



experience

OPERATION: MILITARY KIDS

Activity plans for kids to use before,
during and after loved ones are deployed.

OPERATION:

MILITARY KIDS

MILITARY FAMILIES
IN OUR OWN
BACKYARD.

Experience Operation: Military Kids Activity plans for kids to use before, during and after loved ones are deployed

Operation: Military Kids

When National Guard, Army Reserve and other military loved ones living in civilian communities are mobilized, their children experience an extreme change. They still “look the same” to teachers, friends and the rest of the community. But in reality, their lives are turned upside down.

Many of their usual support systems may no longer be adequate. Extensive media coverage of on-going military operations creates daily anxiety. These military kids need to connect with other youth in similar situations. They seek friends and adults who can empathize and help them cope with their new world.

National, state and local community agencies, schools, youth groups, and others are reaching out to military youth ... before, during and after their loved ones are deployed. This outreach effort is called Operation: Military Kids (OMK).

Additional funding from Army Child and Youth Services for youth affected by the early 2007 extension of deployments has made the development of these opportunities possible.

In ‘Experience ‘Operation: Military Kids’ there are many activity plans that can be easily and quickly implemented in a variety of settings for youth ages kindergarten through twelfth grade. In addition, each state may have access to a Mobile Technology Lab. So, there are additional activities included to use if there is Mobile Technology Lab access.

All these activity plans are available to any of the OMK national or state partners for use in their programming with military kids. These activities may be used in any venue including Family Readiness Group meetings, military briefings, day camps or other special events.

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Experience

Operation: Military Kids

Each activity included here is structured using the **4H experiential learning model** where an adult helps youth discover what they are learning as part of their experiences and to dig out deeper learning to help them in other life situations. 4H youth programs promote life skill development through the use of a five step sequential learning model.

Experiential Model

Step 1	Experience	<i>Youth do before being told or shown.</i>
Step 2	Share	<i>Youth describe the experience and their reaction.</i>
Step 3	Process	<i>Youth discuss what was most important about what they did.</i>
Step 4	Generalize	<i>Youth relate the project and life skill practiced to their own everyday experiences.</i>
Step 5	Apply	<i>Youth share how they will use the project and life skill practiced in other parts of their lives.</i>

What makes experiential learning and these lessons so powerful is the reflective processing near the completion of each lesson. This allows the participants to make sense of the activities in terms of how they can apply what they have just learned into their everyday lives.

Each of these lesson plans includes a **“Talk It Over”** section with questions to prompt your discussion. These questions are just suggestions to get you started. Remember, we want the kids to figure out what they learned (the life skill) and to identify application in their everyday lives. You’ll be amazed at what kids contribute once you get them going. You’ll probably learn a few things about yourself along the way!

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OMK DAY CAMP EXPERIENCES



OMK Day Camp Experience: Amazing Pets

Grade Level: K-4th

Number of Participants: 10-50

Project/Life Skills

- ★ Responsibility
- ★ Contribution to group effort
- ★ Communication

Activity Overview *Animals are great fun to have around us. Share animal stories, and explore what they need. Find out the jobs they do. Then create your own animal and join the pet parade.*



Time Needed for Volunteer Training: 1 hour

Lesson Time: 6 hours

Prep Time Needed: 2-3 hours

Space Needed: Outdoor area for pets. Need tables to do craft items. Good to have playground area available for free time.

Get Ready

Roles for Volunteers

- Small group leaders
- Recreation leader

Roles for Uniformed Military Personnel

- Help the youth with activities
- Share the types of pets in Iraq or other places they have been deployed.
- Tell stories about how animals do important jobs in the military.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Orientation – could be done same day as camp. Include schedule, basic directions for tasks, positive youth development skills.

Do Ahead

- Recruit a special guest such as a K9 unit, animal shelter, sled dog, or dog agility demonstration.
- Make a sample animal costume and pet deployment plan sign.
- Download the Raccoon Circles Guide and suggested games (Team Balance #16 and The Wave #17) from the web (see Sources).
- Copy parent letter.

Amazing Pets

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Equipment

- One flip chart
- Paint brushes
- 15 feet tubular nylon webbing for each group of 6-10 youth
- Video camera to record Pet Parade, if desired

Supplies

- White legal paper, at least one per youth
- 2-3 heavy paper bags per youth
- Variety of markers, paints, colored paper, yarn, etc. for decorating costume/sign
- Glue, masking tape, clear tape for groups to decorate costume/sign

Snack

Fish crackers, animal shaped fruit snacks a beverage, cups and napkins

Background

The purpose of this activity is to teach youth the needs of family pets and their role and responsibility with them. Youth will explore ways that pets can contribute to the community.

WHAT TO DO	<i>Amazing Animals</i>
<p>Introduction/Activity: Divide into small groups. Say your name and share the name of a pet you have or know about. Introduce volunteers.</p>	9:00
<p>Family Pets As a large group, brainstorm animals that would make good family pets (if group is large maybe join together several small groups):</p> <ul style="list-style-type: none"> ▪ cat ▪ dog ▪ birds ▪ fish ▪ rabbit ▪ gerbil ▪ turtle, etc. <p>Make a list of animals that are not such good family pets</p> <ul style="list-style-type: none"> ▪ Wild animals of any type 	9:15
<p>In small groups, list on a flip chart all the things you can think of that a family pet needs:</p> <ul style="list-style-type: none"> ▪ Place to live (inside or outside) ▪ Food ▪ Water 	9:45

Amazing Pets

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- Safe contained area (fence, cage)
- Appropriate place to exercise or move around
- Grooming
- Clean environment
- Attention, love, handling

Animals with Jobs **10:45**

Some animals do special jobs that help our community. Introduce your special guest (choose K9 unit, animal shelter, sled dog, dog agility demonstration).

Snack/Playground Time **11:45**

Group Recreation: Raccoon Circles **12:30**

Suggested games: #16 Team Balance and #17 The Wave

Lunch and Free Time **1:00**

Animal Costume **1:30**

Each camper designs an animal costume for the animal parade.

- Choose an animal they like as a pet.
- Make the head of the animal to wear in the parade.
- Use one strong grocery bag for the head.
- Use a second bag to cut out special parts needed (long nose, ears, beak, mane, comb, etc).
- Additional grocery bags can be used for hooves, paws, feet, etc.
- Use markers, paints, colors, colored paper, yarn to make eyes, tongue, hair, leash, collar, etc. (Be creative.)

Pet Deployment Plan **2:00**

Each camper designs a sign for the animal parade.

- Let others know how to care for your pet.
- Show in words and/or pictures things your pet needs.

Snack/Playground Time **2:30**

Dress and Line Up for Pet Parade **2:45**

Pet Parade **3:00**

Youth parade in their animal costumes, carrying their signs. If desired, videotape this for future promotion or to share results.

Talk It Over **3:30**

Amazing Pets

Talk It Over

- ★ **Reflect:**
 - What are some of the important things to know about pets?
 - What was your favorite part about today?
 - What surprised you?
 - How do you show you are responsible for the things in your life?
 - How did you contribute to group activities?
 - How did that feel?
- ★ **Process:**
 - What was the best part of the activity today? Why?
 - What suggestions would you have for the other Amazing Animal Day Camps?
 - How did you show others that you are responsible?
 - How did working together help you understand animals better?
- ★ **Generalize:**
 - Can pets help your family? Why or why not?
 - What kinds of things can you do at home to help with pets?
 - How can you help others who have pets?
 - What things do you want to tell your family at home about pets?
 - How can you be more responsible at home?
 - What strengths do you bring to your family by being responsible at home?
- ★ **Apply:**
 - What specific things can you do to show that you are responsible at home? At school?
 - How can you help your family on a daily basis? What is your special job while your loved one is deployed?
 - How can you tell your family that you are ready for more responsibility?

Enhancement

- ★ Have some friends over and create your own animal parade. Each friend makes an animal costume and together you put on a parade for family or others.
- ★ Take your family on a field trip to visit a pet shelter.
- ★ Set up a trip to visit a nursing home and take your pet.
- ★ Do you have neighbors needing help to care for their pet? Sometimes elderly neighbors need someone to walk their dog for them. It feels great to help someone else.
- ★ Join with another youth or family with a deployed soldier and swap pet stories and ideas for caring for pets.
- ★ Local libraries have wonderful books on pets. Check one out.
- ★ Local 4-H programs or other groups may have a dog training program. Call your local 4-H office to find out how you could take part.
- ★ There are great recipes for making salads and other foods in the shape of animals. Explore some options and add them to your meals. (bunny salad, animal shaped French toast, decorated cakes, cookie cut outs, etc.). Find them at the library, on the Internet or in recipe books you already have at home.

Amazing Pets

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Closing

Today we learned to understand the needs of family pets and our role and responsibilities with them. We explored ways that pets can contribute to the community and the jobs they do. Finally, we made pet costumes and had a pet parade. Pets are workers and friends, but we have responsibilities. Before you get a pet, think through what type of pet would be appropriate. If you already have a pet, increase your responsibility during the time that your loved one is deployed. It will really be appreciated!

Parent Take-Home Piece: See 'Sample Parent letter' on next page.

Credits/Sources

http://sitemaker.umich.edu/adventuretherapy/files/raccooncircles_1.pdf

Lesson plan developed by: Barb Piehl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

OMK Day Camp Experience: Amazing Pets Parent Handout

Fun Activities to Do At Home

- Have some friends over and create your own animal parade. Each friend makes an animal costume and together you put on a parade for family or others.
- Take your family on a field trip to visit a pet shelter.
- Set up a trip to visit a nursing home and take your pet.
- Do you have neighbors needing help to care for their pet? Sometimes elderly neighbors need some one to walk their dog for them. It feels great to help someone else.
- Join with another youth or family with a deployed soldier and swap pet stories and ideas for caring for pets.
- Local libraries have wonderful books on pets. Check one out.
- Local 4-H programs or other groups may have a dog training program. Call your local 4-H office to find out how you could take part.
- There are great recipes for making salads and other foods in the shape of animals. Explore some options and add them to your meals. (bunny salad, animal shaped french toast, decorated cakes, cookie cut outs, etc.). Find them at the library, on the Internet or in recipe books you already have at home.



Family Talk: Want to hear about the fun time kids had?

Here are some questions to ask:

- Tell me what you did today.
- What was your favorite part?
- What kinds of things could we do at home?
- Tell me about somebody new you met?
- I saw a soldier was there. What kinds of things did the soldier do or talk about?
- How did you feel about today?

Keep a Diary: Writing things down is a great way to keep track of all the things you do and how you feel about them. You can even find some goals or ideas you may like to do more often. Here is an idea chart to help you do a diary about animals. Use topic ideas listed or create your own. *Idea: is it easier to draw pictures? That makes a good diary as well.*

Date	What I did:	How I felt about it:	What I would do differently next time:	More things I would like to do:	Notes:
March 15, 2007	Took Spot for a 30 minute walk	It felt good to help my family	Take treats for me and Spot to eat at the park.	Find a friend to go with me.	Spot seemed really happy.

Amazing Pets

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OMK Day Camp Experience: Dinner Is Served!

Grade Level: 5th-7th
Number of Participants: 5-20
 15-16 eating meal

Project/Life Skills

- ★ Contribute in a meaningful way to the family by helping with meal preparation.
- ★ Experience the successful feelings that come with working together to accomplish a task.
- ★ Prepare and serve a meal for 2 of their own invited guests.
- ★ Learning to learn.
- ★ Self-responsibility.



Activity Overview *Prepare, cook and serve a meal for the important people in your life.*

Time Needed for Volunteer Training: 1 hour

Lesson Time: 7.5 hours

Prep Time Needed: 3 hours

Space Needed: Indoors or outdoors

- Need indoor prep area
- Kitchen facility with several ovens
- Work space for up to 5 teams
- Area to serve meals for 15-60 people; indoors or outdoors depending on menu
- Good to have a play ground area available for free time (need unstructured time)

Get Ready

Roles for Volunteers

- Small group leader(s), one per 4-5 youth.
- Recreation leader(s) so that small group leaders can use recreation time for preparation.

Roles for Uniformed Military Personnel

- Come to the activity and visit with the youth about the importance of family.
- Come to the meal as a special guest and speak a few words during the meal.
- Ask a uniformed cook to assist kids during the meal prep activities.
- Talk about what foods are available to soldiers and who cooks for them.
- Tell a story about food where they were deployed.

Dinner Is Served!

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Volunteer Training Needed

- Ability to work with 5th – 7th graders
- Orientation (could be done same day as camp): include schedule, basic directions for tasks, positive youth development tips; could help set up supplies

Do Ahead

- Choose menu plan.
- Make sample cards.
- Shop for supplies.
- Make copies of Promo handout, Food Safety handout, and Parent Take Home letter- 1per youth.

Equipment

- Ovens and kitchen supplies
- Specific equipment may be needed for some menu items
- Fantastic Foods: You're the Chef, Tasty Bites, Six Easy Bites, by Susan Barkman and Amy Wright, Purdue University 2002; *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU-07148, BU-07146, BU-07144.

Supplies

- Grocery items
- Snack
- Lunch, if youth are not bringing their own
- Name tags
- Card stock
- Markers and stickers or items to glue on place cards

Background

Youth will make a meal and serve their guests. They will learn and follow proper hand washing and safe food handling skills, prepare the food, create some table setting decorations, explore ways to greet and serve guests, and then serve guests. It is suggested that the meal be served buffet style with food put on plates for guests. Each youth can invite up to two guests and then will also be able to eat themselves.

Choose a menu. Suggestions could include:

- Sloppy Joes, fresh vegetables and dip or fruit kabobs, baked French fries, cupcakes, milk, water
 - Veggie dip page 12, "You're the Chef"
 - Fruit Kabobs, page 12, "Six Easy Bites"
- Spaghetti with meatballs, bread sticks, vegetable salad, brownies, milk, water
 - Vegetable salad, pg 10, "Tasty Bits"
 - Bread sticks for a crowd, page 34, "You're the Chef"

Dinner Is Served!

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WHAT TO DO***Dinner Is Served!*****WELCOME/REGISTRATION:****9-9:15 am**

- In small groups, say name and favorite food.
- In larger group, volunteers introduce self to whole group and share their favorite vegetable and why.

PROGRAM TIME**9:15-11:15**

- Hand washing: talk about need to regularly wash your hands and area of work. Follow hand washing method of rinsing, then soaping, and scrubbing while saying the alphabet, then rinsing.
- Divide into small group work teams making cupcakes or brownies.
- Snack break.
- Make bread sticks, vegetable salad, cut French fries.
- While working or waiting discuss:
 - ★ Food groups and where the various parts of the menu fit into the food pyramid.
 - ★ When might this menu best be served, what kinds of other things might you do?
 - ★ How could your family work together to make a meal?
 - ★ What are some of the benefits to eating together?

GROUP RECREATION**11:15**

Relay races with assorted running activities such as hopping, fast walk, backwards walk, skipping, jumping on two feet, scissor walk, etc.

LUNCH AND FREE TIME ON PLAYGROUND**11:45-12:30****Activity: Make a place card/tray favor for each guest****12:30-1:00 pm**

Using card stock, decorate a name card for the place setting, including the guest's name. Optional: make your own tray favor.

PROGRAM TIME**1:00-2:00**

- Divide into work teams and prepare sloppy joes or spaghetti sauce and meatballs.
- Prepare vegetables or fruit kabobs.
- Breadsticks need to be baked.
- **Snack break**

Dinner Is Served!

Let's Talk: discuss the following	2:15
<ul style="list-style-type: none"> • How to greet guests. • Process for serving food - who will do what: <ul style="list-style-type: none"> ▪ dishing up food ▪ welcoming guests • Practice various jobs. • When will youth eat? • How will clean-up happen? • Do clean-up before guests arrive. 	
Greet and seat guests	3:00
Welcome guests and serve meal	3:15
Clean up	4:00
Closing & Talk It Over	
Leave for home	4:30

Talk It Over

- ★ **Reflect:** What are some of the important things you learned today?
How did cooking a meal for your important people feel?
How did working with others feel?
What responsibilities do you have for meals in your family? How can you contribute in a meaningful way?
- ★ **Process:** What was the most challenging part of making the meal?
What new skill did you learn while preparing the meal?
What suggestions would you have for the other 'Dinner Is Served!' OMK Camps?
How did working together help you make the meal?
- ★ **Generalize:** How can you help more with meals at home?
How would your family like it if you were to cook foods together at home?
What strengths do you bring to helping others succeed?
What other meals would be good to make for your family?
How can you take responsibility for those meals?
- ★ **Apply:** How can you be a better team member at home?
How can you use the skills learned by cooking a meal together to accomplish other family tasks?
What are some other responsibilities you sign up for around your home to contribute to your family in a meaningful way?
How can you share your successful feelings that come from working together with your deployed loved one?

Dinner Is Served!

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Parent Take-Home Piece: Parent page handout; food safety handout

Credits/Sources

Fantastic Foods: You're the Chef, Tasty Bites, Six Easy Bites, by Susan Barkman and Amy Wright, Purdue University 2002; *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU-07148, BU-07146, BU-07144.

Questions for Guiding Experiential Learning, Used with permission, Regents of the University of Minnesota © 2005

Lesson plan developed by: Barb Piehl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Dinner Is Served!

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OMK Day Camp Experience: Dinner Is Served!



You and a Guest Come and make a meal for your family!

WHEN:

WHERE:

Kids, come at 9:00 a.m. for the day to prepare. Your guests arrive at 3:00pm. Would you like to something special for your family? Would you like to spend a fun day with other kids learning about food? This is the workshop for you!!! Be sure and bring a camera so you can take lots of pictures!

- * Learn how to handle food safely
- * Make place cards
- * Learn to make great foods
- * Learn how to properly serve food
- * Have a great time learning

_____volunteers will be helping you on this special day!

Name:
Address:
City/Zip:
Telephone:
Number of Additional Tickets Needed:

Dinner Is Served!

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Food Safety Facts

Every year, millions of people may experience one or more episodes of foodborne illness, without ever knowing that it was food that caused their illness. Generally, these illnesses are preventable if safe food handling practices are followed. Below are some facts and tips to teach you the basics of food safety. Make sure that you and your family aren't victims of preventable foodborne illness!

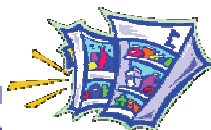
1 Keep hot foods hot!



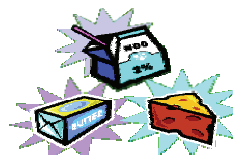
If a food is cooked and put out to serve, make sure that you keep the food hot if it is not going to be eaten right away. If you are going to cool the food in the refrigerator, be sure to cool it quickly in a shallow container. Perishable food should never be kept at temperatures between 40°F and 140°F for more than 2 hours. Bacteria can grow well at these temperatures and may grow to levels that could cause illness.

2

Keep cold foods cold!



Cold salads, lunchmeats, dairy products and other foods which require refrigeration should always be kept cold (below 40°F). If they are allowed to warm up, bacteria may be able to grow to dangerous levels.



3

Always wash your hands well with soap and warm water, both before and after handling food!

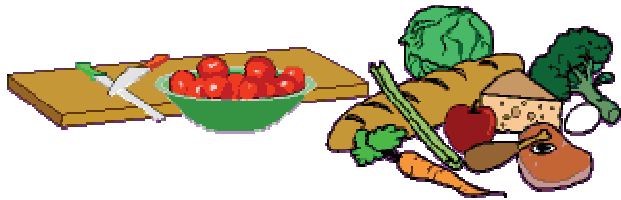


Our hands naturally carry bacteria on them. If we transfer that bacteria to food, the food is a good place for those bacteria to grow! On the other hand, foods contain a certain amount of bacteria on them as well, especially raw foods. It is important not to let the bacteria from raw foods stay on your hands where you may transfer them to your mouth or other foods.

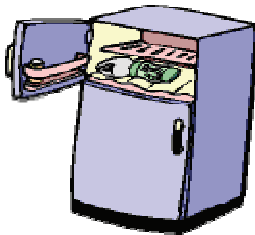
Dinner Is Served!

4 Don't cross contaminate!

You cook meat and poultry thoroughly to kill the harmful bacteria that may be on them. That is why it is very important to make sure that you don't allow the juices associated with raw meat and poultry to contaminate other areas of your kitchen. If you do, you may then allow those bacteria to get onto foods that don't get cooked before you eat them.



5 Thaw foods safely!



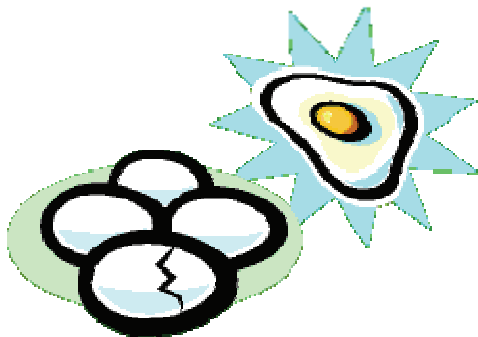
Frozen raw meat and poultry should never be thawed by leaving them on the counter at room temperature. The proper way to thaw such products is to either thaw them in the refrigerator or thaw them in a microwave oven.

6 Wash fresh fruits and vegetables thoroughly!

Because fresh fruits and vegetables are grown outside, they may come in contact with a wide range of bacteria. Most of these bacteria are harmless, but it is important to realize that fresh fruits and vegetables should be washed thoroughly under running water before you consume them.



7 Keep eggs refrigerated and never eat raw eggs!



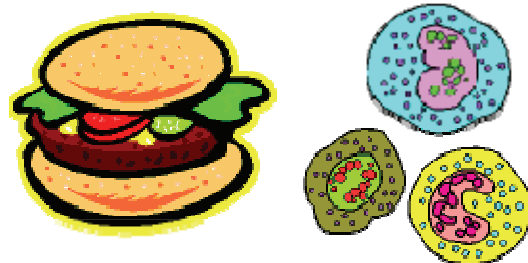
Eggs may contain the bacteria Salmonella in their yolks, and so it is very important never to leave eggs at room temperature, or you will allow the Salmonella to multiply and grow. Because there may be Salmonella in eggs, you should also always make sure that you cook your eggs thoroughly before eating them. This means no runny yellow yolks, and it also means not eating any cookie or cake batters made with raw eggs!

Dinner Is Served!

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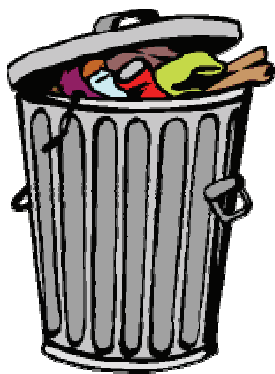
8 Cook ground beef thoroughly!

E. coli O157:H7 is a pathogenic bacteria that may be present in raw ground meat. Because of this it is important that hamburgers and other ground meat products be cooked thoroughly to kill this bacteria. Ground beef must reach an internal temperature of 160°F in order to ensure that the bacteria E. coli O157:H7 has been killed. The interior of the meat may turn brown before this temperature is reached, making it look like the hamburger is done, but you cannot assure it's safety until the temperature reaches 160°F.



9 When in doubt, Throw It Out!

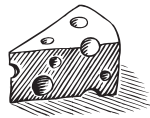
Never taste food which you think may be spoiled. If you are uncertain as to whether or not a food is still safe to eat, do not eat it. Even reheating foods cannot destroy the toxins of some bacteria if a food has been handled incorrectly. Never eat canned food if the can is bulging or looks like it has had a leak. The consequences of food borne illness are not worth the money you will save trying to salvage the food!



<http://www.agr.state.nc.us/cyber/kidswrld/foodsafety/facts/Sffacts.htm>

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DINNER IS SERVED! Parent Take Home



Family Talk

- Tell me about the parts of the meal you made today.
- How did the soldier help?
- What new things did you learn today?
- What kinds of things would you like to help with at home?
- Tell me about the hardest part today.
- What things did you find out about making a meal that you liked?

Other Things to Do at Home

- As a family, make a meal plan for the week. Set up teams of people to be in charge of making each meal.
- How about setting up a picnic? Plan a menu and invite a friend, or just go as a family. What part can each family member do to help?
- Have a hard time deciding what foods to make for lunch? On separate pieces of paper write out many different kinds of lunches. Put them in a box or bowl and draw one out. It becomes a surprise meal for the day. Be sure to include only those meals you have supplies for.
- Each meal has many jobs needed to make it happen. Set up a plan of how each family member can help. Be sure to rotate the jobs.
- Meal time can be fun with table decorations. Check out craft books at the library or search on the internet for new ideas for your family's table. Look for things you can make.
- 4-H has a foods project. Look for a 4-H club near you. There are even food contests.
- Does someone in your family have a birthday soon? Look in recipe books for fun things you can do for their birthday dinner. It could even be special decorated salads.



