilot

What do you think the military kids learned about photography from the skill-a-thon stations?

What do you think the military kids learned about 4-H?

What other information do you wish you had to help prepare for the Creating Memories session with the military kids?

What did you learn from this experience? (about yourself, your own photography skills, military kids)

What suggestions do you have to make the actual taking and processing of photos run smoothly?

Would you be willing to help with this kind of activity again?

What other comments would you like to share with us to help make Creating Memories a better program?

Thanks again for all your help with this project!

North Carolina OMK Best Practices

OMK Best Practice Submission 1: Creating Linkages that Work

In North Carolina, we have struggled with creating networks to identify “suddenly military” families and connect them to 4-H and Extension programs in local communities. Our most effective method has developed in partnership with the School Liaison Officers in counties surrounding our military bases. While these professionals focus on active duty military and families, the “suddenly military” families become part of the target audience for these outreach personnel as activation and deployment occur. As the School Liaison Officer identifies youth on visits to area schools, we have been successful in presenting Hero Packs and in acquainting the youth and their families with the resources available through Extension. This network also provides an avenue for the School Liaison Officer to request permission to share contact information with the local 4-H staff, so that direct contact can be initiated to invite the youth and their families to appropriate activities and events. The School Liaison Officers are also available to visit schools across the state to provide training to school staff if a need is recognized and the school requests assistance in addressing this need.

OMK Best Practice Submission 2: Adding Information to Hero Packs

Distributing Hero Packs is a definite asset in creating a positive connection to suddenly military families. The young people, their families, and their soldiers are all very appreciative of the acknowledgement, and the positive energy created is exciting for everyone involved. Including a flyer or brochure in the letter for the recipient increases the likelihood of the family contacting the local 4-H program and accessing the resources available through their county’s Cooperative Extension programs. Sometimes the insert is a generic information factsheet that includes information about getting involved in local 4-H programs, and sometimes we include a calendar of upcoming 4-H and Extension events that might be interesting for these families. Some HP presentations have simply included a list of all of the county Extension centers with phone numbers when Hero Pack events include youth from several counties. This was a very easy, very inexpensive way for us to try to create local connections for these families.

OMK Best Practice Submission 3: Teens Reaching Youth in Patriotic Service

North Carolina’s version of Speak Out for Military Kids has a youth-centered twist. Since November 2004, eight teams of teens (each with an adult coach) have been trained in issues relating to military and “suddenly military” families. (An additional four teams will be trained in the fall of 2005, with one of these teams being a Boys & Girls Club team.) Teams of two to four teenagers from military, reserve, and civilian families have made presentations to both adult and youth groups at schools, community meetings, statewide conferences, and

local fairs. Through a combination of public speaking, hands-on exercises, and true-life scenarios, these teams work with session participants to understand the needs of “suddenly military” families and to identify ways these families can be supported within their community. These same teams have been instrumental in creating special events for military families, and in involving military families in ongoing events within their local 4-H program. This peer-to-peer model has proven successful throughout North Carolina 4-H Youth Development.

Maryland OMK Best Practices

Operation: Stuffed Toys

Operation: Stuffed Toys is a creative project used in place of Hero Pack distribution. White bows are tied around the necks of stuffed toys with OMK/Hero Kid stickers placed at the tips of ribbon. This idea was a success to kids and parents of deployed soldiers.

To continue the efforts of this project, the Maryland OMK Program solicited for stuffed toy donations while attending the State Fair 4-H/OMK Exhibit. Citizens that did not have the opportunity to make fair donations can also make donations at their local 4-H County Offices.

Operation: Book Drive

The Maryland 4-H Teen Focus Committee organized a book drop-off for incoming teens attending the Teen Focus Leadership Conference. OMK stickers were placed inside of the front cover of the donated books.

Operation: Book Drive is a collaborative project with *Operation: Stuffed Toys*. Both projects serve as a kid/teen replacement for Hero Pack distribution.

Carroll County, OMK Dance-A-Thon

In support of the Operation: Military Kids Program, there will be a Statewide 4-H Dance-A-Thon. Teenagers ages 14–18 are asked to dance the night away and raise additional funds to support our program. Participants will also receive door prizes, dinner, and partake in get-acquainted activities. We look forward to this event.

“Speak Out for Military Kids”

The Maryland Speak Out for Military Kids (SOMK) curriculum has been used in several areas beyond the intended use of community awareness. Our state team took the opportunity to introduce the SOMK curriculum during the 4-H Teen Focus Leadership Conference. Community volunteers assisted in teaching the curriculum to youth ages 14 and up. Youth were also interviewed by local news stations, which created publicity for our program.

Additional use of the Speak Out for Military Kids curriculum also came about during the SOMK Training. The Maryland OMK Program advised interested citizens that could not attend the August event that this training is an overall introduction to the SOMK Program. Plans are currently being made to create a Speakers Bureau.

Youth who attended the training would be considered the SOMK Core Group. This group would also become a Civic Group, in which youth perform community service projects in conjunction with the Operation: Military Kids Program. Their first community service project began with solicitation of volunteers and stuffed toys at the Maryland State Fair 4-H/OMK Display.

Maryland SOMK Format*

1. Introductory Training
2. Core Group Meeting
3. Recruitment Drive
4. Research and Skills Sessions
5. Speaking Engagements

**Throughout all of these steps, youth will conduct meetings and participate in community service activities.*

General State Ideas

The Maryland Operation: Military Kids program, in conjunction with the National Guard, Cooperative Extension, Patuxent River 4-H Center, and Kraft Foods, hosted the Home Front Challenge: Food, Fun, and Fitness Camp. This camp was for National Guard and Army Reserve youth ages 8–13 and teen mentors ages 14 and up. Youth traveled from the states of Pennsylvania, Maryland, and Virginia to attend camp. Home Front Challenge weekly activities included canoeing, fishing, lawn initiatives, and orienteering. Additional classes taught were Basics of Public Speaking, Fitness, Health, and Nutrition courses. To conclude the Home Front Challenge Camp Ceremony, General Bruce F. Tuxill served as a guest speaker for this event. Youth were also given Certificates, Fitness Kits, and a CD of SOMK speeches to share with parents and friends.

Idaho OMK Best Practices

OMK State Team:

- ✧ Prepare written memorandums of understanding with “Partners”
- ✧ Meet regularly
- ✧ Agree upon terms for team members (1-2 years)
- ✧ With the Team, prepare a Plan of Work/Calendar/Goals for the year
- ✧ Prepare an agenda and distribute it at least one week before each meeting
- ✧ Record minutes of meetings and distribute them within one week after the meeting
- ✧ Involve youth
- ✧ Make copies of publicity/news articles to send to National
- ✧ Refer to the CSREES Budget Guidelines and to your organization/university’s rules to be sure that meeting expenses and reimbursements conform to what is allowable.

Mobile Technology Lab:

- ✧ Prepare a contract and other forms that define responsibilities for security, use, return, payment of broken/lost equipment, events/activities and populations served, community partners, and evaluation/reporting.
- ✧ Create a job description for volunteers (adults and youth) and paid staff associated with administering the lab.
- ✧ Create an on-line calendar/schedule of lab activities/reservations/availability.
- ✧ Provide materials/instructions/applications to help participating youth link to local and state Tech Teams and to apply to attend the National 4-H Technology Conference, National 4-H Conference, and local 4-H clubs, camps, and events.