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OMK Day Camp Experience: Float Your Boat!

Grade Level: 5th-7th
Number of Participants: 10-50+

Project/Life Skills

- ★ Teamwork
- ★ Critical thinking

Activity Overview

Get into team action as you plan, build and test a boat! All the supplies are provided, including life jackets and adult help. Bring enthusiasm and ideas. No swimming required. Team work is the key to the success of this great day!



Time Needed for Volunteer Training: 30 minutes

Lesson Time: 6 hours

Prep Time Needed: 1 hour

Space Needed: Indoors or outdoors; need large work area for each team; beach or pool

Get Ready

Roles for Volunteers

- Team leader for each group
- One recreation leader
- Lifeguard

Roles for Uniformed Military Personnel

- Great to have uniformed soldier present that has some experience or training about work on the water so they can share experiences with youth.
- Tell a story about boats and water where they were deployed.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Orientate volunteers one hour prior to the event regarding schedule and plan for the day, positive youth development skills, ground rules about location.

Do Ahead

Collect supplies. Make copy of parent handout for each youth.

Float Your Boat!

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Equipment

- Video camera to record launches; if possible, LCD projector for viewing at closing
- Life jacket for each boat rider
- Scissors for each team

Supplies For each team:

- Large cardboard box big enough to hold a person
- Box of plastic wrap
- Box of aluminum foil
- Roll of duct tape
- Roll of masking tape
- 36-inch dowel
- 6 sheets of white legal size paper
- Markers
- Snack Food such as fish crackers, juice, fruit

WHAT TO DO***Float Your Boat!*****Welcome****9:00 am**

- Review overall plan for the time together.
- Move into small group teams with team leader.
 - Introduce self and share what experience, if any, you have had with water, swimming, boating, or water sports.
 - Begin thinking of a name for your team. This could eventually be used as the name of your boat or the boat name could be connected to the name of your team.

Large group discussion**9:15**

★ Specifics about the boat

- Goal is to float one person from your team in your boat.
- Use only the materials you are given.
- Could barter leftover materials with other teams.
- No practice launches allowed.
- Team needs to work together to design and build the boat.
- You choose your work area. Good to be away from other groups so that your discussions and plans can be private.
- The volunteer is there to ask stimulating questions, get the attention if needed of the overall leader, be time keeper, but not to help build the boat or give inside ideas.
- You have 2 hours to build your boat.
- After the first hour there will be a snack break.

Float Your Boat!

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Begin working in teams on boat	9:30
Snack break and free recreation time	10:30
Return to group team work on boats	11:00
Lunch and free time	12:00
Large group discussion	1:00
<ul style="list-style-type: none"> ▪ Ask some overall questions that have to do with team skills, cooperation, sharing, working together <ul style="list-style-type: none"> ▪ What kinds of things have you been doing to include everyone on your team? ▪ Are there team members with specific skills that are helpful to your effort? If so, how do you know? ▪ What are some examples of how your group is making decisions? ▪ Launch directions and boundaries <ul style="list-style-type: none"> ▪ How to celebrate each group's success. ▪ The success is having accomplished the task, with a bonus that it actually floats! 	
Time to change and be ready for the launch - meet at the water with your boat	
LAUNCH TIME – Teams take turns launching boats.	1:30
<ul style="list-style-type: none"> ▪ Take turns one at a time for teams to launch their boat ▪ This could be done by drawing names out of a hat, or taking volunteer groups first. ▪ When all boats have launched, it is time for the <i>Talk It Over</i> section. 	
<u>Talk It Over</u>	<u>2:30</u>
<p>★ Reflect: What are some of the important things you learned today? What seemed to be successful? Are there strategies that worked better than others? What are some things that just did not seem to work? What was your favorite part about today? What surprised you? How did working with others feel?</p> <p>★ Process: What was the most challenging part of the activities today? What would you do differently next time? What suggestions would you have for the other 'Float Your Boat!' OMK Camps? How did working together help you build your boat? Float your boat?</p>	

Float Your Boat!

- ★ **Generalize:** How else can you use the skills you learned today?
What other things materials could you use for your boat?
What strengths did you bring to boat building that helped others succeed?
How can you use these strengths in your family?
- ★ **Apply:** How did the float test faced by your team reflect some of the challenges faced by you during deployment?
How could some of the decisions you made today be used at home with your family?
How can you be a better crew member at home?

Afternoon Snack, changing time

2:45

Enhancement

Have staff prepare some silly awards so each team gets recognized for something

- ★ Most Unusual Use of Tape
- ★ Best Listeners
- ★ Most Creative Theme

Closing: If possible show video, hand out silly awards

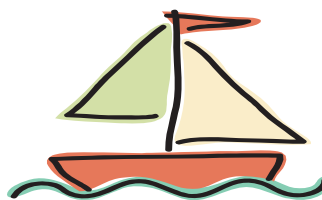
3:00

Leave for home

4:00

Parent Take-Home Piece: send a copy of *Float Your Boat! For Parents* home with each youth.

Lesson plan developed by: Barb Piehl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007



Float Your Boat!

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OMK Day Camp Experience: Float Your Boat! For Parents

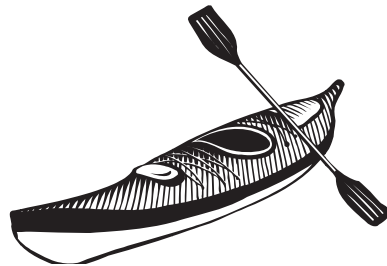


Family Talk

- Tell me about your day.
- What part of building a boat did you do?
- What things were the hardest?
- How did you decide on a name for your boat?
- Tell me about the people on your team. What parts did they do?
- I saw that a soldier came today. How did they help?
- How did it feel to do something as a team? Why?
- What kind of things do you think we could do at home?

Ideas to Do at Home

- Go to the library and look for books on boats.
- Start a scrapbook on boats. Cut out magazine pictures or articles. Take some photos at a lake.
- Go see a boat show.
- Write a letter to a soldier to tell about your building of a boat.
- Have some friends over and teach them how to build a boat. Be sure to have adult help when testing your boat.
- Organize your family to build some other item such as a holiday decoration like a 4th of July yard display.
- Check out a DNR office or on the Web to learn about Boat safety.



Float Your Boat!

OMK Day Camp Experience: Gizmos & Gadgets

Grade Level: K-4th

Number of Participants: 20-30

Project/Life Skills

- ★ Creative thinking
- ★ Problem solving
- ★ Working together

Activity Overview

Make Yo-Yo's, an oscillating woodpecker, a top and a robot to take home.



Time Needed for Volunteer Training: 2 + hours

Lesson Time: 6 hours

Prep Time Needed: 2-3 hours

Space Needed: Indoors/outdoors with table space

Get Ready

Roles for Volunteers

- Guide youth as they explore and construct projects.

Roles for Uniformed Military Personnel

- Help the youth with activities.
- Share the types of technology gizmos and gadgets they have used while they were deployed.
- Tell stories about how gizmos and gadgets do important jobs in the military.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Study and understand activities, make models, understand the importance of the discussion questions, games, and the value of thoughtful reflection in log.

Do Ahead

- Study materials and make samples of projects.
- Make copies of handouts for each youth/Write & copy parent letter.
- Inform campers to bring bag lunch, or make arrangements for lunch and snacks.

Gizmos & Gadgets

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Equipment & Supplies for each project

YO-YO:

- 2 recycled CD's
- 1" by 5/8" wood spool (similar to a thread spool but smaller)
- String either nylon cable, or cotton cord string. (Have youth experiment with both strings; cotton cord string works best.)
- Permanent markers
- Table covers
- Yardstick or measuring instrument
- Glue gun with sticks, extension cord, power source

OSCILLATING WOODPECKER:

- ¼" OD clear PVC plastic tubing or drinking straw
- Rubber bands
- White poster board
- Scissors
- Tape

TOP:

- 10 heavy paper plates 9 or 12 inches in diameter.
- 1 pencil with flat eraser head
- 2 rubber bands
- 2 sewing thread spools (1 ¼" size- a pencil shaft should fit snugly in the hole)
- Knife or scissors
- Ruler
- Pencil sharpener
- 2 pieces of ribbon 12" long each

ROBOT:

- Scissors
- Ruler
- 8 ½" x 11" – inch piece of cardboard
- Nail
- 2 wire brads
- Wire coat hanger
- Pliers
- 2 paper clips
- Walnut-size ball of modeling clay
- Adult helper

Gizmos & Gadgets

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Snack

Beverage, cookies and piece of fruit

Background

We see and use many gizmos and gadgets everyday. Many of these are fun to tinker and play with, and many are very useful in making our lives easier. By being observant and asking questions we can understand the principles of building gizmos and gadgets. In this fun camp setting, youth will enjoy the opportunity to explore the how's and why's of tops, yo-yo's, an oscillating woodpeckers and a simple robot.

Review the reflection questions to help facilitate discussion about what they are learning and experiencing with these gizmos and gadgets and what their families are experiencing with a deployed parent. Be sure to keep an accurate log. It will take about two hours to have volunteer leaders make each of the items, and to understand the value of discussion questions and the purpose of keeping logs up-to-date.

Gizmos & Gadgets

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WHAT TO DO**Gizmos and Gadgets**

Yo-Yo, Yada, Yada: The yo-yo is one of the most popular and enduring toys of all time. The ancient Greeks were playing with them more than 2,500 years ago, and there's some evidence that the Chinese had developed similar toys before that. In any case, the yo-yo is older than any other toy except the doll.

There have been several variations on the yo-yo design through the years. In the original design, which was still popular until the early 20th century, the string was tied securely to the axle. This design achieved huge popularity in Europe in the 18th and 19th century, where it had a number of names, including **bandelore**, **quiz** and **l'emigrette**.

The word "yo-yo," and the modern yo-yo design, come from the Philippines (the word means "come come" or "come back" in the native Tagalog language). Unlike the original Chinese and Greek yo-yos, Philippine yo-yos had the ability to "sleep." This unique toy may have been an adaptation of the Chinese yo-yo, or it may have developed out of a Philippine **hunting weapon**. In any case, it dates back at least a few hundred years in the region.

In the 1920s, a Philippine immigrant named **Pedro Flores** decided to bring this yo-yo design to the United States. He achieved some success right away, and in 1929, he sold his company to a businessman named Donald Duncan. Duncan trademarked the name "yo-yo," and, over the next few decades, built his company up into the premiere yo-yo manufacturer.

Yo-Yo, Yada, Yada Directions

1. Decorate the CD's with the permanent markers
2. With glue gun, glue the wooden spool onto the center hole of CD
3. Glue the other CD onto the wooden spool
4. Have the youth stretch out their arm from their body
5. Measure the distance from the arm to the floor and cut string to match plus 2" for tying

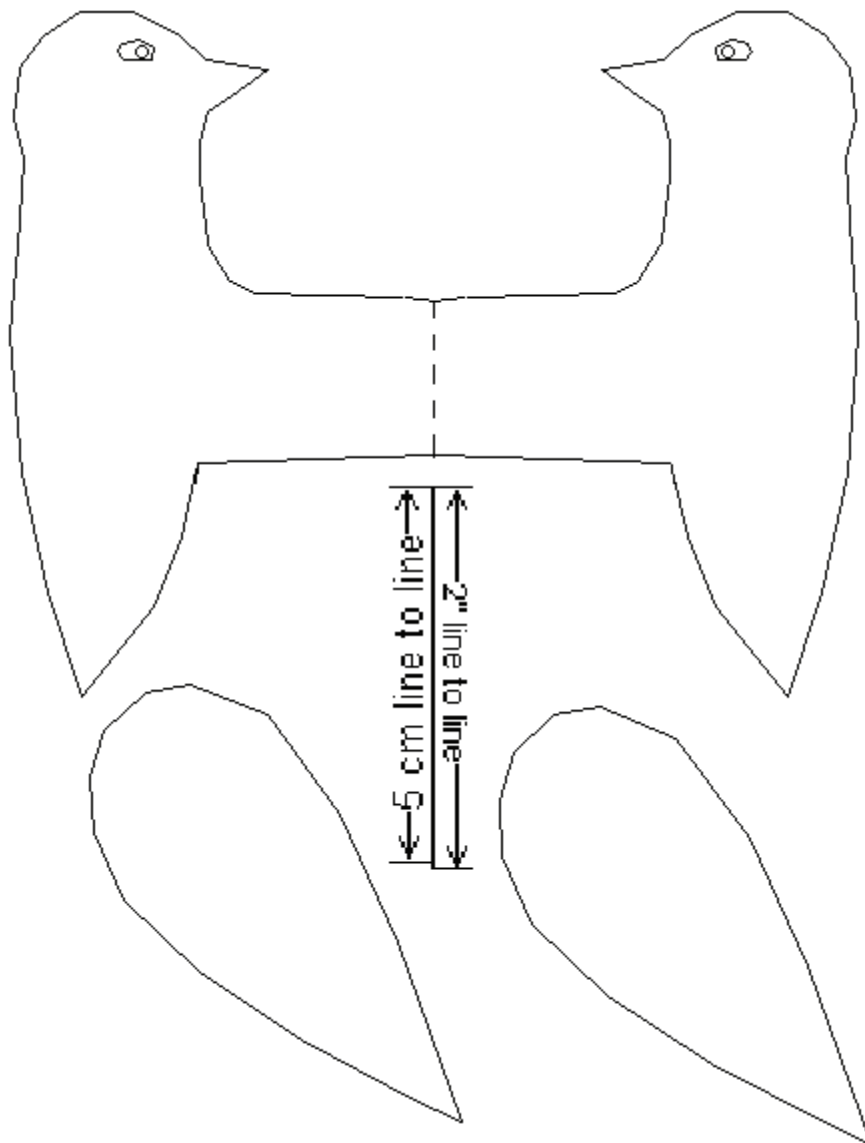
Now play with the yo-yo

- Which string did you use?
- Does weight make a difference in constructing a yo-yo?
- What does balance have to do with a yo-yo?
- Did your yo-yo wobble when you used it?
- How much balance do we need in our lives
- Where do you see the need for balance in your life right now? What happens when balance is off?
- What can you do to make a difference?

Contest

Have a contest to see how many times your yo-yo will return once you have thrown it. Whoever has the most pulls wins.

Gizmos & Gadgets

OSCILLATING WOODPECKER**Step 1: Cut out the body and wings.**

Rough-cut out the body and wings; then use double-sided tape (or tape doughnuts) to stick the patterns to the cardboard. Fine cut the pattern of the body and wings. Tear the pattern paper off the three cardboard pieces, but first bend the cardboard a little on the line between the two halves of the bird.

Step 2: Cut a 1" piece of tubing or straw, tape

Tape the straw securely into the fold in between the bird halves. The same amount of straw should stick out the top as the bottom. Use three pieces of tape on top of each other to really hold it on.

Gizmos & Gadgets

Step 3: Finish assembly and try it out.

Use a tape doughnut to hold the two halves of the body together, and to attach the wings. Cut the thinnest rubber band you can find and thread it through the straw.

To make it go, get the woodpecker toward the end of the rubber band that the head points to. Stretch the rubber band vertically. Make sure your hand is not near your eye, so the rubber band will not snap your eye if it breaks. Shake your hands up and down a few times, then suddenly hold them still. The bird should keep on bobbing... and bobbing...and bobbing all the way down until its potential energy is exhausted.

NOTE: If the woodpecker won't work, you can experiment with making the diameter of the straw smaller. To make the diameter smaller, slice the piece of straw lengthwise. The cut edges will overlap a little, decreasing the diameter. Squeeze the straw a little bit so the edges overlap, as shown at right. Tape so it stays overlapped as much as you want.

Tops**Procedures:**

1. Find the center of a plate by measuring carefully with a ruler or by balancing the plate on the flat eraser head of a pencil. The plate will remain horizontal when the eraser is held in the middle of the plate. Mark where the eraser touches the plate.
2. Cut a hole in the center of the plate using a pointed knife or scissors. The hole should be just big enough that a pencil will fit snugly. Following the same procedure, cut holes in the remaining plates.
3. Slide all the plates onto the pencil shaft and push them together near the pencil tip.

Try spinning your top

- Does it spin well, or does it wobble and stop in a few seconds? Wobbling occurs when the pencil does not remain perpendicular to the plates. You can correct this by sliding a spool onto the pencil shaft on both sides of the plates.
- If the pencil shaft is a little too large for the spools, carefully scrape the sides of the pencil with the knife. To keep the spools snug against the plates, wrap rubber bands around the pencil next to the spools or slide small pieces of ¼" tubing against the spools.
- Your top is ready to launch. Spin the pencil with your fingers and see how long the top will rotate. If the plates slip when the pencil is twisted, make sure the rubber bands or pieces of tubing are holding the spools tightly against the plates. When your top has been properly assembled and launched, it can spin for up to a minute. Practice spinning your top for a while, before you begin experimenting.

Gizmos & Gadgets

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Experiments

Keep a log of your results. Time the length of the top's spinning (use a clock or watch with a second hand).

1. What is the longest period of time the top will spin?
2. Rearrange the plates on the pencil.
 - a. 1st arrangement is the plates are stacked
 - b. 2nd arrangement is the plates are divided equally and put together as a top shape
 - c. 3rd arrangement is the plates are divided equally and put together opposite of each other
3. Is the spinning time affected by whether the pencil has a point or is flat at the tip?

How long your top spins depends on how well it has been assembled, and the way it has been launched. You should have found that the top works best when all the plates are stacked together near the lower end of the pencil. A point on the pencil causes only a slight increase in spinning time. The more force you apply when launching your top, the longer it will continue to spin.

Different ways to launch

- Place the pencil between the palms of your hands as shown. Push your palms against the pencil and quickly move your hands in opposite directions. This technique may also be used to keep a top spinning
- Line up 2 pieces of ribbon, each 12" inches long so that one is on top of the other.
- Wrap the first inch or two of the ribbons around the pencil so that the ends overlap. Continue winding both ribbons over and over themselves until only a few inches remain unwrapped.
- Keeping the pencil vertical, steadily pull the loose ends of the ribbons in opposite directions.
- You will discover by these two methods that it is difficult to determine how much force is actually being applied to launch a top.

Rubber Band Launcher

It takes a certain amount of force to stretch a rubber band. When the band returns to its original position, the same amount of force is released. Taking advantage of this physical property, you can make a top-launcher that will launch different tops with an equal amount of force.

To make the rubber band top launcher you will need:

- 1 piece of wood, 1 ¾" wide by 16" long
- 3 cup hooks
- 2 thin rubber bands, 2-3 " long
- Hammer
- Nail 1 – 2" long

Gizmos & Gadgets

1. Hammer the tip of a nail into the wood to make three holes.
2. One is placed on one end and two equally spaced on the other end.
3. These holes will make it easier to screw the hooks into the wood.
4. Screw a cup hook very tightly into each hole.
5. Line up the two end hooks in the same direction.
6. All three hooks should be facing out.
7. Tie the two rubber bands together to make one long rubber band. Loop one end over the single hook.
8. Wrap the loose end of the rubber bands tightly around the pencil. Then stretch the rubber band so that the pencil is held by the two end hooks.
9. Continue to twist the pencil so that the rubber bands wind up very tightly onto the pencil.
10. Make sure that you hold the launcher so that the pencil is vertical. Then let go of the pencil so that the rubber bands unwind. Then let go of the pencil so that the rubber bands unwind. As soon as the rubber bands leave the pencil, move the launcher up so that the top will be left to spin by itself.
11. You will have to experiment to determine how much to wind up the rubber bands. If they are too tight, they might break; but if they are too loose, they might not release enough force to rotate the top. Also, if the spools are not snug against the plates, the pencil will turn in the hole instead of rotating the entire top.
12. When you have made these adjustments, remove the rubber bands from the launcher. Check to see that the knot is at the halfway point on the unstretched rubber bands and replace them on the launcher. By winding the pencil up to this same point each time, you can launch your top repeatedly, using the same amount of force. You can also experiment with different tops and launch them with the same amount of energy.

Experiment with:

- 6" plates- paper or plastic
- Sponge rubber ball
- Margarine tub
- Metal washers
- Tuna fish can

Compare the spinning times for heavy and light tops

- Does the size of each top's diameter make a difference in spinning time?
- How can you make any of your tops spin for a longer time?
- What determines how long a top spins?
- Answer: weight of the top and how the weight is distributed.
- Does it matter if the weight is placed at the upper or lower end of the shaft?

Gizmos & Gadgets

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Robotics

A robot is a machine that does a job for us. But some tasks are built into the machine, so we simply turn it on and it does the job for us, sensing things, running programs, and doing work that might be otherwise boring or dangerous. Some examples of robots in the home include the dishwasher, washing machine, dryer and smoke detector.

We know that robots require a program to be written to make the robot work. A washing machine contains a program that tells it to fill to a certain line with water, indicate when the water reaches this level, start the agitator, stop the agitator, spin very quickly, empty the water, refill the water to the same line again, begin the agitator again, stop the agitator again, and finally spin and empty the water a last time. What a detailed program!

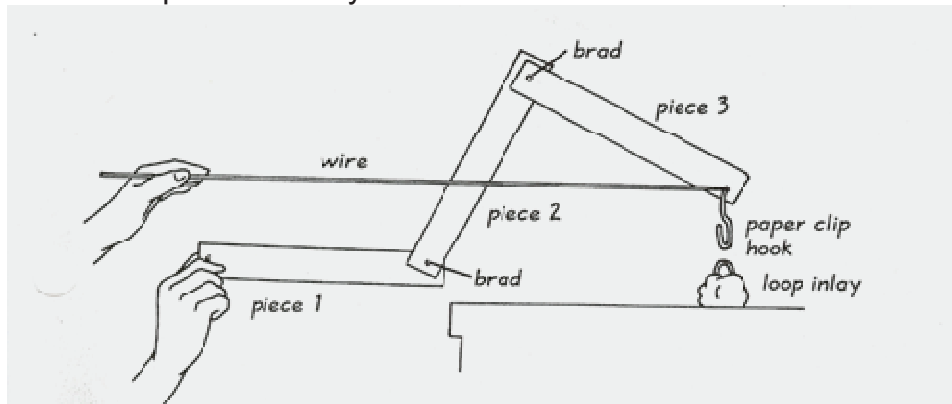
Robotics is all about working successfully in a group. This means taking turns, ensuring even those who do not ask for a job are given an important task to carry out in that Robotics period.

Procedures:

1. Cut three pieces of cardboard, each 11 x 2”.
2. Have an adult use the nail to make a small hole in each end of each piece of cardboard. Center the holes about 1” from the end.
3. Line up the cardboard pieces as shown in the diagram, with the first hole of the second piece covering the second hole of the first piece, and the first hole of the third piece covering the second hole of the second piece.(See diagram.)
4. Insert a brad in both pairs of overlapping holes. Bend back the end of the brads to attach the cardboard pieces, but not so tightly that the pieces are unable to move.
5. Have an adult unbend and straighten the coat hanger and then use the pliers to make a small loop at one end of the wire.
6. Insert the wire loop through the second hole in the third piece of cardboard as shown.
7. Test the movement of the cardboard arm by holding on to the opposite end of the arm (piece 1) with one hand and moving the coat hanger wire with the other hand. Adjust the attachments until the arm moves freely.
8. Open one of the paper clips to make a hook. Hook the paper clip through the hole in the third piece of cardboard just below the coat hanger loop.
9. Push the other paper clip halfway into the ball of clay. The end of the paper clip should stick out to form a hook.

Gizmos & Gadgets

10. Place the ball of clay on the table so that the hook points up. Hold the cardboard arm about 18" away from the clay ball.
11. Use the coat hanger wire to move the arm and pick up the clay ball. Can you do it? What problems do you have?



Experiment

Try putting the clay ball closer to you and farther away from you. In which location is it easier to retrieve the ball?

Design your own tool to do the same task. How else could you make this kind of device?

Explanation

The cardboard arm you made is a simple machine (a device that helps you to do work more easily) called a lever. A lever is made up of a rigid board or bar that is supported at a fixed point called a fulcrum. Actually, the cardboard arm is a series of levers. The cardboard pieces are the rigid boards, and the wire brads are the fulcrums. Levers make it easier to lift heavy loads because they magnify the force exerted; in other words, they turn a small force into a big one. Levers can also be used to move objects that are not near you. In this activity, the cardboard arm allows you to lift the clay ball when it's beyond your arm's reach.

Gizmos & Gadgets

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OMK Day Camp Experience: Gizmos & Gadgets

TOPS Log Sheet

	9" paper plates	6" paper plates	Margarine tub	Rubber ball	Metal washers	Tuna fish can
Plates stacked						
Plates divided and on top						
Plates divided and on bottom						
Pencil dull						
Pencil pointed						
Spin time						



Gizmos & Gadgets

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Talk It Over

- ★ **Reflect:** Which project was your favorite? Why?
How did it feel?
How were you a creative thinker while doing the projects? Did that surprise you?
How did others help you with your gizmos and gadgets?
- ★ **Process:** What was the most challenging part of the activities today?
What would you do differently next time?
Did others help you with problems?
What did you learn from these projects that you didn't know before?
- ★ **Generalize:** What did you learn from working with other kids on all the projects?
What other gizmos and gadgets can you make using what you learned today?
What advice would you give others about ingenious inventions?
How can you share your problem solving expertise with your family?
What strengths do you bring to helping others work together?
- ★ **Apply:** What did you learn about yourself by doing this day camp?
How can you use your creative thinking and problem solving skills at home? In school? With your deployed loved one?
How can you be a better team member at home?
How can you use your inventiveness to help your family during deployment?

Closing

It is best to plan for a closing session with the campers. This closing can be with just the campers, or you can invite the parent/family that will be picking up the campers to arrive 15-20 minutes early and join in the fun to hear and see what the campers have done at camp. Have each of the campers select to show and tell one of the Gizmos & Gadgets they were proud of. Have them tell what they did and what they learned at camp. Positively reinforce each camper on their successes and contributions to camp. Send home parent letter.

Credits/Sources

- **Why Didn't I Think of That? Bizarre Origins of Ingenious Inventions We Couldn't Live Without**, by Allyn Freeman and Bob Golden (John Wiley & Sons, 1997)
- **Extraordinary Origins of Everyday Things**, by Charles Panati (Harper & Row, 1987)
- **"History of the Yo-Yo,"** article by Valerie Kranz, Spinastics Skill Toys, Inc., 1996

Lesson plan developed by: Mary Duncomb, Regional 4-H Extension Educator;
Kathy Johnson, Dakota County 4-H Program Coordinator;
University of Minnesota Extension, 2007

Gizmos & Gadgets

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OMK Day Camp Experience: Gizmos & Gadgets Sample Parent Handout

Dear Parent or Guardian,

Today your child has participated in the **Gizmos & Gadgets** day camp presented by *Operation Military Kids*. Minnesota Operation Military Kids is supported by the University of Minnesota Extension, Center for 4-H Youth Development, U.S. Army Child and Youth Services, Army National Guard, U.S. Army Reserves, Boys and Girls Clubs, American Legion, Minnesota Child Care Resources and Referral Network, and youth from military and non-military families.



During the Camp each participant had the opportunity to explore the whys and hows of Yo-Yo's, Oscillating Woodpeckers, Tops, and a Robot Arm. We had a very busy time meeting new friends and stretching our imaginations.

Please ask your child to show and tell you about their Gizmos & Gadgets, the challenges and successes they had in making them. Then discuss their own challenges and successes. Many youth were surprised to see fellow campers of deployed parents experiencing many of the same things that they were experiencing.

Ask your child to identify what others were discussing, and listen as they give their opinion. Discuss how they might solve the situation or offer suggestions. This might be a good time to ask how they feel about that situation. Take the opportunity to find a time to focus on your child and what they are saying and feeling. This might be while you are together in your car or when you are doing a simple project together. Just plan for a quiet time to reflect and connect.

Recording what we discovered was a big piece of the lesson about our **Gizmos & Gadgets** experience. Please encourage them to keep logs of their daily experiences.

We enjoyed our *Operation Military Kids* experience today and hope your child had a positive experience. Please continue to check out the *O.M.K.* website at <http://www.operationmilitarykids.org/> for further opportunities.

Sincerely,

O.M.K. Gizmos & Gadgets Staff

Gizmos & Gadgets

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OMK Day Camp Experience: Jump Into Space

Grade Level: 5th-7th

Number of Participants: 20-30

Project/Life Skills

- ★ Creative thinking
- ★ Problem solving
- ★ Working in diverse teams

Activity Overview

*Create and launch a rocket!
Make and fly a kite! Learn
about design and aerospace!*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 6 hours

Prep Time Needed: 2 hours

Space Needed: Ideally, outdoors at a park, Armory area, or school grounds; indoor facility in case of stormy weather. (Kite may not fly as well indoors).

Get Ready

Roles for Volunteers

- Guide the youth as they construct their rocket and launcher, kite and a simple parachute.

Roles for Uniformed Military Personnel

- Ideally, make arrangement for a Black Hawk to land at your site. Have an Air National Guard person tell about the Black Hawk; there may be an opportunity to sit in the seat.
- Share a story about planes, kites or other aeronautic opportunities they have encountered in the military.

Volunteer Training Needed

- Ability to work with 5th – 7th graders
- Learn how to lead the activities plus the key thought-probing questions; allow one hour to prepare supplies.

Jump Into Space

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Do Ahead

- Create and run off day's agenda on a sheet; fold with name and OMK dog tag emblem showing on one side and put into name tag lanyard for each youth.
- Copy activity instructions and parent's letter for each youth.
- Write kite terms and definitions on 3x5 cards for Get Acquainted activity.
- For rocket and launcher, ask the hardware store to cut the PVC pipe into the lengths you need, otherwise you'll need to cut it yourself with a hacksaw blade, wrapping one end with duct tape to make a handle.
- Make plans for lunch, or communicate the need to bring a bag lunch.
- Make samples of each project – it may be helpful to photograph the stages of the construction process and have the pictures available to show the youth as they build.

Equipment & Supplies

ROCKET LAUNCHER: Materials Needed

- Instructors will need the directions for making rockets and launchers
- Handouts of instructions for each youth
- One 12 oz., 14 oz, or 2-liter plastic bottle (no caps)
- 12" inch piece of ½ " PVC pipe
- One per 3 launchers: 27" bike inner tube (1⅛ x 1¼ x 1⅜), divided into 3 pieces.
- Scissors (shared with at least one pair for each group of three)
- Pens or pencils
- Duct Tape

ROCKET: Materials Needed

- 8 ½ " x 11" copy paper
- One 12" inch piece of ¾" PVC pipe (to roll paper into cylinder)
- Two pieces of 3 ½" square of card stock (to be cut diagonally for fins)
- Scissors
- Scotch tape
- Markers

KITE: Materials Needed

- 24 – 8" straws
- Kite string
- Glue sticks and white glue
- Tissue paper (or rip stock fabric and use fabric glue or sew)
- Poster board for template
- 3x5 cards with kite terms and definitions
- Scissors
- Ruler
- Pencils
- Scotch tape

Jump Into Space

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PARACHUTE: Materials Needed

- 10"-12" circular piece of plastic (black plastic garbage bag)
- Small stone
- 6" – 15" pieces of string
- ¼" hole punch
- Scissors
- Ruler
- Scotch tape

Background

The fascination of launching a rocket, kite or parachute will come alive as youth construct a simple paper rocket, parachute and/or kite, and rocket launcher from a recycled soda bottle. Understanding and implementing the principles of building a rocket, kite or parachute can result in many hours of fun. Being accurate when making the item produces good flight results. By creating a fun learning experience, the youth will understand how to construct a rocket, kite or parachute and why they work. By launching, they will see and understand the importance of each piece used in the design. They will create inexpensive, simple aerospace items. It is a lot of fun to see how high they fly or how accurately they fly.

Review the reflection questions with the rocket, kites and parachutes to help the youth relate what they are learning and experiencing with these aerospace items and what their families are experiencing. Be sure to keep an accurate log.

Introduction Activity/Icebreaker:***Who We Are***

Divide group into two teams of two people each. Have them interview each other and then introduce their friend to large group. Include such ideas as: who they are, where they live, an interesting fact about the new friend.

WHAT TO DO***Jump into Space***

- Have each youth wear name tag lanyard described in "Do Ahead".
- **COOL RULES:** (group decides) Creative, Curious, Courteous
- **Fill out log after each aerospace item is made.**

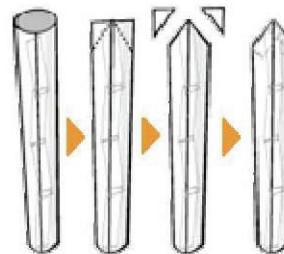
**BUILDING A PAPER ROCKET – Steps 1-3*****Jump Into Space***

Step 1

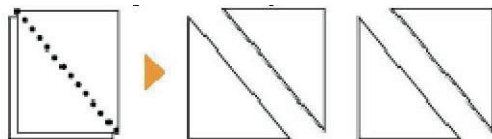
Roll a sheet of 8 1/2" x 11" paper into a cylinder that will fit over the 3/4" PVC pipe. The paper should not be tight around the PVC pipe, but should be able to slide off easily. Tape your paper tube so that it stays rolled up, and slip it off the PVC pipe. Put the PVC pipe aside. You can roll your sheet of paper the long way or the short way.

Step 2

With scissors, clip the end of the paper tube to make it pointed. Use tape to seal the point so it's airtight. This will be the "nose" of the rocket.

**Step 3**

Rocket fins will help your rocket fly straight. Fins are usually triangular shapes. Cut fins from the 3 1/2" card stock or some other stiff paper. Stack the two halves of the cardstock. Draw a line from one corner of the folded rectangle to the other.

**Talk It Over – Steps 1 to 3**

Control Tower (relate control tower to today)

Definition – a structure taller than its diameter can stand alone or be attached to a larger building; a tower with an elevated work space enclosed in glass for the visual observation of aircraft around an airport.

- ★ What is the importance of the control tower for the rocket?
- ★ How does the control tower keep rocket safe?
- ★ What corrections are considered to make a good take off or landing?
(weather, air currents, other traffic)
- ★ Who is the "control tower" in your family? How is your "control tower" guiding your family?
- ★ Are there different shifts?
- ★ How does a control tower that is open 24/7 help a family?

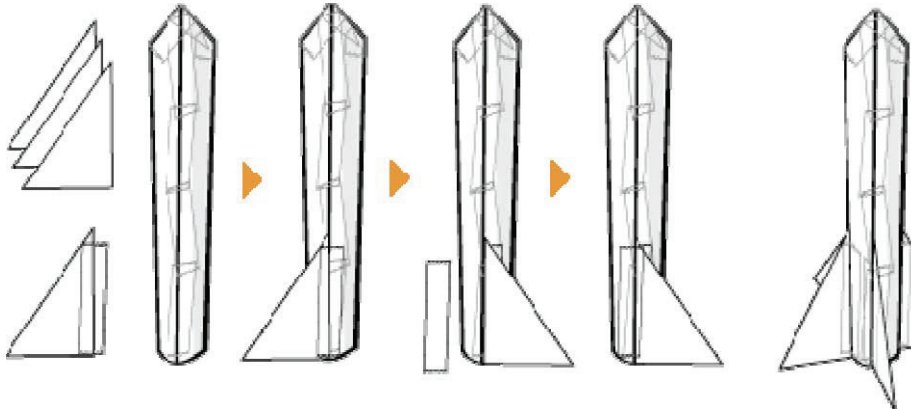
Just as rockets have the logo on the fins, write the names of people in your family or extended family that help guide you.

Steps 4 to 5 (continue making rocket)**Jump Into Space**

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Step 4

Tape the fins to the sides of the rocket at the base. Be sure to tape both sides of the fin to the rocket.

**Step 5**

Use a marker to write your name on the side of your rocket.

Snack and Talk It Over – Steps 4 to 5

- ★ How many fins does it take to launch a rocket?
- ★ Just because three fins are used to guide a rocket, you as a person, may need or welcome many more guides.

BUILDING A ROCKET LAUNCHER**Step 1**

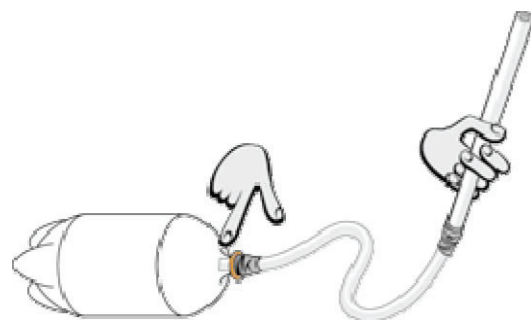
Remove cap from bottle.

Step 2

Stretch about an inch of the 12" bicycle tire over the bottle opening. Tape it in place with duct tape. Try to make the connection between the tire and the bottle airtight.

Step 3

Pull the other end of the 12" tire over the PVC pipe. (Don't try to insert the tubing into the PVC pipe.) Tape the tubing and the PVC pipe together with duct tape. Again, try to make the connection airtight.



As you build your launcher, be sure to take the time to have good workmanship to secure the seals with duct tape.

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Jump Into Space

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Talk It Over – Building a Rocket Launcher

- ★ Discuss the options of making a long or short rocket, the advantages of a flat or pointed nose, and the advantages of few or many fins, and the placement of fins.
- ★ Size, shape, and weight affect how far rockets will fly.
- ★ Discuss the safety of launching rockets. Will they be directed straight up, or towards a target?
- ★ Remember that when you're launching a rocket for distance, the person aiming the rocket needs to be especially sure that no one is in the rocket's path.
- ★ What are the parts of the rocket?
- ★ Does the weight of the paper make a difference in flight?
- ★ Discuss how the difference in size of the pop bottle would affect the flight result.

Take time to allow campers to launch their rockets. Where is your main launch pad? Have some order so no one is hit. Direct the rockets to one target. Measure the distance, so they can see how accuracy in making a rocket and launcher is important.

LUNCH BREAK (have them bring a bag lunch or plan to have lunch made)

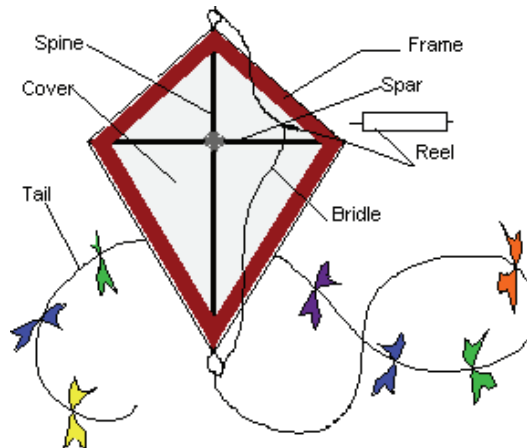
MAKING A KITE

Get Acquainted Game—Have each kite term on a 3x5 card and then have definitions of each kite term on a separate 3x5 card. Once cards are distributed, have card holders find each other by matching kite terms with definitions.

Kite making and flying are great fun. There are many different shapes, sizes and colors of kites. Start out by making a very simple, inexpensive kite.

KITE TERMS

- The spine- the up and down or vertical stick that you build your kite around
- The spar - the support sticks that are placed crosswise
- The frame – the joined spine and spar, usually with a string connecting their ends
- The cover- the paper, plastic or cloth that covers the frame
- The bridle- one or two strings attached to the spine or spars, which help control the kite in the air
- The tail- A long stripe of paper or plastic or ribbon that helps to balance the kite in flight
- The reel- the object you use to wind your flying line, to help it from getting tangled or flying away.



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The assembly of this kite makes the builder focus on the directions. Keep conversation light as they will have to read directions. Depending on your group, you may need to process questions off and on during the building process.

Questions during construction:

- What challenges did you have to overcome during construction?
- What challenges are you experiencing now that are different?
- In making the kite would it have been easier if you had a partner to assist you?
- How is this like being a part of a family? Can you see the benefits of working together as a team?

SNACK AND CHAT

- Flight rules
- Last page of kite directions
- Launch and flying

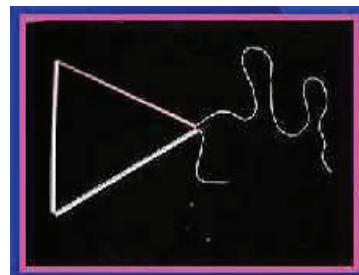
BUILD YOUR OWN TETRAHEDRON KITE

Getting Started

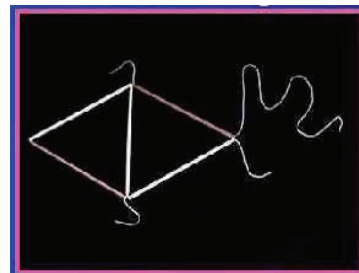
Cut four pieces of string about 45" long
Knot kite string on each end to prevent raveling.

Cut four pieces of string about 25" long

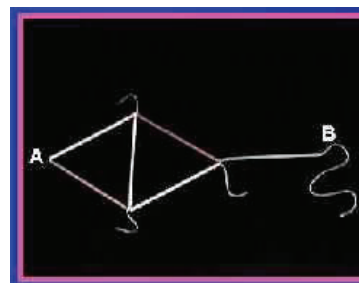
Place 3 straws on a 45" string and tie them in a triangle with one string end very long and the other end short.



Place 2 straws on a 20" string and tie them to the corners of the triangle that do not have the original knot.



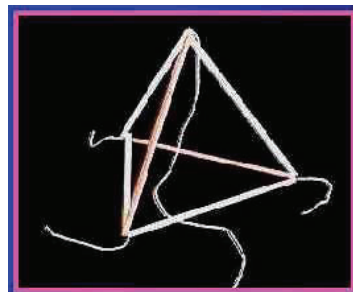
Place 1 straw on the long end of the original 45" string and tie it to the free vertex of the other equilateral triangle.
See photo....connect A to B



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You now have a Tetrahedron. Make three more.

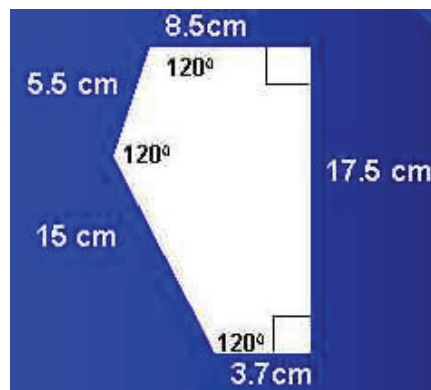


Tissue Time

Begin with a full sheet of tissue (20" x 30"). Fold it in half 4 times. The folded tissue should now measure about 5" x 7.5"

Cut a Template

From poster board cut a template with the following dimensions.



Place the template on the folded corner of the tissue and cut where indicated.

This is enough for one kite. If you want a multi-colored kite, fold and cut more tissue.

Add the tissue pieces to each of the four small straw tetrahedrons. A glue stick works best for gluing the tissue flaps around the straw skeleton.



Lay frame on tissue with crossbar placed on half of the whole tissue pattern. Fold tissue over straw and glue.

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The tissue will cover two faces of each tetrahedron.



Putting It All Together

Using the strings at each vertex, tie the four tetrahedrons together in a larger tetrahedron as shown. Put a spot of white glue at all joints for reinforcement of the tied strings. Needs 10 minutes to dry.

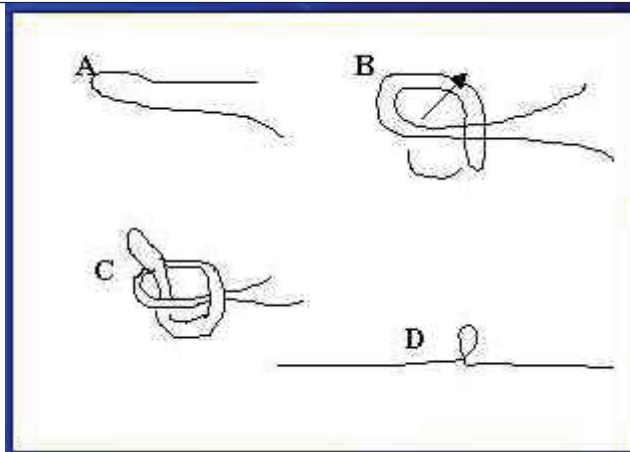
Be sure that all the tissue faces are facing the same direction, or the kite will not fly. Extra pieces of string can be used to attach the small tetrahedrons at the corners if the kite is a little floppy.



Attaching the Bridle

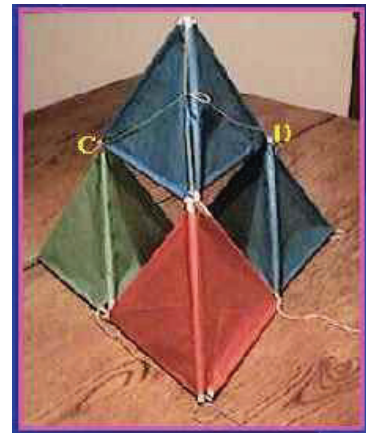
Cut a loop of string about 18" long and tie a loop knot at its center as shown.

Jump Into Space



Tie one end of this string to the top of your kite at point A.
Tie the other end to point B.
Try to get the loop centered between the two points.

Cut a second length of string about 24" long. Tie one end of the string to the kite at point C. Thread the other end through the loop knot and tie at point D. (Be sure the loop is pulled out taut before trying at D. All strings should be taut when pulling out on the loop knot.)



Launching and Flying

- Attach your flying string to the loop knot.
- The kite requires no tail for stable flight.
- Set the kite on the ground with the bridle up.
- Walk away from the kit about 30 to 50 feet into the wind letting out flying string as you go.
- If there is sufficient wind, a tug on the line will cause the kite to take off and soar nearly vertically into the air.
- As the kite gains altitude, let the string out as quickly as the kite will take it without losing altitude.
- Remember: Keep tension on the line at all times.
- If kite rips, use tape to fix.

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BUILD A PARACHUTE

- Cut a 10-12" inch circular piece of plastic – like a garbage bag.
- Cut six pieces of string 15" inches long each.
- Put a 1 inch piece of tape on top and bottom before you punch the holes to reinforce parachute.
- Use a ¼" hole punch to punch 6 holes evenly around about ½" in from the outer edge of the piece of plastic.
- Tie each of the strings to one of these holes. Draw the ends of the strings and tie a small stone to the end.
- From a high spot, throw the parachute up and watch it land.

Talk it over - Parachute

- ★ How does the size and weight affect the flight of the parachute?
- ★ How does the wind direction affect the flight?
- ★ How does it feel to create your parachute? What other aerospace projects would you like to do?

Talk It Over

- ★ **Reflect:**
 - What are some of the important things you learned today?
 - What was your favorite part about today?
 - What surprised you?
 - How did you use creative thinking and problem solving to do your projects?
 - How did others help you with your projects?
- ★ **Process:**
 - What was the most challenging project today? Why?
 - What would you do differently next time?
 - What suggestions would you have for the other 'Jump Into Space' Camps and projects?
 - Were the directions clear on the projects? What would you change?
 - How did working together help you on this project?
- ★ **Generalize:**
 - How can you use some of the things you learned today at home?
 - What did you learn about your own skill in talking with others?
 - How can you use creative thinking and problem solving skills with your family?
 - What strengths do you bring to helping others succeed?
 - How can you be a better team member at home?
- ★ **Apply:**
 - What did you learn about yourself by doing these projects?
 - How important is following directions to a successful project? Doing school work? Helping at home?
 - Can you still be a creative thinker and get a job done?
 - How can you work creatively to solve problems at home during deployment?
 - What can you do to keep learning more about yourself and others?

Jump Into Space

CLOSING

- Have group sit in circle; take turns highlighting what they learned and enjoyed at camp. What did they learn about themselves?
- Have all participants gather up their parachutes, rockets, launcher and kites and put in bag to take home. Send parent letter home with camper.
- Send a copy of the letter with each youth.

Credits

- *Making Rockets, Rocket Launcher*© The Exploratorium, www.exploratorium.edu
- Pilot In Command, from Aerospace Workforce Skills for Life Series; *used with permission of the National 4-H Cooperative Curriculum System, Inc. ©BU6845.*

Lesson plan developed by: Mary Duncomb, Regional 4-H Extension Educator;
Kathy Johnson, Dakota County 4-H Program Coordinator;
University of Minnesota Extension, 2007

OMK Day Camp Experience: Jump Into Space!



Dear Parent or Guardian,

Today your youth has participated in the ***Jump Into Space*** day camp presented by *Operation: Military Kids*. *Minnesota Operation: Military Kids* is supported by the University of Minnesota Extension, Center for 4-H Youth Development, U.S. Army Child and Youth Services, Army National Guard, U.S. Army Reserves, Boys and Girls Clubs, American Legion, Minnesota Child Care Resources and Referral Network, and youth from military and non-military families.

During the camp each participant had the opportunity to explore a variety of different aerospace activities. They constructed a paper rocket, pop bottle launcher, kite and parachute. We had a very busy day making these pieces and finding out if they would actually work.

Please ask your youth to show and tell you about these projects, as well as the discussions we had about their own challenges and successes that they are facing. We focused much of our discussion today on rocket construction, launch, flight, and landing, and the guiding function of a control tower and how it compares to what is going on in their family life. We feel many youth were surprised to see fellow campers of deployed parents experiencing many of the same things.

Recording what we discovered about our ***Jump Into Space*** experience into a flight log was a big piece of the lesson for the day. Please encourage your youth to keep a log of their daily experiences.

We enjoyed our *Operation: Military Kids* day camp and hope your child had a positive experience. For further opportunities, please continue to check out the *O.M.K.* website at: <http://www.operationmilitarykids.org/>

Sincerely,

Jump Into Space O.M.K. Staff

Jump Into Space

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Flying Log for Jump Into Space

All successful pilots take time to keep their log charts up-to-date.

Take time to update your log on your discoveries from your flights.

	Rocket	Kite	Parachute	Family
Control Tower				
Construction				
Launch				
Flight				
Landing				
Modifications				
Successes				
Challenges				

Jump Into Space

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

OMK Day Camp Experience: Leadership

Grade Level: 3rd +

Number of Participants: any size

Project/Life Skills

- ★ Communication
- ★ Accepting differences
- ★ Decision making
- ★ Problem solving

Activity Overview: *A series of activities to promote leadership skills.*

Time Needed for Volunteer Training: 30 minutes

Lesson Time: 6 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors and outdoors



Get Ready

Roles for Volunteers

- Interact and assist youth in all activities.
- Help with set-up and clean-up
- Watch to make sure youth are acting in a safe manner.

Roles for Uniformed Military Personnel

- Help the youth in activities.
- Share in the discussion about lessons learned in the workshop and how leadership is an important skill, not just in the military, but in every day life.
- Encourage youth to take leadership positions and practice good choices in everything they do.
- Share a story of being a leader and following a leader.
- Talk about the different roles and responsibilities needed in a good leader and the importance of accepting differences in your team, community or where they were deployed.

Volunteer Training Needed

- Ability to work with 9-17 year olds.
- Read through the activities ahead of time

Leadership Day Camp

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Do Ahead

- Inform campers to bring bag lunch, or make arrangements for lunch.
- Gather all the equipment and supplies you will need for the activities.
- Pick up a morning and an afternoon snack for the group.
- Bring in volunteers early to train. Pick up name tags for youth and adults.

Order:

- Step Up to Leadership: My leadership Workbook for Grades 3-5 &
- Step Up to Leadership Mentor Guide for Grades K-5:
used with permission of the National 4-H Cooperative Curriculum System, Inc.
©BU-07905, BU-07903 4-HCCS. To order go to
<http://www.n4hccs.org/index.shtml>
- Make role play cards for Activity 7. (See Equipment & Supplies)
- Make posters for Activity 8. (See Equipment & Supplies)

Equipment & Supplies

Activity 1:

Good Things About Me!

Copy of *“Good Things About Me”* from *‘Step up to Leadership Mentor Guide for Grades K-5’ Pages 18 & 19.*

Long sheets of paper
Markers or crayons
Ribbon
Masking tape

Activity 2:

Assess Myself!

Copies of *“Assess Myself!”* from *‘Step up to Leadership Workbook for Grades 3-5’ Pages 8 & 9.* 1 handout per youth

Take a picture of youth with a Polaroid camera or print from a digital camera.
Pens/pencils

Activity 3:

This Is Me!

Copies of *“Assess Myself!”* from *‘Step up to Leadership Workbook for Grades 3-5’ Pages 10 & 11.* 1 handout per youth

Pens/pencils

Activity 4:

Who’s At Your Table?

‘Who’s At Your Table’ handout. 1 handout per youth.

Pens/Pencils

Leadership Day Camp

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Activity 5: **Leadership Hats**

A variety of hats: different types, styles, and functions, including military beret or helmet

Activity 6: **Ball Toss**

A variety of balls or soft objects to toss (examples: koosh ball, tennis ball, bean bag, squeaky toy, rubber ball, beanie animals, etc.) You will need about 10-15 items for a group of 10-30.

Activity 7: **I Messages**

Make Role Play Cards on index cards

Role-Play Cards

- A cabin-mate makes fun of a camper in a wheelchair.
- A cabin-mate keeps teasing you about your glasses. They may not mean to hurt you, but it bothers you anyway.
- Some kids at lunch make fun of the clothes you are wearing.
- You hear that a camper you don't know well is spreading gossip about you that isn't true.
- A friend of yours is being teased for wearing braces.
- You notice that the new kid is always left out of soccer.
- Someone calls you fat or thin or short or tall.
- Your parents do not speak English. You find out that someone in your cabin, who you thought was your friend, makes fun of your parents behind your back.

Make more situations as time allows.

1 role play card set per pair or group.

Flip Chart or chalk board with markers or chalk

Activity 8: **Candy X & Candy Y**

6 Poster Boards

- 1 colorful sign (8 1/2 X 11 or larger) saying, *"Passion Delight"*
- 1 black and white sign saying, *"Venus Supreme"*
- 1 sign on poster paper saying, *"Candy X is made by a 7th grade boy in Home Economics class"*
- 1 sign on poster paper saying, *"Candy Y is made by the Yum Yum Candy Factory"*
- 1 sign on poster paper saying, *"Boy's father is a well-known chef; boy is an excellent cook"*
- 1 sign on poster paper saying, *"Sanitation Grade: C; other things have been found in products from time to time"*
- Candy Y: Should look nice, in foil or colored cellophane wrapping, with no words on the wrapping. Taste doesn't really matter. Need 1 piece for each person.

- Candy X: Should look ugly. We use Brach's Nut Goodies and use green and blue food coloring to dye them an ugly color. You could use some other sort of ugly candied peanuts or whatever you can find! (Caution!--Warn participants ahead of time if it contains nuts, in case anyone is allergic to nuts!)
- Plastic container to serve Candy X (use old margarine container or plastic cereal bowl--not attractive).
- Silver platter or nice plate to serve Candy Y. Should look nice. Lay out pieces of Candy Y on the plate.
- Copies of X/Y Grid.

Markers

Pens/Pencils

2 types of Candy

2 candy containers

X/Y Grid. 1/youth

Activity 9: **Red/Black Card Game**

Deck of Cards

Prizes to hand out

Activity 10: **Yarn Web**

Ball of yarn, preferably multi-colored.

Scissors

Plates and cups

Bowl for fruit

Snack

Leaders choice

Background

Leadership is a critical skill not just in the military, but at home. When a youth gets the opportunity to explore their ability to lead, it can help them cope with the changes that happen in their lives. When a youth learns leadership skills, they will improve their communication with others, be a better listener and be able to make good choices when faced with challenges. Each of these activities is designed to strengthen youth's abilities, and reflect on how they can use them in their homes, school and with their deployed loved ones. Break for lunch and a playground break will depend on how long each of the activities last.

ICEBREAKERS

NAME GAME:

Do You Like Your Neighbor?

1. Form a circle of chairs with one less chair than there are people.
2. One person is IT and stands in the middle of the circle. IT goes up to someone and asks, “*(Name), do you like your neighbors?*”
3. The person responds, “*Yes, I like my neighbors _____ and _____ (say the names on each side of them), BUT I especially like people who:*
4. State some characteristic, such as: ***are wearing jeans...like pizza...were born in Minnesota...like to play outside...*** or any other descriptor.
5. Anyone in the circle who fits that description, PLUS the person who was asked, must get up and find a new chair.
6. IT also tries to find a chair, leaving someone else to be IT.
7. **Rule:** once a person gets out of their chair they may not return to the same chair.
8. **Optional rule:** a person leaving their chair cannot just move into a vacant chair on either side of them. It gets everyone mixing more.

KNEE TO KNEE:

1. Line up 2 rows of chairs facing each other.
2. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart).
3. Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask.
4. Each youth has approximately 1 minute to answer the question. (Direct them to shake hands and introduce themselves because shaking hands is a nice way to connect and is also a life skill).
5. When time is up, ask youth to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line.
6. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they’ve had before.
7. They then introduce themselves to their new partner and answer a new question you give them.
8. Play as long as you like or as time allows. Usually need about 5 or 6 questions.

Question Ideas:

- ★ Tell about a favorite vacation you’ve taken.
- ★ If you were a vending machine, what would you dispense?

- ★ Tell about your favorite way to relax.
- ★ Something that always makes you laugh when you think about it.
- ★ If you could invent something, what would you invent?
- ★ Tell about a favorite toy/game you had when you were little.
- ★ If you could win an award or prize for something, what would you like it to be for?
- ★ Tell about the first job you ever had.
- ★ What is one thing you want to accomplish this year?
- ★ If you were a hot air balloon, where would you go?
- ★ If you won \$1000 on a call-in radio contest, what would you do with the money?
- ★ Tell about a favorite book you've read.
- ★ Tell about your favorite thing to do in your free time.
- ★ Tell about who is in your family.
- ★ When you grow up, what do you want to do?
- ★ What is your favorite TV show?
- ★ What was the last movie you went to?
- ★ What is your favorite game? Video game?
- ★ What sport do you play most?
- ★ What sport do you watch most?
- ★ What are your school colors?
- ★ If you had a choice to choose your own car, what would you buy? Why? What color?

WHAT TO DO

Activity 1:**Good Things About Me!**

It is important to think about YOU! What is important to you? Do the things that are important to you affect how you work with others? Do they influence your decisions?

- Everyone has good qualities. Many of these qualities are important for leaders. When a leader has good qualities, they are able to make things happen, get things done, and to help people. Good qualities may include being friendly, helpful, polite, resourceful, curious, funny, honest, and truthful.
- Think of your good qualities and list them on your paper.
- Post the list on the wall. Stand by your list and share it with the group.
- Roll up the list like a scroll and tie a ribbon around it with the label “My leadership qualities.”

Talk It Over★ **Reflect:**

How do you feel about your list?
 What surprised you? What did you learn?
 Why are these qualities important?

★ **Process:**

What did you like about listing the good things about yourself?

★ **Generalize:**

Do you see the same or different qualities on other’s list?

★ **Apply:**

Why are these qualities important for leaders?
 Think of your family members. What good qualities do they have?
 What are some of the good qualities of your deployed loved one?
 Why is it important for leaders to have good qualities?

Activity 2:**Assess Myself!**

Copies of **“Assess Myself!”** from **‘Step up to Leadership Workbook for Grades 3-5. Pages 8 & 9.** 1 handout per youth.

Pens/pencils

Fill out the checklist of your leadership skills on page 8.

Answer the questions on page 9.

Activity 3:**This Is Me!**

Copies of **“Assess Myself!”** from **‘Step up to Leadership Workbook for Grades 3-5. Pages 10 & 11.** 1 handout per youth.

Pens/pencils.

Picture of youth.

Take a picture of youth with a Polaroid camera or print from a digital camera.

Hand out work sheet and take pictures.

Activity 4:**Who’s At Your Table?**

‘Who’s At Your Table’ handout. 1 handout per youth.

Pens/Pencils.

Give each youth **Who’s at Your Table?** handout, pen or pencil.

1. Begin with a brief discussion about how leaders need good role models/mentors. Discuss how, just as a company or a large organization has a Board of Directors to help lead and guide it, we all need to surround ourselves with people who can help us on our leadership journey.
2. Have each youth use the diagram to create their own Board of Directors or their table of mentors/role models. These may be people, living or dead, (or even non-humans—one young man had his dog at his table because from the dog he learned unconditional love). They may be people the youth knows personally or just looks up to, people in history, etc.

Have youth share who’s at their table and why. Talk about how the people at your table can change, depending on where you are in your life and your leadership journey, and how some people may always be there. You can also talk about whose table YOU might be sitting at, serving as their mentor or role model. Talk about how younger youth look up to them and what responsibilities that carries.

Activity 5:**Leadership Hats**

A variety of hats: different types, styles, and functions, including military beret or helmet

Place the hats in a box or bag.

1. Ask for a volunteer to come to the front of the group, where he/she can be seen easily by the other participants.
2. Have the volunteer sit in a chair facing the audience and place one of the hats on the volunteer.
3. Ask the audience the following types of questions:

- What kind of car does this person drive?
 - What kind of job does he/she have?
 - What kind of house does he/she live in?
 - Is he/she married?
 - Does the person have children? How many?
 - What type of personality do they have? (e.g. kind, happy, hyper, easy-going, shy, grouchy, bubbly, talkative, tough guy, funny, sensible, quiet, etc.)
 - What's do they eat for breakfast?
 - What else can you tell us about this person?
4. Continue to put the different hats on the person, asking the same questions each time.

Enhancement

- ★ Coordinator could write a brief “background” for each of the hats and use this to help “debunk” the stereotypes (e.g. the person wearing the hard hat is a father of 5 girls who coaches softball. He loves to bake bread and has actually won several baking competitions. He volunteers with Habitat for Humanity. He drives an F150 Ford pickup truck).

Talk It Over

- ★ **Reflect:** Was this easy or difficult to do?
What changed to make you answer the questions differently?
What caused you to look at the person differently?
- ★ **Process:** Did you base your answer on what the person was wearing?
Have you made a first impression based on a person's clothes or hat before?
- ★ **Generalize:** Are we guilty of stereotyping based on our first impressions?
When have you made a wrong judgment based on a first impression?
What causes you to change your mind about first impressions?
How do stereotyping and first impressions affect leaders and team members?
How have you handled it when someone has had a wrong first impression of you?
- ★ **Apply:** Do you think there are positive or negative stereotypes which others make when they see a service member/someone in military attire?
Is there anything you can do to speak out when someone acts based on a stereotype?
How can you use this activity and what we've learned in your role as a leader?
Why is it important that leaders keep an open mind and not fall prey to stereotyping?

Activity 6:**Ball Toss**

A variety of balls or soft objects to toss (examples: koosh ball, tennis ball, bean bag, squeaky toy, rubber ball, beanie animals, etc.) You will need about 10-15 items for a group of 10-30.

1. Have group members stand in a circle.
2. Tell the group, *"We are going to toss the ball around the circle so that each person receives the ball once. We are going to set a pattern so that you will always toss the ball to the same person. So I'll toss it to (name). You toss it to _____. Continue setting the pattern until everyone's name has been called out."*
3. Explain that the last person should toss it back to you.
4. Explain: *"Let's think about this ball as a message that you are trying to send to the next person. We try to send the message so that they can "receive" or catch the message."*
5. Practice tossing one of the objects through one full cycle of the pattern to make sure it is set in everyone's mind.
6. Instruct the group to say aloud the name of the person to whom they are tossing the object. This helps get the other person's attention and also helps people remember the names of others in the group.
7. Start by throwing one of the objects, and then begin adding the other objects so that there are multiple objects going around the group at one time.
8. Continue until you've thrown about half of the objects. Chaos usually has broken out, with dropped balls, etc. Call out "Freeze!" and ask players just to hold onto whatever they have at the moment.
9. Say *"Let's talk for a minute about what's going on. How are we doing on our tossing?" "What do you see happening?"* This opens up the opportunity for them to notice dropped balls, people not paying attention, too much to watch, people not throwing accurately, etc.
10. Ask them: *"Is there anything we could do to get our messages sent and received more efficiently or accurately?"* Allow anyone to offer a suggestion. (You may need to make them raise hands and be called on to answer as what usually happens is that everyone shouts out their answer at the same time!)
11. After all the suggestions are made, ask the group, *"Of these suggestions, what one or two should we try?"* Generally this includes: say someone's name before tossing, making sure you have their attention, watch your sender and not everyone else, etc. Sometimes a person will ask *"can we reorder ourselves so we're standing next to the person we throw it to?"* At this point, tell them no, they must stay where they are but that certainly is one idea to help messages move more efficiently. Restate the few changes you will make to try and improve the process and then start the tossing again.
12. Continue until all the balls/objects get back to you.

Ask the group to sit down where they are (if possible).

Talk It Over★ **Share:**

What happened? What was easy or difficult about the activity?
 Were some objects harder to toss/catch than others?
 Did you get frustrated at any point?
 Did our “communication” improve after we had the “freeze?”

★ **Process:**

What can we learn from this activity?
 Was it important to use the person’s name?
 What did you learn about paying attention?
 What made it hard to focus at times? (You may want to use an example of when it is hard to focus because there are so many other messages going on at the same time...e.g. at your lockers at school during passing time, maybe your parent has three children all trying to talk to them at once, etc.)

★ **Generalize:**

Which object was the easiest/most difficult to catch? Why?
 (Sometimes we’re more careful with certain objects. That’s also true about certain information with which we are entrusted. Discuss types of information people receive and what they do with that information.)

Why is it important to use someone’s name?

Are some messages easier or harder to send? To catch? Example: if you get home from school and your parents tell you you’re going on a vacation, do you think that’s an easy message to give? To receive? What about if you get home and they tell you your pet is sick...do you think that’s easy or hard to send? Receive?

Why is it important to think about how we send messages? (You may want to relate this to how they learned about their soldier’s deployment.)

How can you relate this to how a family or a group has to work together? (communication, listening skills)

Can you think of a time when someone gave you a message but you understood it differently than how they meant it? How did you handle that?

★ **Apply:**

What can this activity teach us about communicating with others? (e.g. think about how we deliver a message, where we deliver a message, timing, being sure someone pays attention, etc.)

What can you use from this activity in your communication with your family? With your friends? Are there any parts of this experience that you could teach to someone else?

How might you act differently in the future based on this experience?

What ways can you keep growing in your communication skills?

Leadership Day Camp

Enhancement

Journaling

- ★ What messages are most difficult for me to send? Who do I have the hardest time talking to? Who is easy for me to talk to? What is one thing I can do better on in my communication with my parent(s), my friends, my siblings, etc.?

Ball Toss is a fun activity on its own (often the group asks to do it again!), but from our discussion we can see that there are many aspects to communicating more effectively. It is a life skill we use almost every minute of the day! As leaders, it is important we think about what our communication skills (strengths and weaknesses) are. In a family, we all have to learn how to best “toss the ball” and “receive the ball” from others so that we can get along and work together. I hope you will remember this activity and try out some of the things we’ve learned.

LUNCH & Playground Time

Activity 7:

I Messages

Introduce “I” messages as a way of asking for what you need that might make people actually give it to you! With an “I” message, the speaker identifies a problem to be solved instead of attacking the other person. This makes the listener feel more willing to try to solve the problem. “I” messages usually have the following format (write on chart paper or say):

1. *I feel* _____ (insert feeling)
2. *when* _____ (describe behavior)
3. *because* _____ (describe your needs or point of view)

Practice making “I” messages with the group.

(Example: *“I feel concerned when you don’t clean up your cabin because we all agreed that that was an important way of showing respect for one another.”*)

Ask for a volunteer to turn the following “YOU” messages into “I” messages using the prior format. (Campers might resist, saying that the format feels artificial. At first it will sound awkward, but gradually, as you become more experienced with “I” messages, you can depart from this format.)

- “You never let me have the ball when we play soccer.” (*I feel* ____ *when you don’t pass me the ball when we play soccer because* _____.)
- “You always leave me out when a group of you go to the waterfront.” (*I feel* ____ *etc.*)

Break campers in pairs and have them stand back to back with their partners and pick three role-play cards each from a hat (see *“Practice Making ‘I’ Messages”*). For each situation, one of the pair will make an “I” statement to her partner about her feelings about the action, using the “I” message format. Have the campers turn around and begin. Alternate giving “I” messages across the pairs.

Leadership Day Camp

Talk It Over

- ★ **Reflect:** What did you learn about yourself from this exercise?
How did it make you feel?
- ★ **Process:** What did you learn about how to phrase your feelings?
What will you do differently next time?
- ★ **Generalize:** How can you use “I” messages in your daily life with your family?
What advice would you give others?
- ★ **Apply:** How can you help others reframe their messages?
What situations in your daily life will “I” messages be helpful?
How will this help you communicate your needs to your family while your loved one is deployed?

“I” messages can be a powerful tool to express how you are feeling and what you are thinking. Next time you are in a situation that is stressful or create a conflict, take a deep breath and express your “I” versus the judgment “You.”

How a message is stated can change the meaning and the result of communications. Sometimes we are not tuned into exactly what we are saying and how it affects the person listening to the message. When practicing the “I” messages and the “You” messages look for reactions to the same situation, put in different ways. Practice these skills at home. These skills can be helpful in diffusing and understanding conflicts can arise from normal family life as well as from issues around deployment.

Activity 8: **Candy X & Candy Y**

Tell your group:

“We have been asked to participate in a marketing research project for some new varieties of candy. When companies want to test market products, they conduct tests on the various factors of the product, including such things as appearance, value, names, etc. It is very important that each individual gives his/her own opinion and does not let others influence their decision.”

Hand out XY grid and explain:

“We will go through 5 different factors. For each step, you will choose Candy X or Candy Y based on the information given. Make up your own mind and try to make good decisions.”

1. **First**, we will look at the names for the candy.
 - Show sign for Candy X - Venus Supreme (in black and white).
 - Show sign for Candy Y - Passion Delight (colored sign).
 - Ask students to choose either Candy X or Y and mark it on the grid.

2. **Next**, it is often useful to see what the product looks like.
 - Show container of Candy X (ugly, candied peanuts) in plastic container.
 - Show silver platter with Candy Y on it (individually wrapped candies that look nice).
 - On the grid, choose X, or Y.

3. The **next piece of information** is who produces the candy. Note on your grid that you will now be able to select Candy X, Y or Undecided.
 - Show the posters: “Candy X is made by a 7th grade boy in Home Economics class.”
 - “Candy Y is made by the Yum Yum Candy Factory.”
 - Please vote X, Y, or U on your grid.

4. **Of course an important part of product testing** is the actual taste of the product.

Now taste both candy X and candy Y and vote for your preference.

 - Pass the container of Candy X around the group.
 - Individually serve a piece of Candy Y off the platter to each individual.
 - Have students mark their grid.

5. **Next**, we have been given some additional information that you can consider.
 - (Show charts) Candy X chart says: “Boy’s father is a well-known chef; boy is an excellent cook.”
 - Candy Y chart says: “Sanitation Grade: C, other things have been found in products from time to time”.
 - Please mark your choice, X, Y or U.

6. **The last step** is to consider all the information you have gathered about both products, and make a final decision about the product. However, note on your grid you now have 4 options. You can choose Candy X, Candy Y, Undecided or N for Neither. You should be able to explain the reasons for your final choice.

Talk It Over

- ★ **Reflect:** Why did you choose a particular candy in the end?
 Was your first choice the same as your last choice? Why or Why Not?
 Although everyone had the same information, not everyone made the same decision. Why do you think this happens?
 How did it make you feel?
- ★ **Process:** What factors were the strongest influences on your decision?
 Can you remember a time when you had to make an important decision? How did you decide?
 What would you do differently next time?

★ **Generalize:**

Can you think of a time in which you thought you made a good decision, but then found out it was not such a good decision? What advice would you give others?

★ **Apply:**

As a leader, what decisions are you faced with?
How will you look at decisions differently as an individual? As a group?
What kind of decisions can you make that are positive in your life
At home? In school?

- The first decision may not be the best one.
- One alternative can have many good points, but one bad thing can spoil it.
- Looks can be deceiving - don't judge something or someone by their outer "shell".
- Decision making is a process. If you chose None, you have not failed, but only have eliminated two possible options. Pick 2 more options and put them through the same test.
- It's OK to be undecided at times.

Activity 9:

Red/Black Card Game

1. Ask everyone to stand up.
2. Explain that we are going to play the red/black card game. How it works is that each person, in their head, chooses either red or black. As the leader, you will cut the deck and hold up the card. If the card is the same color as what they chose, they stay standing. If the card is NOT the color they chose, they have to sit down. We will continue playing until we have a winner (last one standing). (If you want to give a prize, you can let them know that this person will win the prize).

Note: Since players pick red or black in their head, they are on their honor to sit down if they've picked the wrong color. If you feel your players need a little accountability, you can have them tell their choice to a partner standing next to them.

3. When you get down to the last 2 or 3 people standing, have these people indicate their choice of red or black out loud to the group. It adds to the excitement for the entire group!
4. After you have a winner, you can play it again (people usually want to—you might want to bring 2 prizes!), or begin a discussion about the game and its analogy to leadership.



Talk It Over

- ★ **Reflect:** Did you enjoy the game? Why or why not?
What happened if you made the wrong choice?
Was there anything that helped you make a good choice?
Have you ever made a choice that “took you out of the game,” or affected you in a negative way?
- ★ **Process:** What does this game say about the choices we make?
Can you remember a time when you had to make an important choice? How did you decide?
What would you do differently next time?
- ★ **Generalize:** What does this game say about the choices we make?
What advice would you give others?
- ★ **Apply:** In this game, did you have many options?
In “real life,” have you ever had to make a decision between different options?
How about when faced with a decision between a positive choice and a negative, or not-so-healthy, choice...how do you choose?
How about between many positive choices?
Who can you ask for help or support when making decisions?
Do you seek out input from different people based on the type of decisions you need to make?

When you make a choice, whether or not you have shared that choice, there are consequences to that decision. You can make analogies too many real life examples...choosing which classes to take, choosing to commit to piano lessons or sports teams, choosing what to volunteer for in your club or organization to gain skills for the future, etc.

Activity 10:
Yarn Web

Webs show the connections between people and things. Using a ball of yarn, youth will be able to talk about what they have learned today, and how all the activities are connected with making leadership decisions and choices. This is a conclusion activity and the time spent reflecting on the activities, talking about the process, generalizing and applying these lessons to each youth’s lives, is critical to the understanding of leadership and how they can use these skills in their everyday lives.

1. Have the group sit in a circle on the floor (which works best) or on chairs.
2. Leader holds the ball of yarn and explains that the purpose of this activity is to give each person a chance to share something about their day/experience. We will do this by creating a yarn web.

3. Explain to the group how we will create the yarn web:
 - i. The person who has the ball of yarn gets to speak. The job of everyone else is to listen carefully.
 - ii. Wrap a little of the yarn around your finger or just hold onto it before passing it on to someone else in the circle.
4. The Leader asks the group a questions from the **Talk It Over** section.
5. The process continues until everyone has had the yarn and a web is completed. The yarn should now be back with the leader.
6. Ask the group, on the count of 3, to gently lay the yarn down in front of them. (This leaves a nice symbol of the exercise and also eliminates people getting caught up in the yarn as they leave).
7. Have each youth cut off a piece of yarn and tie it on a wrist or their backpack so that they are reminded of the workshops and the connections they have made with the participants when they leave.
8. If appropriate, have youth exchange email, phone numbers or screen name.

Talk It Over

- ★ **Reflect:** How did you feel about your day?
Thinking back on the day, what did you find most useful?
Which activity surprised you?
Which activity was the most fun? Why?
How did the series of activities make you feel?
- ★ **Process:** Did the process of learning about leadership give you some new skills?
Why are the leadership skills you practiced important?
What did you learn through sharing with others?
How did working together make you a better leader?
- ★ **Generalize:** What do these activities say about the choices we make?
How would you describe your skill at being a leader?
What advice would you give others?
What strengths do you bring to helping others succeed?
- ★ **Apply:** What might this yarn web represent for this group?
What might this yarn web represent for your role as a leader?
Who can you ask for help or support on being a good leader?
How can you show your leadership abilities to others?
How can you be a better leader at home?

The web shows our connections, and even after leaving the workshop, we hope it reminds you that others in the group support you and that you can call on them when needed. Take a photo of the group with their web.

PARENT TAKE-HOME PIECE: Send a copy of parent handout home with youth.

Credits/Sources

- Step Up to Leadership: My leadership Workbook for Grades 3-5 &
- Step Up to Leadership Mentor Guide for Grades K-5:
used with permission of the National 4-H Cooperative Curriculum System, Inc.
©BU-07905, BU-07903 4-HCCS. To order go to
<http://www.n4hccs.org/index.shtml>
- Putting the Pieces Together – A 4-H Leadership Curriculum; *used with permission of the National 4-H Cooperative Curriculum System, Inc.*

Lesson plan developed by: Anne Stevenson, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

OMK Day Camp Experience: Leadership Sample Parent Handout

Dear Parents:

Today your youth participated in a variety of *Leadership Activities*.



Here are the activities we worked on:

- **Name Game**
- **Knee to Knee**
Leadership Skills: Getting to know each other's names; building relationships.
- **Good Things About Me**
- **Assess Myself**
- **This is ME!**
- **Who's At Your Table?**
Leadership Skills: Self assessment; learning about skills, talents, and style.
- **Hats**
Leadership Skills: How we see/treat each other and stereotypes.
- **Ball Toss**
- **"I" Messages**
Leadership Skills: Improve positive and clear communication skills.
- **Candy X & Candy Y**
- **Red/Black Card Game**
Leadership Skills: Decision making and problem solving.
- **Yarn Web**
- Leadership Skills: Reflection and connections.

Life Lessons:

All these activities targeted skills in leadership development, communication, accepting differences, decision-making and problem-solving. Many tackled how youth are managing their feelings and handling stress around the deployment of their loved one. Each of these activities is designed to strengthen youth's abilities, and reflect on how they can use their leadership abilities in their homes, school and with their deployed loved one.

Leadership is a critical skill not just in the military, but at home. When a youth gets the opportunity to explore their ability to lead, it can help them cope with the changes that happen in their lives. When a youth learns leadership skills, they will improve their communication with others, be a better listener, and be able to make good choices when faced with a challenge.

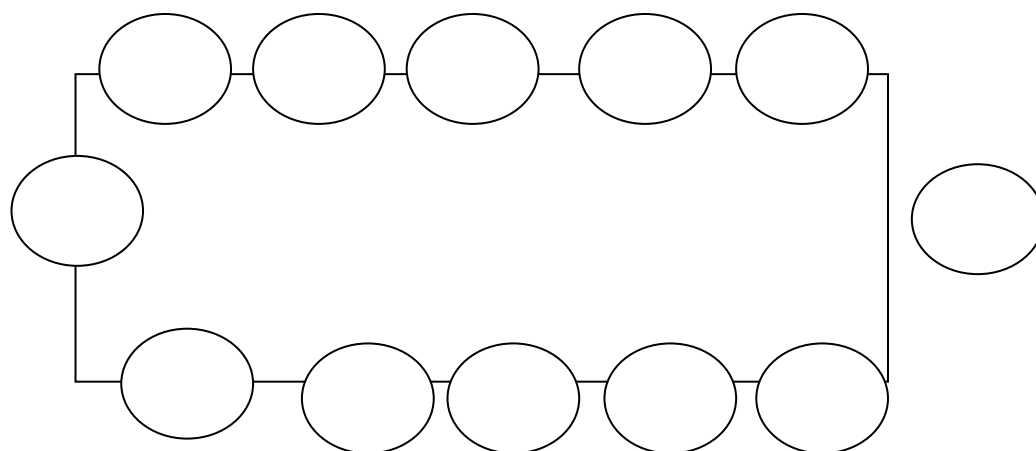
Ask them about some of the things they learned. It just might surprise you!

~ **The OMK Leadership Team**

Leadership Day Camp

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Who's At Your Table?



Leadership Day Camp

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OMK Day Camp Experience: Play It Safe!

Grade Level: K-4th

Number of Participants: 10-50

Project/Life Skills

- ★ Communication
- ★ Teamwork
- ★ Safety skills for fire, food, pet, seatbelt and personal safety
- ★ Develop ability to communicate needs while alone or in neighborhood groups
- ★ Increase personal security and feel safe
- ★ Learning to learn
- ★ Self-responsibility



Activity Overview *Learn fire, food, pet, and vehicle safety and participate in the fast paced personal safety learn-a-thon.*

Time Needed for Volunteer Training: 1 hour

Lesson Time: 7 hours

Prep Time Needed: 1 hour

Space Needed: : Indoors or outdoors; large area such as gym and rooms to divide into several small groups; place for lunch and snacks; outside playground; parking lot or area for ambulance and fire truck.

Get Ready

Roles for Volunteers

- 2 per small group of 10; 1-2 recreation leaders

Roles for Uniformed Military Personnel

- Ask soldier to take charge of a personal safety station, or they could create their own by sharing a first aid kit.
- Share safety issues, that would be age appropriate, they have encountered in Iraq or other places they have been deployed.
- Tell stories about how safety is very important in the military.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Orientation – could be done same day as camp; include schedule, positive youth development helps, basic directions for tasks, learn-a-thon plan.

Play It Safe!

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Do Ahead

Make a copy of helmet handout and parent letter for each youth.

Recruit guest presenter for each part of program:

- Ambulance driver or EMT with ambulance that can speak about seat belt use
- Firefighter with fire truck.
- Person to talk about food safety such as a Nutrition Educator or public health nurse.
- Optional additional resource people to lead learn-a-thon stages.

Materials Needed

- Legal size paper, construction paper
- Markers, crayons
- Glue, scissors
- Health: First Aid In Action, 2005 4-H CCS BU-08174

Snack

Prepackaged chips, fruit, or other foods easy to handle safely

WHAT TO DO

Play It Safe!

WELCOME: INTRODUCTIONS

Icebreaker/Get Acquainted Activity

- In small groups introduce yourself and tell your favorite outdoor activity.
- In large group, do a welcome and tell the plan for the day, including ground rules.

Divide into teams with half going to each of the following sessions:

- **Fire Safety:** Firefighter talks about a home escape plan, what to do in case of a fire, shows the equipment on a fire truck and talks about what a firefighter does when the alarm goes off.
- **Food Safety:** What foods are to stay in the refrigerator? Brainstorm safe after-school or summer snacks, learn how to wash your hands. Wash them, prepare a simple, healthy snack, such as gorp, ants on a log, peanut butter and banana crackers, etc.

Snack Break/Playground

TALK IT OVER: divide into team groups and discuss the following:

- What new things have you learned so far?
- What things could you do when you get back at home?
- Why do you think the topic was included in safety camp?
- What do you see as the most challenging thing to do when you get home, related to what you just heard?

Move to next session (repeat of options above)

Play It Safe!

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TALK IT OVER: divide into team groups and discuss the following:

- Tell what things we just heard about in our session.
- What do you think is the most important thing to remember? Why?
- Name some adults you could go to for help on either of the topics this morning; name where you could go for help.
- What things have you learned about yourself this morning?

LUNCH AND FREE TIME ON PLAYGROUND

Divide into teams with half going to each of the following sessions:

- **Pet Safety:** Safety concerns with strange pets as well as your own; what to do if a strange animal comes into your yard; what to do if you get bit; how do animals communicate?
 - Activity: Make a poster helping others know something about pet safety
 - *Health: First Aid In Action*, page 20, 4-H CCS BU-08174
- **Seatbelt Safety (with the ambulance):** The right and wrong way to use a seatbelt; practice putting it on correctly. When should you wear a seatbelt? Risks of not wearing a seatbelt; do I really need to use the shoulder strap? When is a child seat needed? How does the ambulance deal with a person that is hurt? What does the ambulance driver do?

GROUP RECREATION

Afternoon snacks

Move to next session (repeat of options above)

PERSONAL SAFETY LEARN-A-THON One volunteer from each group is designated to give leadership to a station. Youth will rotate in their team groups spending 10 minutes in each. (Great place to bring in additional volunteers). Station ideas could come from the *First Aid in Action* curriculum.

- **Owies and Ouches:** First Aid for Cuts and Scrapes, p. 8
- **Biting Off More Than You Can Chew:** First Aid for Choking, p. 10
- **Bugged by Bugs:** First Aid for Stings, p.18
- **Here There and Everywhere:** First Aid for Poisons, p. 22
- **Playing With Fire:** First Aid for Burns

CLOSING AND OMK DAY CAMP TALK IT OVER WRAP-UP

Talk It Over

- ★ **Reflect:**
 - What are some of the important things you learned today?
 - What was your favorite part about today?
 - What surprised you?
 - How did that feel?
 - How can you feel safer at home while your loved one is deployed?

- ★ **Process:**
 - What was the hardest part of the activities today?
 - Why was it so difficult?
 - What suggestions would you have for the other 'Play It Safe' Day Camps?
 - How can working together make things safer?

- ★ **Generalize:**
 - How can you be safer at home?
 - What kinds of things can you do at home to make it safer?
 - How can you help others in your family be safer?
 - What are the most important points you want your family at home to know about safety?
 - What strengths do you bring to your family to help them be safe?

- ★ **Apply:**
 - What did you learn about yourself by learning about safety?
 - How can you be responsible for the safety in your family? Your community?
 - How can you be a better team player at home?
 - What can you do to express your needs for safety while you are alone or in groups?

Parent Take-Home Piece:

See 'Parent Handout' on next page.

Credits/Sources

- **Health: First Aid in Action**, pg. 20; *used with permission of the National 4-H Cooperative Curriculum System, Inc. © BU-08174 4-HCCS*
- **Questions for Guiding Experiential Learning**, *used with permission, Regents of the University of Minnesota © 2005*

Lesson plan developed by: Barb Piehl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Play It Safe!

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OMK Day Camp Experience: Play It Safe! Parent Handout



PLAY IT SAFE!



Family Talk

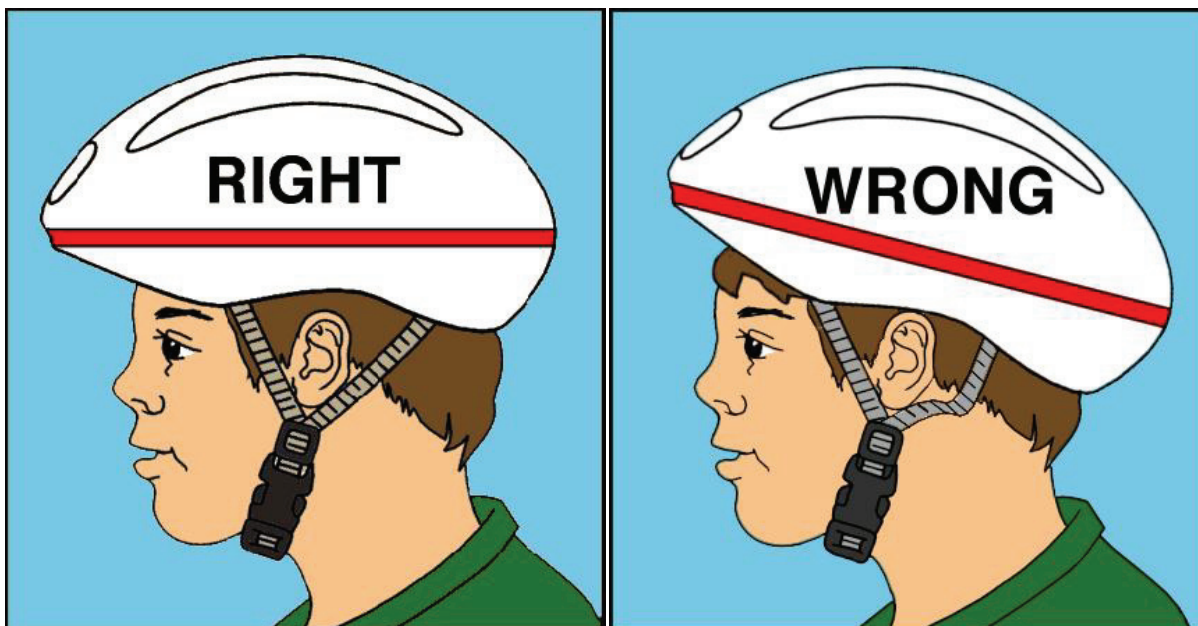
- What kinds of things did you do at safety camp today?
- Tell me about things we could do at home to make our home safer.
- What kinds of safety things could we do together?
- What was the best part of your day?
- I know you could not talk today about all the types of safety. What are some things that were missing you would like to find out more about?
- Tell me about something new you learned today.

Other Things to Do at Home

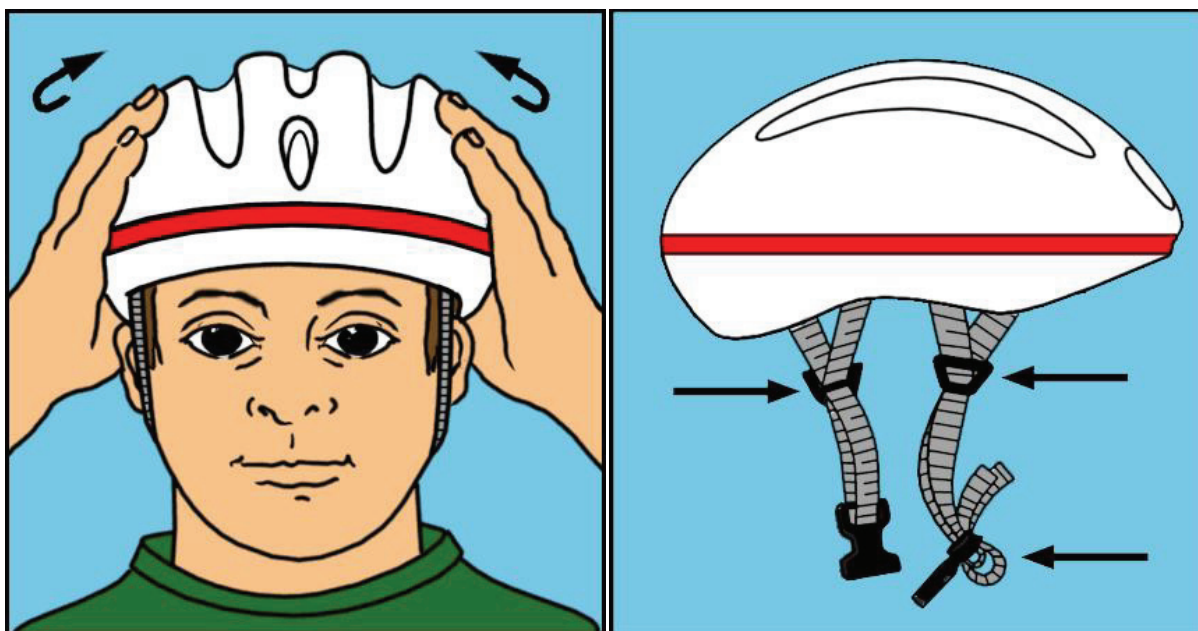
- Check out the internet for fun safety games and activities. Here is one site to look for: <http://www.usfa.dhs.gov/kids/flash.shtm>
- Have a family discussion and practice what to do if there is a fire. Decide on your family meeting place, and practice going there.
- Put together a safety poster. Join 4-H and enter it in the county fair.
- Organize a family or friend bike ride. Be sure to make a plan for the trip, bring water to drink and wear your bike helmet.
- Visit the local library and look for more information about home safety.
- At a local store, find reflector tape you can add to your bike, coat, etc.
- Ask your family to help make a list of safe food choices to make at home when you are on your own. Remember to wash your hands and keep things refrigerated.
- Plan a picnic with your family or friends using the safe food handling techniques you have learned. It could be in the back yard, a park or a bike trip, etc.
- Call Community Education at your school to see if they have any fun activities scheduled to visit a fire station or other safety place in your community.
-

Play It Safe!

Do you know the correct way to wear a helmet?



Wear the helmet flat atop your head, not tilted back at an angle!



Make sure the helmet fits snugly and does not obstruct your field of vision. Make sure the chin strap fits securely and that the buckle stays fastened.

Resource: <http://www.cpsc.gov/kids/kidsafety/correct.html>

Play It Safe!

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OMK MOBILE TECHNOLOGY LAB 2 HOUR EXPERIENCES



OMK Mobile Technology Lab Experience In My Face/My Own Space

Grade Level: 6th-12th
Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Make a 3 X 3 ZoomAlbum using 12 images organized like a social networking site for your deployed loved one to carry in their arm pocket.*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: ZoomAlbum

Get Ready

Roles for Volunteers

- Take a digital picture of youth.
- Help load digital pictures.
- Assist with organizing the youth's images and choices.
- Help with printing of ZoomAlbum.
- Help with assembly of ZoomAlbum.

Roles for Uniformed Military Personnel

- Take a digital picture of youth.
- Assist with story writing.
- Lead the printing of ZoomAlbum and assembly of ZoomAlbum.
- Show youth where on the uniform the ZoomAlbum can be carried.

Volunteer Training Needed

- Lab set up and use.
- Use of digital camera.
- Use of ZoomAlbum software.
- Printing of ZoomAlbum.

MTL: In My Face/My Own Space

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Do Ahead

- Read through the activity and gather the necessary materials.
- Test the Mobile Technology Labs wireless and printing functionality.

Equipment

- One digital picture of the youth.
- Digital images from home, taken on site or from Encarta.
- Laptop and wireless network with printer.

Supplies

- Sample of an In My Face/My Own Space ZoomAlbum.
- ZoomAlbum paper for printer.
- ZoomAlbum Step-by-Step Instructions and Zoomology worksheet.
- Markers/Pens.
- Glue Sticks.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.

Background

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and the deployed loved one. Because teens are involved with social networking, it is a comfortable format and an opportunity for teens to share information about themselves. In FaceBook © or My Space ©, they get to organize and post a page which tells the world about themselves and their interests. This activity is organized with the information commonly found on these web pages, and will help communicate the important things in a teen's life.

Having a teen choose the latest things from home that they want the deployed loved one to know about, keeps them connected. Sometimes it is hard for an adolescent to organize and share their feelings and news with a deployed loved one because they are coping with the adjustment in the family and the pressures of growing up. Using the social networking pages as an outline for them to follow, will allow them to use images and words in a manner that might help them share, but also put a comfortable distance between their emotions and showing thoughts and things that they care about. It is a good activity for kids who are feeling negative and mad about the deployed loved one and a venue to communicate without having to get too emotional.

Volunteers will help with technical assistance, but should not engage the teen about the images or words they choose. Teens will get support from one another when they share their ZoomAlbum. Sharing will foster resilience, and help the teen explore positive ways to cope with their fears and anxiety.

MTL: In My Face/My Own Space

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Review each ZoomAlbum and make sure it is appropriate to send to the deployed loved one. It is critical for the Mobile Technology Lab to be tested and operating when the youth arrive. A step-by-step instruction process and In My Face/My Own Space category listings are attached.

TIPS:

- ★ Take the guided tour of ZoomAlbum provided on the software for each step.
- ★ Save your project to the program and the network after you insert your 1st image.
- ★ When finished, copy your ZoomAlbum project onto your storage device to take home.
- ★ Decorate your ZoomAlbum cover with important artifacts from home.

WHAT TO DO

In My Face/My Own Space

1. Take a digital picture of each youth as they arrive.
2. Each youth chooses a computer to use and fills out the registration log. (Found with MTL manual. A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL Coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- *“When you set up your page on My Space or FaceBook, you load information about yourself for others to see. Some of this information is fun and other stuff is, well, just things you are thinking or feeling.*
- *Use each of the 12 pages in your ZoomAlbum like you were going to post that image and the words on your social networking page. Make sure you put in a picture of yourself!*

4. Look at the *‘In My Face/My Own Space’* worksheet
5. Review the Step-by-Step ZoomAlbum Basics **Steps 4 & 5 = 15 minutes**
6. Youth access images and does album electronically.
7. Youth saves project and raises hand for coordinator to print ZoomAlbum.
8. Volunteer and youth fold book as instructed. (Refer to diagrams attached for “How to Fold ZoomAlbum Paper”) **Steps 6-8 = 50 minutes**

9. Have Youth share their ‘ZoomAlbum’ with group.

Facilitate ‘TALK IT OVER’ section.

Steps 9 & 10 = 30 minutes

MTL: In My Face/My Own Space

Talk It Over

- ★ **Reflect:** What were the most surprising things you shared about your life?
How did telling about your life make you feel?
- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
- ★ **Generalize:** Why do you think it is important to communicate and share your daily life and feelings?
How can you network with other teens in the same situation and with the same interests?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings with your peers?
- ★ **Apply:** What did you learn that will help you tell adults and peers about your life?
What other ways can you tell your deployed loved one what you are going through in your life so they feel connected?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal and digital pictures of important events to share about your life post-deployment.

Parent Take-Home Piece

Today, your teen, applied their skills in social networking to a photo album to share their lives with their deployed loved one. This 3 x 3 photo album can be sent to the deployed loved one so that they can look at what your teen wants to share. Encourage your teen to continue documenting in writing and with images the important events, people and things in their lives. This will help them communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through sharing information that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: In My Face/My Own Space

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ZoomAlbum

STEP-BY-STEP Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of you.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *Crop and Zoom* tool on the right side of the main window.
- ★ Remember to '*Save As*' so that you can print your ZoomAlbum.
- ★ Printing the photo sheet is simple, but you will need the MLT coordinator to test the printer settings and do a test sheet. Before you print, ***raise your hand*** and let the coordinator know you are ready, so they can load the right paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 picture photo album in the right order!
- ★ If you need help, ***raise your hand***.
- ★ The last thing to do is to insert your completed ZoomAlbum into the hardcover by peeling the back off the photo paper and pressing the folded pages into the spine of the hardcover.



MTL: In My Face/My Own Space

In My Face/My Own Space: Ideas

12 Pages = 12 Categories

- ★ Pick from any of these or make your own.
- ★ Just make sure there is a label is on your image.



All about me:

People I see:

What's Up?

Movies:

Music:

Sports:

Attitude:

Heroes:

School:

Home:

Shout Out:

Chilling with:

Girls:

Boys:

My Wheels:

- ★ Or.... any other category, in any order!
- ★ Just make sure there is a picture of yourself and your name in the ZoomAlbum.

MTL: In My Face/My Own Space

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OMK Mobile Technology Lab Experience

News Feed

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Use ZoomAlbum to make a 3 X 3 photo news story for your deployed loved one to show and carry.*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: ZoomAlbum

Get Ready

Roles for Volunteers

- Take a digital picture of youth.
- Help load digital pictures.
- Assist with organizing the youth's news choices.
- Help with printing of ZoomAlbum.
- Help with assembly of ZoomAlbum.

Roles for Uniformed Military Personnel

- Take a digital picture of youth.
- Assist with story writing.
- Lead the printing of ZoomAlbum and assembly of ZoomAlbum.
- Show youth where on the uniform the ZoomAlbum can be carried.

Volunteer Training Needed

- Lab Set up and use.
- Use of digital camera.
- Use of ZoomAlbum software.
- Printing of ZoomAlbum.

MTL: News Feed

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Do Ahead

- Read through the activity and gather the necessary materials.
- Test the Mobile Technology Lab's wireless and printing functionality.

Equipment

- One digital picture of the youth
- Digital images from home, taken on site or from Encarta
- Laptop and wireless network with printer

Supplies

- Sample Zoom news albums
- ZoomAlbum paper for printer
- ZoomAlbum Step-by-Step Instructions
- ZoomAlbum Ideas sheets
- Markers/Pens
- Glue Sticks
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers

Background

Telling the latest news from home helps keep the youth and the deployed loved one connected. Sometimes the news a parent or caregiver would share is not the news a youth would feel was the *'most important'* news. It is important in this activity for the youth to choose the news, but keep it positive. The youth should try to have a least 1 person, 1 place and 1 thing ***'In the News'*** from home. The youth is the reporter for the 'News Feed' and their image is the first page, with a title and the 'Name of the Youth' reporting.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and deployed loved ones. Volunteers connect with the youth and promote communication by working on the news from home. Looking at the news from home encourages sharing, fosters resilience and helps youth explore positive ways to cope with fears and anxiety.

TIPS:

- ★ Take the guided tour of ZoomAlbum provided on the software for each step.
- ★ Save your project to the program and the network after you insert your 1st image.
- ★ When finished, copy your ZoomAlbum project onto your storage device to take home.
- ★ Decorate your ZoomAlbum cover with important artifacts from home.

MTL: News Feed

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WHAT TO DO**News Feed**

1. Take a digital picture of each youth as they arrive.
2. Each youth chooses a computer to use and fills out the registration log. (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- *“Everybody has ‘News’. The news you have to share is probably not the news your at-home parent or provider is sharing. You have a unique perspective on you!*
- *For this activity, you are the reporter.*
- *Your news covers the people, places and things that are news and important to YOU.*
- *Think about if you want to have a whole news round-up or if you want to look at one event, place, person or thing. Also think about sections of the news: Sports, Local, People, TV, Movies, Classifieds, Travel and even the weather. Organize your digital images to give your latest ‘News Feed’.*
- *What news are you going to tell today to send off to your deployed loved one to have them share and carry with them?”*

4. **Review Hand-Outs: ‘News Feed’ and ZoomAlbum: Step-by-Step.**
5. Youth accesses images and does album electronically.
6. Youth saves project and raises hand for coordinator to print ZoomAlbum.
7. Volunteer and youth fold book as instructed.

Steps 4-7 = 50 minutes

8. Have youth share their ‘ZoomAlbum’ with group.**9. Facilitate ‘TALK IT OVER’ section.**

Step 8-9 = 30 minutes

Talk It Over

- ★ **Reflect:** What news did you share?
What was your favorite news?
How did telling your news make you feel?
- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?

MTL: News Feed

- ★ **Generalize:** Why is it important to communicate and share your news?
How can you connect and share news with kids in the same situation?
How will you show your deployed loved one that you are sharing your news with others?
- ★ **Apply:** What did you learn that will help you tell your news in the future?
What other ways can you tell your news so that it will reach your deployed loved one?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal and digital pictures of important events to share post-deployment in a new ZoomAlbum.

Parent Take-Home Piece

Today your youth made a 3 x 3 ZoomAlbum with 12 images and words to share news from home. This 3 x 3 photo album can be sent to the deployed loved one so that they can share their news with others. Encourage your youth to continue to share their news. Through their news they can communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help your youth communicate their feelings by sharing the news that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer, University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: News Feed

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

ZoomAlbum

STEP-BY-STEP Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of you.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *Crop and Zoom* tool on the right side of the main window.
- ★ Remember to '*Save As*' so that you can print your ZoomAlbum.
- ★ Printing the photo sheet is simple, but you will need the MLT coordinator to test the printer settings and do a test sheet. Before you print, ***raise your hand*** and let the coordinator know you are ready so they can load the right paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 image picture album in the right order!
- ★ If you need help, ***raise your hand***.
- ★ The last thing to do is to insert your completed ZoomAlbum into the hardcover by peeling the back off the photo paper and pressing the folded pages into the spine of the hardcover.



News Feed: Ideas

1. Tell the 'News' with **YOU** as the reporter.
2. 1st Frame is always a picture of **YOU** with your name, reporting from—.
3. Near the end, should be a picture that is special and let's your deployed loved one know that you are thinking of them.
4. The last frame is always, "**Never Give Up.**" With an image.



- ★ Sometimes it is easier to choose the photos and drop them in, before you write.
- ★ You should let the pictures help you tell the news.

Here are some ideas, only if you need them.

Remember, you only have 12 pages to tell your news!

- ★ **Tell the news about a variety of things. Each image is a different 'news' segment.**

School, friends, home, new things, vacation, school, sports team, movies or even the weather!

Anything that is news to you will be important to others.

- ★ **Think about an 'in depth' news story on:**

Your pet

Your school

Your friends

Your summer plans

Your baseball team

Your 4-H project

Remember, you want news stories about people, places and things that the deployed loved one in your life cares about.

MTL: News Feed

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OMK Mobile Technology Lab Experience

OMK Rocks!

Grade Level: K-12th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview

Small group activity to make a collaborative 3x3 story for deployed loved ones about OMK experiences, activities or camps.



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: ZoomAlbum

Get Ready

Roles for Volunteers

- Take digital pictures of youth at OMK experiences, activities or camps.
- Take a digital picture of the small group.
- Help load digital pictures.
- Assist with organizing the youth's images and choices.
- Help with printing of ZoomAlbum.
- Help with assembly of ZoomAlbum.

Roles for Uniformed Military Personnel

- Take a digital picture of youth.
- Assist with choosing positive images.
- Lead the printing of ZoomAlbum and assembly of ZoomAlbum.
- Show youth where on the uniform the ZoomAlbum can be carried.

Volunteer Training Needed

- Lab set up and use.
- Use of digital camera.
- Use of ZoomAlbum software.
- Printing of ZoomAlbum.

MTL: OMK Rocks!

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Do Ahead

- Read through the activity and gather the necessary materials.
- Take digital pictures of all OMK experiences.
- Test the Mobile Technology Lab's wireless and printing functionality.

Equipment

- One digital picture of small group.
- Laptop and wireless network with printer.

Supplies

- Sample of OMK Rocks! Stories.
- ZoomAlbum paper for printer.
- ZoomAlbum Step-by-Step Instructions.
- Markers/Pens.
- Glue Sticks.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.

Background

Operation Military Kids and the Mobile Technology Lab help kids connect with each other and their deployed loved ones. Collaborating with a small group of similarly aged youth to produce a collective ZoomAlbum can be a positive experience in cooperation and sharing. The youth share new friends, form support systems and show the deployed loved one that they are being supported on the home front. The collective album can be produced for each of the participants to either take with them, or send to the deployed loved one.

Each group will choose the images from the OMK program and words to tell about their experiences. It is good if they can organize it by schedule, activity, people or a theme. For example, they might want to tell about the kite activity, or new friends, or how 'We tested our courage'. Much of it will depend on the setting, the age and the amount of digital pictures that are taken during the event. Encourage the youth to put names with the pictures so that they can look at it later and remember who the kids at the OMK retreat.

Volunteers will help with technical assistance and help the youth collaborate and organize. Sharing in the decision-making process and the production of the ZoomAlbum will help foster individual resilience. The youth will be reinforced that they should 'Never Give Up,' and the soldier will see the OMK supporting their efforts during deployment.

TIPS:

- ★ Run this workshop towards the end of the retreat.
- ★ Take the guided tour of ZoomAlbum provided on the software for each step.
- ★ Save your project to the program and the network after you insert your 1st image.
- ★ When finished, copy your ZoomAlbum project onto your storage device to take home.

MTL: OMK Rocks!

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WHAT TO**OMK Rocks!**

1. Take a digital picture of each small group as they form in the Lab.
2. Each youth chooses a computer and fills out the registration log. (Found with MTL manual. A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- *“OMK Rocks! is an activity where you work as a group to choose images and words to tell your deployed loved one what you did at your OMK event and who you met.*
- *Take pictures of your group – individually and together- and look through the images loaded on the computer of the OMK events and activities.*
- *Work together to decide on the images and the words.*
- *You may choose only 12 images and you should try to tell a story organized by schedule, activity, people or a theme.”*

4. Small groups take pictures, access images and discuss how they want their ZoomAlbum to look.
5. Groups collaborate to make and assemble print ZoomAlbum.
6. Volunteer and youth work together to fold ZoomAlbums.
7. Each youth will have the same ZoomAlbum to send to their deployed loved one.

Steps 4-7 = 15 minutes

8. Youth access images and does album electronically.
9. Youth saves project and raises hand for coordinator to print ZoomAlbum.
10. Volunteer and youth fold book as instructed. **Steps 8-10 = 50 minutes**
(Refer to diagrams attached for “How to Fold Zoom Album Paper”)

11. Have youth share their ‘ZoomAlbum’ with large group.

Facilitate ‘TALK IT OVER’ section.

Steps 10 & 12 = 30 minutes

MTL: OMK Rocks!

Talk It Over

- ★ **Reflect:** What was the most surprising thing you shared with your group about your OMK event?
How did it feel to share your feelings with others?
- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
- ★ **Generalize:** Why do you think it is important to share the events in your life?
How can you network with other youth in the same situation?
What strengths do you bring to helping others succeed?
- ★ **Apply:** What did you learn about yourself that will help you tell adults about your life in the future?
What other ways can you tell your deployed loved one what you are going through in your life so they feel connected?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?

Parent Take-Home Piece

'OMK Rocks' is an activity where your youth worked in a group to choose images and words to make a ZoomAlbum telling their deployed loved one what they did at their OMK event, who they met and how they are doing. This activity helps them network and communicate what they are thinking, how they are feelings and what they are doing. Ask them if they shared ways to communicate with new friends and try to help them reconnect. You may want to check out the websites below or check with your branch of the military to help support your youth in communicating their feelings through sharing information that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: OMK Rocks!

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ZoomAlbum

STEP-BY-STEP Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of you.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *Crop and Zoom* tool on the right side of the main window.
- ★ Remember to '*Save As*' so that you can print your ZoomAlbum.
- ★ Printing the photo sheet is simple, but you will need the MLT coordinator to test the printer settings and do a test sheet. Before you print, ***raise your hand*** and let the coordinator know you are ready so they can load the right paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 image photo album in the right order!
- ★ If you need help, ***raise your hand***.
- ★ The last thing to do is to insert your completed ZoomAlbum into the hardcover by peeling the back off the photo paper and pressing the folded pages into the spine of the hardcover.



MTL: OMK Rocks!

OMK Mobile Technology Lab Experience

Tell Me A Story

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Use ZoomAlbum to make a factual or fictional 3 X 3 photo story for your deployed loved one to show and carry.*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: ZoomAlbum

Get Ready

Roles for Volunteers

- Take a digital picture of youth.
- Help load digital pictures.
- Assist with story writing.
- Help with printing of ZoomAlbum.
- Help with assembly of ZoomAlbum.

Roles for Uniformed Military Personnel

- Take a digital picture of youth.
- Assist with story writing.
- Lead the printing of ZoomAlbum and assembly of ZoomAlbum.
- Show youth where on the uniform the ZoomAlbum can be carried.

Volunteer Training Needed

- Lab set up and use.
- Use of digital camera.
- Use of ZoomAlbum software.
- Printing of ZoomAlbum.

MTL: Tell Me A Story

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Do Ahead

- Read through the activity and gather the necessary materials.
- Test the Mobile Technology Lab's wireless and printing functionality.

Equipment

- One digital picture of the youth.
- Digital images from home, taken on site or from Encarta.
- Laptop and wireless network with printer.

Supplies

- Sample Zoom stories.
- ZoomAlbum paper for printer.
- ZoomAlbum Step-by-Step Instructions.
- ZoomAlbum Ideas sheets.
- Markers/Pens.
- Glue Sticks.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.

Background

Having current pictures to carry of important people, events and things back home is critical for the spirits of the deployed loved one. When a youth tells a story, whether it is factual or fictional, it brings more meaning to images of important people, things or events, not just for the deployed loved one, but for the youth. Encouraging a youth to tell a story in a structured framework with images and words helps the youth tell about their lives and share the people, places, things and feelings with the important person that is not there to see it first hand.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Volunteers connect with the youth and promote communication by working on a story. Telling a story encourages sharing, fosters resilience and helps youth explore positive ways to cope with fears and anxiety.

TIPS:

- ★ Take the guided tour of ZoomAlbum provided on the software for each step.
- ★ Save your project to the program and the network after you insert your 1st image.
- ★ When finished, copy your ZoomAlbum project onto your storage device to take home.
- ★ Decorate your ZoomAlbum cover with important artifacts from home.

MTL: Tell Me A Story

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WHAT TO DO**Tell Me A Story**

1. Take a digital picture of each youth as they arrive to the lab.
2. Each youth chooses a computer to use and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- *“Everybody has a story to tell. It can be about an adventure, a day, a vacation, people in your life, a pet or anything that you, as the author, want to say. Every story has a character, a plot, a setting and an ending. Stories can be fictional or true. Everyone likes stories they can read multiple times and share with others. For this activity, you are the main character in the story.*
 - *What are some of your favorite stories and books?*
 - *Everybody likes to know what is going on someplace or with someone they care about. They like to know ‘What’s Up?’*
 - *Everyone loves a story about people and events that they can share and feel good about.*
 - *What story are you going to tell today to send off to your deployed loved one to share and carry with them?”*
4. **Review Hand-Outs:** ‘Tell me a story’ and ZoomAlbum: Step-by-Step.
 5. Youth accesses images and does album electronically.
 6. Youth saves project and raises hand for coordinator to print ZoomAlbum.
 7. Volunteer and youth fold book as instructed.

Steps 4-7 = 50 minutes

8. Have youth share their ‘ZoomAlbum’ with group.**9. Facilitate ‘TALK IT OVER’ section.**

Step 8-9 = 30 minutes

Talk It Over**★ Reflect:**

What story did you tell?
 What did you like best about your story?
 How did the story make you feel?
 What made your story interesting? Why?

★ Process:

What was the most challenging part of the project?
 Why? How did you solve it?
 What suggestions would you have for someone else who wanted to do this project?
 What did you learn through sharing with others?

MTL: Tell Me A Story

- ★ **Generalize:** Why is it important to communicate and share stories?
How can you connect and share stories with kids in the same situation?
How will you show your deployed loved one that you are sharing your stories with others?
- ★ **Apply:** What did you learn that will help you tell stories in the future?
What other ways can you tell stories that will reach your deployed loved one?
What other stories will you tell your deployed loved one?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal and digital pictures of important events to share post-deployment in a new ZoomAlbum.

Parent Take-Home Piece

Today your youth learned about writing stories using images of themselves, their environment and other resources. This 3 x 3 photo album made with ZoomAlbum can be sent to the deployed loved one so that they can share this story with others. Encourage your youth to continue writing stories that communicate what they are thinking, how they are feeling and what they are doing. Have them share these stories with their peers and other special people in their lives. You may want to check out the websites below or check with your branch of the military to help support your youth communicating their feelings through stories.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Tell Me A Story

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ZoomAlbum

STEP-BY-STEP Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of you.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *Crop and Zoom* tool on the right side of the main window.
- ★ Remember to '*Save As*' so that you can print your ZoomAlbum.
- ★ Printing the photo sheet is simple, but you will need the MLT coordinator to test the printer settings and do a test sheet. Before you print, ***raise your hand*** and let the coordinator know you are ready so they can load the right paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 image photo album in the right order!
- ★ If you need help, ***raise your hand***.
- ★ The last thing to do is to insert your completed ZoomAlbum into the hardcover by peeling the back off the photo paper and pressing the folded pages into the spine of the hardcover.



MTL: Tell Me A Story

Tell Me A Story: Ideas

- ★ Keep in mind--**YOU** are the main character of the story.
- ★ Always start the story with a picture of you.
- ★ There should be a **plot** or some **action**.
- ★ The last page should be a picture that is special and let's your deployed loved one know that you are thinking of them. "Never Give up."
- ★ Sometimes it is easier to choose the photos and drop them in, before you write.
- ★ You should let the pictures help you tell a story.



Here are some ideas, only if you need them.

Remember, you only have 12 pages to tell your story!

Tell a story about your:

Day, week, vacation, school, sports team etc.
"What I see—."

Take a favorite story and modify it.

Some favorites might be:

Brown Bear, Brown Bear, What do you see?

Good Night Moon

Where is Waldo?

The Very Hungry Caterpillar

A Counting Book

These are the ways I say, "I Love You."

Think about a theme:

Family

Seasons

People I Love

- ★ **Remember, you want a story about people, places and things that the deployed loved one in your life cares about.**

MTL: Tell Me A Story

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OMK Mobile Technology Lab Experience

Zoomology: The Study Of My Life As I Know It

Grade Level: 6th-12th
Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Use ZoomAlbum to make a 3 X 3 “show and tell” story for your deployed loved one to show and carry.*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: ZoomAlbum

Get Ready

Roles for Volunteers

- Take a digital picture of youth.
- Help load digital pictures.
- Assist with organizing the youth's news choices.
- Help with printing of ZoomAlbum.
- Help with assembly of ZoomAlbum.

Roles for Uniformed Military Personnel

- Take a digital picture of youth.
- Assist with story writing.
- Lead the printing of ZoomAlbum and assembly of ZoomAlbum.
- Show youth where on the uniform the ZoomAlbum can be carried.

Volunteer Training Needed

- Lab set up and use.
- Use of digital camera.
- Use of ZoomAlbum software.
- Printing of ZoomAlbum.

MTL: Zoomology

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Do Ahead

- Read through the activity and gather the necessary materials.
- Test the Mobile Technology Lab's wireless and printing functionality.

Equipment

- One digital picture of the youth.
- Digital images from home, taken on site or from Encarta.
- Laptop and wireless network with printer.

Supplies

- Sample Zoomology album.
- ZoomAlbum paper for printer.
- ZoomAlbum Step-by-Step Instructions and Zoomology worksheet.
- Markers/Pens.
- Glue Sticks.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.

Background

Telling the latest news from home helps keep the youth and the deployed loved one connected. Sometimes it is hard for an adolescent to organize and share their feelings and news with a deployed loved one because they are coping with the adjustment in the family and the pressures of growing up. Zoomology is an outline for them to follow; to put in images; and to talk about specific areas of their lives. Some kids may not want to use the outline and are already able to convey the important people, places and things in their lives. That is great, but they need to be guided to a positive message and not images or words that would be negative.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Volunteers need to connect with the youth and get them talking and thinking about what would be important for them to share with their deployed loved ones. Prioritizing and organizing a message encourages empathy and sharing. It also fosters resilience and helps teens explore positive ways to cope with their fears and anxiety.

TIPS:

- ★ Take the guided tour of ZoomAlbum provided on the software for each step.
- ★ Save your project to the program and the network after you insert your 1st image.
- ★ When finished, copy your ZoomAlbum project onto your storage device to take home.
- ★ Decorate your ZoomAlbum cover with important artifacts from home.

MTL: Zoomology

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WHAT TO DO***Zoomology: The Study Of My Life As I Know It***

1. Take a digital picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log. (Found with MTL manual. A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- ***“Sometimes you just want to sound off about what is going on with you, not with the family, or through somebody else’s eyes. Today, you choose 12 images, add the words, and put it into ZoomAlbum, to tell your deployed loved one what is on your mind.”***

4. Distribute handout ***“Tell Your Life As You Know It.”***
5. Look at and fill out the Zoomology Worksheet.
6. Remind teens that the 1st frame is always a picture of them with their name and ‘This is my life as I know it— ‘
7. Last frame is always, ***“Never Give Up.”*** With an image.
8. Youth accesses images and does album electronically.
9. Youth saves project and raises hand for coordinator to print ZoomAlbum.
10. Volunteer and youth fold book as instructed.

Steps 4-10 =50 minutes

11. **Have youth share their ‘ZoomAlbum’ with group.**

Facilitate ‘TALK IT OVER’ section.

Steps 11 & 12 = 30 minutes

Talk It Over

- ★ **Reflect:** Why did you select the pictures you did?
How did using titles add to your Zoomology?
What were the most surprising things you shared about your life?
How did telling about your life make you feel?

- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
How do words help tell about your feelings in your picture story?

MTL: Zoomology

- ★ **Generalize:** Why do you think is it important to communicate and share your life and feelings?
How can you connect and share with other teens in the same situation?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings?
- ★ **Apply:** What did you learn about yourself by telling others?
What other ways can you tell your deployed loved one what is important and happening in your life?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal and digital pictures of important events to share post-deployment.

Parent Take-Home Piece

Today, your teens, learned about using images and words to share their lives with the deployed loved ones using ZoomAlbum. This 3 x 3 photo album can be sent to the deployed loved ones so that they can connect with the teens, and share these images and words with other deployed loved ones. Encourage your teen to continue documenting in writing and with images the important events, people and things in their lives. This will help them communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth in communicating their feelings through sharing information that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Zoomology

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ZoomAlbum

STEP-BY-STEP Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of you.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *Crop and Zoom* tool on the right side of the main window.
- ★ Remember to '*Save As*' so that you can print your ZoomAlbum.
- ★ Printing the photo sheet is simple, but you will need the MLT coordinator to test the printer settings and do a test sheet. Before you print, ***raise your hand*** and let the coordinator know you are ready so they can load the right paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 image photo album in the right order!
- ★ If you need help, ***raise your hand***.
- ★ The last thing to do is to insert your completed ZoomAlbum into the hardcover by peeling the back off the photo paper and pressing the folded pages into the spine of the hardcover.



MTL: Zoomology

Zoomology: Ideas

12 Images to tell about your life (Show & Tell)



1. **Picture of you.**
 - a. Name on Top
 - b. 'The Study of My Life As I Know It—' on the bottom.
 - c. Titles on top, answers on the bottom for each page.
2. **This is what I'm doing**
3. **What's New?**
4. **This is who I'm hanging with....**
5. **School News**
6. **This is what I do after school**
7. **These are the people who care**
8. **Things are going....**
9. **I'm helping with.....**
10. **I sometimes feel....**
11. **But, I'm doing....**
12. **Never Give Up! Love, _____**

- ★ Keep in mind, this is just a guide.
- ★ You may modify it anyway you like, but always start with a picture of you.
- ★ The last page should be a picture that is special and let's your soldier know to **"Never Give Up."**
- ★ Sometimes it is easier to choose the photos and drop them in, before you write.
- ★ Remember, you want to tell your deployed loved one how you are doing, what your life is about and your web of support.

MTL: Zoomology

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OMK

Mobile Technology Lab

Hallmark Card Studio



OMK Mobile Technology Lab Experience

Cover Kid

Grade Level: 5th – 12th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Create a magazine cover that's all about you!*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Hallmark Card Studio



Get Ready

Roles for Volunteers

- Input images from camera and/or take more pictures.
- Work with youth to make a magazine cover with unique name and story titles.

Roles for Uniformed Military Personnel

- Work with youth on choice of images and story titles.
- Share a story about being the 'Cover Story' in their unit while they were deployed.
- Share a story about how it is important for everyone to be recognized for what they are doing.

Volunteer Training Needed

- Lab set up and use.
- Use of Hallmark Card Studio.
- Printing of magazine cover.
- Use of digital camera

Do Ahead

- ★ Read through activity and gather the necessary materials.
- ★ Test the Mobile Technology Lab's wireless and printing functionality.

MTL: Cover Kid

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Equipment

- Laptop and wireless network with printer
- Digital Camera

Supplies

- Folder of magazine covers to show youth
- Markers/Pens

Background

Being the center of attention is important for teens. When someone is on the cover of a magazine, it is telling the world that they are a ‘star’. Making a magazine cover that features the youth is broadcasting to the deployed loved one that they are important and here is why. Having a magazine cover format and choosing the feature headlines will help a teen sit down and process their feelings and communicate what is going on in their lives. It is a great way for kids who don’t like to write letters or send cards to send clues as to what is happening in the world around them. In addition, some youth might be inspired to write one of the articles they have featured on the cover and can attach the article to the magazine cover. The Mobile Technology Lab and Operation Military Kids help to connect kids with each other and with the deployed soldier. Making a magazine cover is a way to put the youth front and center in the deployed loved ones heart and mind!

TIPS:

- ★ Encourage the youth to feature themselves on the cover. They may use an image from home or the one taken in the MTL.
- ★ Have them make a list of activities and events that are going on in their lives and write one-six words about each activity. Encourage phrases that go noun-verb-noun. For example:
 - Sam sounds off on college choice;
 - Buyer Beware: Grandpa’s Sells Car- to ME!
 - Sneak preview, The Prom Dress;
 - The Battle for Curfew Enforcement—Who will win?
- ★ Titles should be fun and catchy.
- ★ Encourage the youth to write up one of the stories for the magazine in Microsoft Word to send along.
- ★ Save your project to the program and the network before you print.
- ★ When finished, copy the project onto the storage device to take home.

MTL: Cover Kid

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WHAT TO**Cover Kid**

1. Take a digital picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on MTL rules. **Steps 1-3 = 5 minutes**

Discuss the following with the group:

- *“Magazine covers are always captivating. They are designed for you to pick them up and take a look.*
- *Magazine covers do many things. They market the publication, provide information and create an attitude.*
- *Today you are going to make your own magazine cover. You need to decide on a name of the magazine, what image you are going to put on it and what the stories would be if you flipped the page.*
- *Let’s take a look at some covers of magazines to get some ideas.”*

(Show the magazine covers)

- *“First think of a title of your magazine and then jot down some story ideas.*
- *Then go to Hallmark Card Studio and go to ‘other projects’ and choose magazine covers. It is always fun to start with a template.*
- *Insert your photo first. Then the name of your publication and the stories covered.*
- *Don’t forget to put a date on your cover! If you need help, raise your hand.”*

Step 4 = 10 minutes

4. Work with the youth to produce their Magazine cover.
5. Youth raises hand when ready to print. **Steps 5 & 6 = 50 minutes**
6. Have youth share project with group
7. Facilitate ‘Talk it Over’ section **Steps 10 & 11 = 25 minutes**

Talk It Over

- ★ **Reflect:**
- What was your favorite part of making your magazine cover?
 - What surprised you?
 - What image and stories did you choose for your magazine cover? Why?
 - What did you learn about yourself?
 - How did making the magazine cover make you feel?

MTL: Cover Kid

- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
How do you think your deployed loved one will feel when they receive your magazine?
How did this project help you organize the important stories you wanted to tell?
- ★ **Generalize:** Who else in your 'web of support' might want a copy of your magazine?
How does this experience help you tell your story in another way?
How can you share your magazine with other kids in the same situation?
How did you show your deployed loved one that you are resilient and that you 'Never Give Up' in a magazine cover?
- ★ **Apply:** What did you learn about images and what they tell us when you produced the magazine cover?
How can you use this knowledge with other projects to communicate with your deployed loved one?

Enhancement

- ★ Send regular editions of your magazine to your deployed loved one.
- ★ Keep a journal and digital pictures of important events and news.
- ★ Write a magazine as a post deployment present.

Parent Take-Home Piece

Today your youth made a magazine cover with them as the main feature. Teenagers like being the center of attention. Sometimes they feel that they are not getting enough of your time and that they have too much responsibility. Being on the cover of a magazine makes them a star. Your youth chose the name of the magazine and all the articles that might be inside. Have them show you their magazine cover. Ask them to share one thing about the cover that is important to them. By looking at the choices your youth made on the magazine cover, they are communicating what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings by sharing the information that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Cover Kid

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

OMK Mobile Technology Lab Experience

Favorite Things Calendar

Grade Level: 6th – 12th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Make a special calendar using dates and images that are unique to you and your deployed loved one.*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Hallmark Card Studio



Get Ready

Roles for Volunteers

- Work with youth on putting dates into the calendar.
- Input images from camera or scanner to calendar.
- Help with saving and printing of calendars.

Roles for Uniformed Military Personnel

- Work with on selecting important dates for their calendars.
- Bring a date book with dates that are specifically important to the military or the deployment.
- Share a story about using calendars while they were deployed.
- Share a story about how time feels when they are deployed and how calendars help.

Volunteer Training Needed

- Lab set up and use.
- Use of Hallmark Card Studio.
- Set-up and printing of calendars.
- Saving of calendars.
- Use of digital Camera.
- Use of Scanner.

Do Ahead

- ★ Read through activity and gather the necessary materials.
- ★ Test the Mobile Technology Lab's wireless and printing functionality.

MTL: Favorite Things Calendar

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Equipment

- Laptop and wireless network with printer.
- Digital Camera.
- Scanner.
- Color Printer.

Supplies

- Calendar samples to show.
- Paper for printer/ Photo Paper.
- Markers/Pens.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.
- Glue Sticks.

Background

Making a calendar of support reminds the soldier of important dates in the youth's life. This is important for the spirits of the soldier and for the youth. It also sets up a structure for the deployment time. It helps the soldier remember important milestones and events, through their youth eyes, in a timelier manner. Encourage the youth to send the calendar, even if *'everything'* is not on it. Remind the youth to send e-mail updates to add new information to the calendar.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved one. Making a calendar is an important communication tool for staying in touch.

TIPS:

- ★ Work with the youth to insert dates and images that are appropriate for the calendar. (This project may take more time than allotted)
- ★ Save the calendar project to the computer and the network before you print.
- ★ When finished, copy the project onto the storage device to take home.
- ★ Decorate the calendar with important artifacts from home or stickers.
- ★ Use glue stick to add additional images.

WHAT TO

Favorite Things Calendar

1. Take a digital Picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log. (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

MTL: Favorite Things Calendar

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Discuss the following with the group:

- *“Time can sometimes get away from you. Especially when you are away from home. Calendars can help structure the days and weeks. Having a calendar of dates and images from home can really help you feel connected.*
- *Each of you has special dates that are for just your family, your community or just for you! Let your deployed loved one know some of these dates and show them images that are important to them as well.*
- *Today, you will make a ‘Favorite Things Calendar’ for your deployed loved one.”*

4. Show samples of calendars.

Steps 4 & 5 = 5 minutes

5. Work with the youth to produce their personalized calendars.

6. Youth raises hand when they are ready to print. Steps 6 & 7 = 50 minutes

7. Have Youth share ‘Favorite Things Calendar’ with group

8. Facilitate ‘TALK IT OVER’ section

Steps 8 & 9 = 25 minutes

Talk It Over

- ★ **Reflect:** What was your favorite part of making the calendar?
What surprised you?
How did making the calendar make you feel?
How do you think your deployed loved one will feel when they receive this calendar?
- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What does your completed calendar say about your life?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
- ★ **Generalize:** Who else in your ‘web of support’ might want a copy of this calendar?
How does sharing your calendar help your family?
How can you share your calendar with other kids in the same situation?
Does your calendar reflect the people and things that are important to you?
How does your calendar show your deployed loved one that you are resilient and that you ‘Never Give Up’?
- ★ **Apply:** What did you learn about scheduling and management by using a calendar of events and images that are important in your life?
What other ways can you reach your deployed loved one with important dates and events?

MTL: Favorite Things Calendar

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal of digital pictures and important events to share your important dates and news post-deployment.

Parent Take-Home Piece

Today your youth made a calendar of dates, events and images that are important to them to send to their deployed loved one. Regular updates to the calendar should be encouraged and sent via e-mail so that the calendar can be updated in the field. Choosing images for each month and tracking dates, help your youth organize their time and structure an 'end date' for the deployment. It can make it easier, or sometimes harder, to see what lies in the future. Take time to talk about their feelings about the project. Encourage them to work with you to update the calendar for the 'home front' as well as for their deployed loved one.

Through these calendars your youth communicates what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through the sharing the news that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>

<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Favorite Things Calendar

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OMK Mobile Technology Lab Experience

Hero Card

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Make a 'Hero Card' for your deployed loved one.*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Hallmark Card Studio, Preloaded patriotic templates and jpegs.



Get Ready

Roles for Volunteers

- Work with youth on 'Hero Card' messages.
- Input images from camera.
- Help with saving and printing cards.

Roles for Uniformed Military Personnel

- Work with youth on 'Hero Card' messages.
- Share a story of a hero they know from when they were deployed.

Volunteer Training Needed

- Lab set up and use.
- Use of Hallmark Card Studio.
- Use of scanner.
- Use of digital camera.
- Printing of 'Hero Cards'.

Do Ahead

- ★ Read through the activity and gather the necessary materials.
- ★ Test the Mobile Technology Lab's wireless and printing functionality.

Equipment

- Laptop and wireless network with printer.
- Digital Camera.
- Scanner.

MTL: Hero Card

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Supplies

- Sample 'Hero Cards' to show youth.
- Markers/Pens.
- Self-adhesive or gummed-back stars – silver or gold.
- Other assorted stickers.

Background

Sending a card of support is important for the spirits of the soldier and the youth. It is important to convey that the youth doesn't need a special occasion to let their soldier know that they are thinking of them. Encourage the youth to make cards as often as possible, with what ever materials they have on hand, or electronically and to send them out to the soldier in their life. The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Making a card, whether it is with a quality printer, electronic or hand-made is an important communication tool for staying in touch.

TIPS:

- ★ Look at the specific software instructions before you begin.
- ★ Work with youth to insert their picture first before you work on the message.
- ★ Save your project to the program and the network before you print.
- ★ When finished, copy the project onto the storage device to take home.
- ★ Decorate your card with important artifacts from home or stickers.

WHAT TO

Hero Card

1. Take a digital Picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- *“Your deployed loved one is a hero to our country.*
- *It is important for the spirits of your loved one and for YOU to share your feelings about what is happening at home. On the home front, you are a hero! So send them a picture of you and tell them how you are being a hero. They would like to know how you are stepping up to the plate to help with things while they are away.*
- *Think about the things you do everyday to help at home, in school or in the community.”*

4. Show youth card samples.
5. Work with youth to produce their 'Hero Cards'.
6. Youth raises hand when they are ready to print.

Steps 4 & 5 = 60 minutes

MTL: Hero Card

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7. Have youth share 'Hero Card' with group

Facilitate 'TALK IT OVER' section

Steps 6 & 7 = 25 minutes

Talk It Over

- ★ **Reflect:** How are you a hero?
How did you tell your deployed loved one you are a hero too?
How did telling your soldier that you are a hero, make you feel?
- ★ **Process:** What was the most challenging part of the project?
Why? How did you solve it?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
- ★ **Generalize:** Why do you think it is vital to share what you are doing at home?
How can you connect and share your stories with kids in the same situation?
What are other ways you show your deployed loved one that you are resilient and brave?
- ★ **Apply:** What did you learn that will help you be brave in the future?
What other ways can you share your news?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Keep a journal and digital pictures of important events to share your news Post-deployment.

Parent Take-Home Piece

Today your youth made a 'Hero Card' to send to the deployed loved one. It shows that they are being brave and resilient while their deployed loved one is away. Encourage your youth to continue to make cards that show how they are being brave and how proud they are of the work that the deployed loved one is doing. These cards are a morale booster, not just the soldier, but to the youth who make them. Through these cards they can that communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through the sharing the news that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Hero Card

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OMK Mobile Technology Lab Experience

A Passion For Poetry

Grade Level: 5th – 12th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Learn about poetry and make a unique card to send your deployed loved one.*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Hallmark Card Studio



Get Ready

Roles for Volunteers

- Work with youth on creating poems.
- Input images from camera or scanner to cards.
- Help with saving, printing or sending electronic cards.

Roles for Uniformed Military Personnel

- Work with youth on poems.
- Share a story about a unique card they have received while they were deployed.

Volunteer Training Needed

- Lab set-up and use.
- Use of Hallmark Card Studio.
- Printing of Cards.
- Saving/Sending of Electronic Cards.
- Use of digital camera.
- Use of Scanner.

Do Ahead

- ★ Read through activity and gather the necessary materials.
- ★ Test the Mobile Technology Lab's wireless and printing functionality.

MTL: A Passion For Poetry

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Equipment

- Laptop and wireless network with printer.
- Headset with mike.
- Color Printer.
- Scanner.
- Digital Camera.

Supplies

- 15 copies of '*Types of Poems*' handout.
- Folder of 'Poem Card' samples.
- Paper for printer.
- Markers/Pens.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.
- Glue Sticks.

Background

Writing a poem to express your feelings can be a powerful experience. Poems have specific structures that youth can use. Youth may be more comfortable using these structures than trying to find a card that someone else has written. Encourage the youth to use a specific structure of poetry. These structures may include: Acrostic, Autobiographical, Ballad, Cinquain, Limerick or a Wish Poem. (See attached '*Types of Poems*') The youth can print the card or send it electronically. If the card is sent through the internet, a youth might want to record their voice saying the poem.

Encourage the youth to make cards as often as possible. Sending a card of is important for the spirits of the deployed loved one and the youth. It is important to convey that the youth doesn't need a special occasion to let their deployed loved one know that they are thinking of them. The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved one. Making a card, whether it is with a quality printer, electronic or hand-made is an important communication tool for staying in touch.

TIPS:

- ★ Read through the 'Types of Poetry' sheet before you present it to the group.
- ★ Work with the youth to insert their picture after they write their poem.
- ★ Save your project to the program and the network before you print.
- ★ If the youth wants to send it electronically, they may add animation, music or the youth's voice.
- ★ When finished, copy the project onto the storage device to take home.
- ★ Decorate your card with important artifacts from home or stickers.

MTL: A Passion For Poetry

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WHAT TO***A Passion For Poetry***

1. Take a digital Picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Steps 1-3 = 5 minutes

Discuss the following with the group:

- ***“Writing a poem to express your feelings can be a powerful experience. Poems have specific structures that can help you express your feelings and thoughts.***
 - ***These structures may include: Acrostic, Autobiographical, Ballad, Cinquain, Limerick or Wish Poem.”***
4. Review the **‘Types of Poems’** Sheet.
 5. Show samples of printed ‘Poem Cards’.
 6. Remind the youth that If they choose to do an electronic card they can add animation, music or record their own voice. Step 4-6 = 10 minutes
 7. Work with the youth to produce their **‘Poetry Cards’**. Youth raises hand when they are ready to print. Step 7 = 50 minutes
 8. **Have youth share ‘Poem Card’ with group.**
 9. **Facilitate ‘TALK IT OVER’ section.** Step 8 & 9 = 25 minutes

Talk It Over★ **Reflect:**

Why did you select the type of poem you did?
 What was your favorite part of writing your poem?
 What surprised you?
 How did you feel when you wrote your poem? Why?
 Did you choose to illustrate your poetry? Why? Why not?
 What did you learn about yourself?

★ **Process:**

What was the most challenging part of the project?
 Why? How did you solve it?
 What suggestions would you have for someone else who wanted to do this project?
 What did you learn through sharing with others?
 How do you think your deployed loved one will feel when they receive your poem card?

★ **Generalize:**

Why do you think poetry is a good way to express your feelings?
 How can you find ways to share your poetry with others?
 Can you think of another place you might write and use poetry?

MTL: A Passion For Poetry

- ★ **Apply:** How can poetry help you share your feelings with others?
How can you use poetry everyday to express your feelings?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology and poetry?
- ★ Keep a daily/weekly poetry journal and digital pictures of important events to share your news Post-deployment.

Parent Take-Home Piece

Today your youth wrote a poem. This poem was then put on a card and to send to your deployed loved one. Poetry is a powerful vehicle to express feelings. Types of poetry were briefly discussed and your youth will have a resource sheet called **'Types of Poems'** to use at home, if they would like to continue writing poetry for cards, or just for themselves. Using poetry to express feelings can be a powerful experience. Poems can communicate what youth are thinking, how they are feeling and what they are doing. A fun on-line activity is the *'Poetry Idea Engine'* that was developed for Scholastic and goCyberCamp by 4-H. In addition, you may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through the sharing of their poetry.

Credits/Sources

<http://mentalhealth.samhsa.gov/>

<http://www.guardfamily.org/Youth/>

http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: A Passion For Poetry

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Types of Poems

Acrostic:

In Acrostic poems, the first letter of a word is lined up vertically. The word is the subject of the poem.

For example:

Be the best you can be
Rally each day anew
As we stand strong and firm
Very tall and proud
Everyday we pray, in our hearts we are with you

Autobiographical:

Write a Poem about yourself.

For example:

Sara

Strong, Resilient, Funny
 Sister of Jon, daughter of Sue and Joe
 Who loves Dad, Bella the dog and pizza
 Who feels proud
 Who needs friends, my bike and ice cream
 Who gives hugs, makes candy and loves to laugh
 Who fears spiders, tornadoes and loud noises
 Who's like to see Dad
 Who dreams of exploring the stars
 A kid that is holding up on the home front

Sara

Your Name

3 personal characteristics
 Sister/brother of: son/daughter of:
 Who loves 3 things
 Who feels 1 thing
 Who needs 3 things
 Who shares 3 things
 Who fears 3 items
 Who'd like to see 1 person
 Who dreams of 1 item or idea
 A kid that is 1 idea
 Nickname or repeat your name



Ballad

Retell an event in your life as a ballad.

It can be as many verses as you want and rhyme where you want.

For example:

Prom

The day was cold
 All gowns cost gold
 We left for the event
 It took place in a large tent

Jim was so nervous
 About the restaurant service
 But it was fine
 So we left with others to make
 The event on time

But the wind was blowing
 It felt like it should have been snowing
 My hair flew around
 Looked like spaghetti noodles spilled on the
 ground

Then the tent started to shake
 And the dust started to stir
 The lights all went out
 The rest was a blur

MTL: A Passion For Poetry

Cinquain

A cinquain has five lines.

For example:

Mom	Title (noun) -1 word
Funny, Strong	Description - 2 words
Loves to Sing	Action – 3 words
Proud of our country	Feeling (phrase) – 4 words
Soldier	Title(synonym for the title) – 1 word

Limerick

A limerick has five lines.

The last words of lines 1, 2 & 5 rhyme and the last words of 3 & 4 rhyme
It should have a funny type story.

For example:

There was a small girl who loved to eat
 All food was a yummy treat
 Her tummy was full
 When she got hit by a bull
 And now she will not eat red meat.

I Wish Poems:

Each line of the poem begins with “I wish” and then you say your ideas
The poem should be 8-10 lines long

For example:

I wish I we could be like you
I wish I could be so brave and true
I wish that you would not be away
I wish you could be here today
I wish there was peace dear mom
I wish for you are not harmed
I wish for you to come home soon
I wish for peace under every moon

To get ideas on poetry try these websites:

http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm

<http://www.gigglepoetry.com/>

<http://teacher.scholastic.com/writewit/poetry/index.htm>

<http://www.poetry4kids.com/index.php>

<http://www.gigglepotz.com/kidsmorepoetry.htm>

MTL: A Passion For Poetry

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OMK

Mobile Technology Lab

KID PIX Deluxe



OMK Mobile Technology Lab Experience

I Spy--

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview

Create an 'I Spy' game with favorite objects found on Kid Pix Deluxe for deployed loved ones to play.



Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Kid Pix Deluxe

Get Ready

Roles for Volunteers

- Take digital pictures of youth at OMK workshop or retreat.
- Help load digital pictures.
- Assist with organizing the youth's images and choices.
- Help choose and write the "I Spy" list of objects.
- Help with printing of page.

Roles for Uniformed Military Personnel

- Assist with choosing positive images.
- Discuss the 'erase' function, if disturbing to youth.
- Lead the printing of the "I Spy" page(s).
- Talk about the objects that were important to them when they were deployed.

Volunteer Training Needed

- Lab Set up and use.
- Use of digital Camera
- Use of Kid Pix software
- Printing of pages

Do Ahead

- ★ Read through activity and gather the necessary materials.
- ★ Test the Mobile Technology Lab's wireless and printing functionality.

MTL: I Spy--

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Equipment

- Laptop and wireless network with printer.
- Color Printer.

Supplies

- An assortment of ‘I Spy’ books for examples.
- Markers/Pens.
- Glue sticks.
- Self-adhesive or gummed-back stars – silver or gold, other assorted stickers.

Background

Operation Military Kids and the Mobile Technology Lab help kids connect with each other and their deployed loved ones. Using common and familiar objects in a collage, which have a meaning for the youth, helps the person who is playing the “I Spy” know what is important and meaningful to the lives of those back home. It is a simple activity that can facilitate discussion with both the youth and the deployed loved one.

Each “I Spy” will include a digital picture of the youth. While the youth is working, print out a thumbnail of each youth to attach with glue stick and ‘hide’ on their “I Spy” page. Specific ‘Kid Pix Deluxe’ introduction and step by step directions can be found in the MTL manual available in the lab transport containers.

TIPS:

- ★ ***Warning*** Kid Pix has two ways to erase your work. Try to encourage the ‘eraser’ and not the ‘stick of dynamite’. It might be very disturbing to the youth with all the bombs being reported in the news. It may make some youth very upset.
- ★ Younger kids may not be able to do the ‘text’ function very well. Use the volunteer to work with the youth to write out the list of objects and glue it to the bottom of the picture.
- ★ Save your project to your folder.
- ★ When finished, copy your Kid Pix project onto your storage device to take home and play with friends and family.

WHAT TO	<i>I Spy--</i>
<ol style="list-style-type: none"> 1. Take a digital Picture of each group as they arrive. 2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.) 3. Brief orientation by MTL coordinator on rules and regulations. <p style="text-align: right; color: #0070C0;">Steps 1-3 = 10 minutes</p>	

MTL: I Spy--

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Discuss the following with the group:

- *“Finding familiar objects in a hodgepodge of images is a fun game for all ages.*
- *How many of you have seen ‘I Spy’ Books? (pass books around)*
- *Today, you will be making your own ‘I Spy’ page.*
- *Use Kid Pix draw and stamp functions to choose things that will have some meaning for your deployed loved one.*
- *For example, if you have a dog, you may want to hide a dog and search for*
- *“4 Buddies” or maybe you are into fishing and you want to hide different color fish by saying “5 bluegills from Lake Mendota.” Pull in common objects and connect them to home.*
- *Don’t forget, we’ll be gluing a picture of you on there too!*
- *Of course, you’ll want to put funny things in as well. The more images and crowded your picture is, the more fun they will have finding the objects you want them to find.*
- *You may also want to set a background, like the beach, or underwater.*
- *Most important is to have some fun!*
- *When you are done, raise your hand and we will print your activity. When you get your print-out you will glue a small picture of yourself on the page.*
- *You may also add stickers and stars to the ‘I Spy’ image or write a message and/or draw a picture on the back.*
- *Remember to raise your hand to print. If there is time, you could laminate it so that your deployed loved one can have others in their unit play the game too!*

4. Do “I Spy—“ Activity

5. Write out “I Spy—instructions. # of items/objects + name.(ex: 4 black dogs)

6. Save your project and raises hand for coordinator to print

Step 4-6 = 50 minutes

7. Have Youth share their ‘I Spy Game’ with all youth.

8. Facilitate ‘TALK IT OVER’ section.

Steps 7 & 8 = 20 minutes

Talk It Over

★ **Reflect:**

What objects did you choose?

Why did you choose them?

What was the most surprising thing you chose? Why?

How does sharing this activity with others make you feel?

MTL: I Spy--

- ★ **Process:** Did you like using Kids Pix Deluxe?
What part of the process was the most fun for you? Most frustrating? How did you get through the frustration?
What suggestions would you have for someone else who wanted to do this project?
What did you learn through sharing with others?
- ★ **Generalize:** How can you use the I Spy Game at home?
Why do you think it is important to show important objects in your life?
What did you learn about frustration/success that can help in other areas of your life?
How can you share the things you care about with other youth who are in the same situation?
- ★ **Apply:** What objects from home are important to you? Why?
What did you learn from the I Spy game that will help you tell your friends and family about how you are doing?
What other ways can you think of to share your life with your deployed loved one?

Enhancement

- ★ What other games could you make to share with your deployed loved one?
- ★ Keep a journal or digital pictures of important events and things so that you can share your life post-deployment.

Parent Take-Home Piece

'I Spy—' is an activity where your child makes a game filled with familiar objects and challenges the deployed loved one who receives their game to 'find' the specific object(s) in the image. Your youth has been asked to put together objects that have some meaning to them and communicate this meaning by having the person playing the game find the important object(s). It is a way to use images as a touchstone for memories and feelings, and prompt both the creator and the user to think about important objects and people in their lives. It is also a concrete way for the youth to share and have fun with their deployed loved one.

This activity also helps them communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings.

Credits/Sources: <http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

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MTL: I Spy--

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OMK

Mobile Technology Lab

MS Word & Publisher



OMK Mobile Technology Lab Experience

A Banner Day!

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Make a banner for your deployed loved one.*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Microsoft Publisher



Get Ready

Roles for Volunteers

- Input images from camera or scanner.
- Help with saving and printing of banner.
- Help with lamination of banner.

Roles for Uniformed Military Personnel

- Work with youth on choosing words and images for banner.
- Share a story of how words and images lift their spirits while deployed.

Volunteer Training Needed

- Lab set up and use.
- Graphic input and printing of banners.
- Use of digital camera.

Do Ahead

- ★ Read through the activity and gather the necessary materials.
- ★ Test the Mobile Technology Labs wireless and printing functionality.
- ★ Do a test banner to make sure everything is working.
- ★ *Note:* It is critical for the Mobile Technology Lab to be tested and operating when the youth arrive.

Equipment

- Laptop and wireless network with printer.
- Color Printer.
- Digital Camera.
- Laminator.

MTL: A Banner Day

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Supplies

- 3M™ Banner Paper.
- Sample banners to show.
- Markers/Pens.
- Clear Tape.

Background

Banners are a good way for the deployed loved one to display images and words of encouragement over their bunk for others to see and show. It a daily reminder for their deployed loved that there are people who are thinking of them. Making the Banner using Microsoft Publisher allows youth to get a little crazy with the graphics and make a bold statement with their words. Encourage the youth to leave some white space on their Banner for personal greetings, photos and stickers that can be put through the laminator.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Making a banner is a fun and easy way to convey a message for the deployed loved one to share and enjoy daily, as they return from their base of operation.

TIPS:

- ★ Have youth decide on the banner message first.
- ★ Choose background and input message first. Then have youth choose close ups pictures of important people and things.
- ★ Size the images so that it is clear.
- ★ Save your project to the program and the network before you print.
- ★ After printing, tape the pages together to make the banner.
- ★ Have the youth write greeting and notes in marker on the Banner before you laminate.
- ★ When finished, copy the project onto the storage device to take home. They may want to print the banner for home too!

WHAT TO

A Banner Day!

1. Take a digital picture of each group as they arrive.
2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.

Discuss the following with the group:

- ***“Banners are a good way for the deployed loved one to display images and words of encouragement over their bunk for others to see and show.***
- ***Think of a short message you would want for your banner before you open Microsoft Publisher on your computer.” (Have them write down some possible messages)***

MTL: A Banner Day

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1. Now we are ready to begin.
2. Open Microsoft Publisher
3. To start, choose "Blank Publication"
4. Then choose 'Banner'
5. Then you can apply different designs, color schemes, and a font and type for your message.
6. Play around and make sure you put the picture we took of you on the Banner. You can add other images if you want, but leave some space to write and draw some personal greetings after you print. Use the digital picture we took of you today and images from home.
7. Printing can be tricky. Make sure you save your file and that you raise your hand when you are ready to print.
8. After you print your page onto paper, have a volunteer help you assemble the Banner add greetings and stickers. Then you are ready to laminate."
9. Work with the youth to produce their banner.
10. Youth raises hand to laminate. Banner sent to soldier.
11. **Have Youth share their 'Banners' with group.**

Facilitate 'TALK IT OVER' section.

Talk It Over

- ★ **Reflect:**
 - What objects did you choose for your banner?
 - Why did you choose to write what you wrote?
 - How did it make you feel?
 - What was the most surprising thing you chose? Why?
 - How does sharing this activity with others make you feel?
- ★ **Process:**
 - Did you like using the MTL and the laminator?
 - What part of the process was the most fun for you?
 - What suggestions would you have for someone else who wanted to do this project?
 - What did you learn through sharing with others?
- ★ **Generalize:**
 - Why do you think it is important to send positive messages of home to the deployed loved one?
 - How can you connect and share your feelings with other kids in the same situation?
 - Would you make a Banner for home? What words and images would you use?
- ★ **Apply:**
 - What did you learn about your life from making the banner?
 - What other ways can you let your friends and community know that you have a deployed loved one?
 - What other ways can you think of to share your support to your deployed loved one?

MTL: A Banner Day

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Make banners for your home, school or other community site to lift spirits of other military kids.

Parent Take-Home Piece

Today your youth made a banner using words and images from home to send to the deployed loved one. These banners can be taped or strung at the deployed loved ones location. This banner is a spirits booster to not just the soldier, but to the youth who make them. Through words and image choices, your child can that communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through the sharing the news that is important to them.

Credits/Sources:

<http://mentalhealth.samhsa.gov/>
<http://www.guardfamily.org/Youth/>

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OMK Mobile Technology Lab Experience Stuck On You!

Grade Level: K-5th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview *Make stickers of family and friends for your loved one to display during deployment.*

Time Needed for Volunteer Training: 2 hours

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Mobile Technology Lab

Software Needed: Microsoft Word

Get Ready

Roles for Volunteers

- Input images from camera or scanner for stickers.
- Help with saving and printing stickers.

Roles for Uniformed Military Personnel

- Share a story of how words and images lift their spirits while deployed.
- Work with Youth on choosing images.

Volunteer Training Needed

- Lab set up and use.
- Printing of stickers.
- Use of digital camera.
- Use of scanner.

Do Ahead

- ★ Read through the activity and gather the necessary materials.
- ★ Test the Mobile Technology Labs wireless and printing functionality.
- ★ Do some test "Sticker Sheets."

Note: It is critical for the Mobile Technology Lab to be tested and operating when the youth arrive.

Equipment

- Laptop and wireless network with printer.
- Color Printer.
- Digital Camera.
- Scanner.



MTL: Stuck On You!

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Supplies

- “Semi Gloss Post-It Picture Paper with Print, peel and stick” made by 3M™.
- Markers/Pens.
- Sample stickers to show.

Background

Stickers can go anywhere! Sending stickers to the deployed parent allows them to stick it wherever and whenever they want to have an image of something from home. It is a fun activity because youth can make multiple images of 1 picture or send an assortment. Make sure the youth saves their file and that the printer is ready to go.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Making stickers is a fun and easy way to have images that “stick” around!

TIPS:

- ★ Have the youth choose close ups pictures of important people and things.
- ★ Size the images so that they are clear, and fill up the page.
- ★ Make sure the image is clear, because when you print the stickers, they will not be as clear as the picture.
- ★ Save your project to the program and the network before you print.
- ★ When finished, copy the project onto the storage device to take home. They may want to print some stickers at home!

WHAT TO

Stuck On You!

1. Take a digital picture of each youth as they arrive.
2. Each youth chooses a computer and fills out the registration log (A volunteer can help them with this if they are having trouble.)
3. Brief orientation by MTL coordinator on rules and regulations.
4. **Discuss the following with the group:**
 - ***“Stickers can go anywhere! Sending stickers to the deployed loved one allows them to stick it wherever and whenever they want.***
 - ***Use the digital picture we took of you today and images from home.***
 - ***It is a fun activity because you can make multiple images of 1 picture or send an assortment. Look for images that are of good quality and are a more close-up.”***
5. “Now we are ready to begin.
6. *The first step is to **open MS Word to a blank document.**
7. *Then go to **‘Insert’ Picture, from File.**
8. *Find picture from your file, **copy and paste onto page.**
9. *Then **click on the corners** and size it the way you want.

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- ***“Now, fill up the page with fun images! Make sure you save your file and that you raise your hand when you are ready to print. Then cut up the pictures to send or trade or just use yourself!”***

10. Work with the youth to produce their Stickers.
11. The amount of stickers they will be able to produce will depend on sticker paper stock and time.
12. Youth raises hand when ready to print.
13. **Have youth share their ‘Stickers’ with group.**

Facilitate ‘TALK IT OVER’ section.

Talk It Over

- ★ **Reflect:**
 - What objects did you choose for your stickers?
 - Why did you choose those images?
 - How did it make you feel?
 - What was the most surprising thing you chose? Why?
 - How does sharing this activity with others make you feel?
- ★ **Process:**
 - Did you like using the MTL and the peel and stick paper?
 - What part of the process was the most fun for you?
 - What suggestions would you have for someone else who wanted to do this project?
 - What did you learn through sharing with others?
- ★ **Generalize:**
 - Why do you think it is important to send positive images of home to your deployed loved one?
 - How can you connect and share your stickers with other kids in the same situation?
 - What stickers would you make for home? Mom? Dad? Brother? Sister?
 - What images would you choose and where would you put them?
- ★ **Apply:**
 - What did you learn about your life from making the stickers?
 - What other ways can you let your friends and community know that you have a deployed loved one?
 - What other ways can you think of to share your support for your deployed loved one?

Enhancement

- ★ What other ways can you connect with your deployed loved one using technology?
- ★ Make stickers for your home, school or other community sites to lift spirits of other military kids.

MTL: Stuck On You!

Parent Take-Home Piece

Today your youth made stickers of images from home and of themselves to send to their deployed loved one. These stickers can be stuck on things so that the soldier will have multiple images of important things from home. These stickers are a spirits booster to not just the soldier, but to the youth who make them. Through image and sticker choices, your child can communicate what they are thinking, how they are feeling and what they are doing. You may want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings through the sharing the news that is important to them.

Credits/Sources:

<http://mentalhealth.samhsa.gov/>

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OMK

Mobile Technology Lab

Internet



OMK Mobile Technology Lab Experience

Choosing the Right Pet/Safety Around Animals

Grade Level: 5th-7th

Number of Participants: 10-20

Project/Life Skills

- ★ Being responsible
- ★ Accepting differences
- ★ Listening
- ★ Communication

Activity Overview: *Research types of pets and learn about safety around animals.*

Time Needed for Volunteer Training: 15-20 min.

Lesson Time: 2 hours

Prep Time Needed: 15-20 minutes

Space Needed: Mobile Technology Lab with Internet connection



Get Ready

Roles for Volunteers

- Help youth identify what pet is right for them.
- Assist with the use of technology lab.

Roles for Uniformed Military Personnel

- Identify potential safety problems with animals.
- Share a story about their pets at home and pets they have encountered in the military.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Read through the activity ahead of time.
- Orientation to the mobile technology lab and use of the internet.

Do Ahead

Equipment

- Mobile Tech Lab or computers with internet access and Expedia.
- Books from the library on different types of pets in a bin for access.
- One horse riding helmet for demonstration.

Supplies

- Mock brain made of gelatin for demonstration.
- Eggs/melon for demonstration.
- Trail mix ingredients: raisins, peanuts, pretzels, etc.

Snack

- Trail mix, healthy drink, paper plate and cup.

MTL: Choosing the Right Pet / Safety Around Animals

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Background

Youth are usually fascinated by live animals. They are also excited about the idea of owning a pet, but do not always realize the responsibility involved. This activity can help youth realize the time and equipment necessary to care for an animal. Youth will learn the responsibility required to care for the animal.

Pets Teach Kids to Be Responsible

Children can learn the importance of responsibility at an early age by acting as a caretaker for a pet. Fish are a terrific first pet because children can play a large role in caring for them. However, other pets that require more attention, like a cat or dog, can present an ideal opportunity for parent and child to bond while caring for the pet together. Showing children what it means to be responsible for another creature's survival can result in teaching important life lessons such as discipline, patience, kindness and attentiveness.

Pets Can Help Kids Develop Discipline

Walking the dog, feeding the guinea pig and talking to the parrot can serve as fun study breaks for kids, and a replacement for television programs and video games. These pet-related activities help children remain focused on the task at hand, and are less likely to become distractions that will prevent homework and chores from being completed.

Pets Prepare Kids for Life Situations

Bringing a pet home and into the family can be an effective way to help prepare children for real life scenarios. For example, pets can ease the transition of suddenly having to share mom and dad's attention with a new brother or sister by demonstrating how much fun new playmates can be, as well as what is involved in caring for another. Pets can also help kids learn to deal with medical issues and illnesses as they are exposed to routine veterinarian check-ups with their pet, and the treatments for various ailments.

Introduction Activity/Icebreaker:

Going to the Pet Store

Have youth form a circle. One person starts and says their name and a pet name starting with the first letter of their name, (*"My name is Karyn, and I am going the pet store and I am looking for a Kangaroo."*) The person sitting to the right is next and they start by introducing themselves and their pet, then repeat the first person's name and pet, and so on. This goes around the whole circle until it ends with the person who started it.

MTL: Choosing the Right Pet / Safety Around Animals

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

WHAT TO DO***Choosing the Right Pet***

It takes a lot of responsibility in owning and caring for your own pet. By researching a variety of animals you might like to have for a pet, you will start to see the variety of animals that can be pets. It's good to see their differences and how they match up with you as the potential owner. It is also important to learn about safety when you are deciding on what kind of animal you would like for a pet.

Research Your Favorite Pet

1. Have youth choose a pet to learn more about.
Encourage them to select one they would be interested in owning.
(Use the Mobile Tech Lab as a research center using the internet or Expedia and/or the bin of books.)
2. Have the youth write information about their pet on a piece of paper. As they are researching, have them find and print a picture of their animal or draw a picture.
3. Each youth can share about the pet and the information they found as they researched it.

WHAT TO DO***Safety Around Animals***

All animals can be dangerous if not handled with respect and caution. Due to their small size, lack of experience, and curiosity, youth may be at greater risk than adults. Here are some suggestions for teaching youth how to stay safe around animals.

- Animal habits can cause injury to people if they try to interfere with the animal's routine. Youth can learn this concept by playing this game: throw a ball in a specific order repeatedly to establish a pattern. Without giving any warning, change the directions of the pattern or ball. The established routine is broken and the youth have to change a pattern midstream. Help players relate this information by explaining the "established routine" of a dairy cow that is on her way to the milking shed. Children in the path of large animals are not only at risk of being run over, but also may spook the animal.
- Youth can be taught to recognize the physical characteristics of warning signals given by animals. Have the youth dress up like animals and act out warning signals such as: ears laid back, pawing feet, raised back, snorting and growling sounds. Maternal instincts could be imitated by dressing up as a sow and baby piglets.

MTL: Choosing the Right Pet / Safety Around Animals

- Protecting the brain and head with a helmet in the case of a fall from a horse is important. Stress this with a demonstration of dropping a mock brain made of molded gelatin. Try the same demonstration with an egg or melon securely taped to the inside of the helmet. Discuss the importance of wearing a helmet.

Talk It Over

- ★ **Reflect:** What animal did you choose for a pet? Why?
 How would having a pet make you feel?
 What does it mean to be responsible for a pet?
 How is the pet you chose different than others in your group?
 What kinds of warning signs should you look for with an animal's behavior?
 Do you have warning signs when you are stressed? What are these signals?
- ★ **Process:** What did you learn from this project that you didn't know before?
 What did you learn through sharing with others?
 How did working together help you choose your pet?
- ★ **Generalize:** Why is it important to have plenty of information before making decisions?
 What advice would you give others about choosing the right pet and animal safety?
 How can you show you can be responsible for all the living beings in your home?
 How can you treat your family with respect?
 What strengths do you bring to helping other succeed?
- ★ **Apply:** What did you learn about yourself doing these activities?
 What other situations like this have you experienced before?
 What can you do to show your family that you are taking responsibility at home?

Enhancement

- ★ Visit a pet store or an animal shelter and play with some animals that you are interested in having as a pet.
- ★ Try pet sitting for a neighbor.

Closing

After researching a variety of animals, you now know which one is right for you. Hopefully you have also learned how much responsibility owning your own pet can be. Depending upon your pet you have chosen, there might be a lot of other extra care that is necessary. If you decide to get a pet when your loved one is serving in the military, take a picture of you and your pet and send it to them. They would enjoy seeing you and your new pet and how you are learning to be responsible.

MTL: Choosing the Right Pet / Safety Around Animals

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Snack Create a trail mix. Get raisins, peanuts, pretzels and other ingredients to create an animal looking snack.

Parent Take-Home Piece

Talk to your youth about how to be safe around animals. Discuss what animals would be safe to be around and how to act around certain animals, such as dogs. Discuss what they learned about the pets they researched. Talk about the different kinds of pets and how they match up with different kinds of people and families. Talk about the kind of pet they chose and how it fits into your family and your family's lifestyle. Talk to your child about how to communicate their request and decision to their loved one who is serving in the military: Do they think it is a good idea? Are they allergic to that animal or do they like/dislike that kind of pet, etc.

Credits/Sources

Exploring the Treasures of 4-H Helper's Guide *used with permission of the National 4-H Cooperative Curriculum System, Inc. © BU-08172*

Lesson plan developed by: Brian McNeill, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

MTL: Choosing the Right Pet / Safety Around Animals

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OMK

Mobile Technology Lab

Day Camp Experience



OMK Mobile Technology Lab Experience

Day Camp

Creating Family Memories

Grade Level: 5th-7th

Number of Participants: max. 30

Project/Life Skills

- ★ Nurturing relationships
- ★ Communication
- ★ Concern for others
- ★ Sharing

Activity Overview

Do a photography scavenger hunt, make a ZoomAlbum and a 'While You Were Away' book to take home and share.



Time Needed for Volunteer Training: 30 minutes

Lesson Time: 7 hours

Prep Time Needed: MTL set up

Space Needed: Outdoors for games and recreation; playground area for free play is best. Indoor space for Mobile Technology Lab. (MTL) Workspace with tables/chairs.

Software Needed: ZoomAlbum, Microsoft Word, camera & drawing programs.

Get Ready

Roles for Volunteers

- Camp leader/ Lead technology person.
- Person to run cameras to one-hour photo or download pictures after Scavenger Hunt.
- Helpers in MTL; recreation helpers.

Roles for Uniformed Military Personnel

- Share how important communication and keeping in touch are to a soldier.
- Share a personal story about connecting with words and images.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Orientation to the Mobile Technology Lab.

Do Ahead

- Reserve Mobile Tech Lab and order ZoomAlbum materials.
- Set up and become familiar with Mobile Tech Lab.
- Make copies of Photograph Scavenger Hunt .(1 for each 4-5 person group)
- Punch holes in the card stock for binder.
- Make *Who Am I?* Name tags for each player.

MTL: Creating Family Memories

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Communicate that each youth should bring:

- 12 photos of themselves or of an event on a CD for the ZoomAlbum activity. (Be prepared that some youth might not have photos; use digital camera to take candid shots of them for this activity.) Be sure their name is on the photo CD.
- The address of a soldier to send card and ZoomAlbum.
- A bag lunch, unless lunch is provided at the day camp.

Order Mobile Technology Lab (MTL). Become familiar with Helper's Guide and online project ideas. Review MTL instructions and setup.

Equipment

- Mobile Technology Lab.
- Electrical source.
- If youth bring bag lunch, coolers/ice will be needed.

Supplies

- ZoomAlbum paper and books.
- Disposable cameras. (If no one-hour service is available, you will need several digital cameras and be able to download and print photos.)
- **For each youth** – one ½" three ring binder, 12 sheets of 8 ½ x11" white/colored cardstock, writing paper, pens, markers, holiday/event stickers, and small padded envelope to send book/card to soldier.
- Name tags – enough for leaders and two for each youth.
- Morning and afternoon snacks.
- Provide lunch if desired.

Background

Children of deployed parents often feel disconnected from the parent that has been deployed. This day camp allows the youth to reflect on their family traditions and memories, and learn how to record them and share them. Youth will be able to create a ZoomAlbum and card to send to loved one and also a family traditions book to keep at home. The youth will be maintaining communication and nurturing their relationships.

WHAT TO DO

Creating Family Memories

WELCOME/REGISTRATION: Name tags/Gather photo CD's and soldier's address (Be sure CD's have name on them)

Icebreaker: "Who Am I?"

9:00

As they register, give each youth a prepared "Who Am I?" name tag with the name of a well-known: actor/actress, world leader, school teacher or principal, author, cartoon character, etc. Stick it on their back and have them join the group. Each youth asks the others questions about their person which can only be answered with YES or NO. Let them mingle as everyone arrives, asking questions and trying to guess their identity.

MTL: Creating Family Memories

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PROGRAM TIME: INTRODUCTIONS/START ZOOMALBUM ACTIVITY**9:30**

Introduce the youth to the schedule and projects of the day.

Review day camp rules and location of bathrooms and drinking fountains.

Introduce MTL set-up and rules regarding computers.

Introduce the ZoomAlbum activity. Follow the directions in the kit. Set up partners on each computer; as one is printing pictures, have other can start. When both youth are done, they can decorate ZoomAlbum covers and take a **snack/bathroom break**.

GROUP RECREATION: Photography Scavenger Hunt**11:15**

Break youth into groups of 4-5. Give each group the same list of items to photograph. They will have until 12:00 to photograph as many of the items as they can. Encourage creativity. The teams will bring back the cameras for developing. Photos will be put on display at the end of the day.

LUNCH AND FREE TIME ON PLAYGROUND**12:00****PROGRAM TIME: ZoomAlbum and *While You Were Away* Book****12:45**

Put together ZoomAlbum. Let youth share with each other if they want.

Start working on *While You Were Away* books. The youth will be able to journal and store keepsakes in this binder throughout the time the parent is away.

Give each youth a ½" three-ring binder and 12 sheets of 8 ½ x 11" white or colored cardstock. Provide markers, pens, stickers of various holidays/events, and writing paper. Have youth design a page for 12 special days in the year. They can reflect on past events or design a page in anticipation of a future event. Encourage them to include family traditions and to leave room for pictures. Throughout the time the parent is away, the youth can add pages to the journal and put in special papers or memorabilia. They can then give the journal to the parent when they return.

CRAFT/ART ACTIVITY: Create card to send soldier**2:00****AFTERNOON SNACK/BATHROOM BREAK****2:30****CLOSING****2:45**

In a large group, have uniformed personnel share story. Get back into small groups that were used for Scavenger Hunt. Go through pictures and share with other groups. Put together cards and ZoomAlbum and put in envelopes to send off to soldiers.

TALK IT OVER: Small Group Discussion**3:15**★ **Reflect:**

- Tell me your favorite part of these projects.
- What did you learn about yourself?
- What did you feel?
- How will the projects you worked on today nurture your relationship with your deployed loved one?

MTL: Creating Family Memories

★ **Process:**

- What was the most challenging part of doing these projects?
- Why does it matter (to you or anyone else) that you did this project?
- What did this teach you about relationships? Communication? Having concern for others? Sharing your feelings?

★ **Generalize:**

- How is having good communication important to you? Relationships? Having concern for others? Sharing your feelings?
- What are some other ways you can nurture your relationships with your family at home and with your deployed loved one?

★ **Apply:**

- Why is this project important to your life?
- What do these projects mean to your everyday life?
- What will you continue to do after today?
- How can you show your concern and love for all the important people in your life?

Enhancements: Visit this website:

<http://www.hooah4health.com/deployment/familymatters/emotionalcycle.htm>

Parent Take-Home Piece

The scrapbooks are meant as a tool for the children to reflect on past events or design a page in anticipation of a future event. Encourage them to include family traditions and to leave room for pictures. Throughout the time the soldier is away, the youth can add pages to the journal and put in special papers or memorabilia. They can then give the journal to the soldier when they return. Keep the *While You Were Away* book in a visible place so that pictures, artifacts, and journaling can be added easily. Make it a family project to complete pages after major events. The ZoomAlbum will be sent to the soldier.

Credits:

- National Mobile Technology Laboratory Quick Access Instruction Manual and Activity Guide

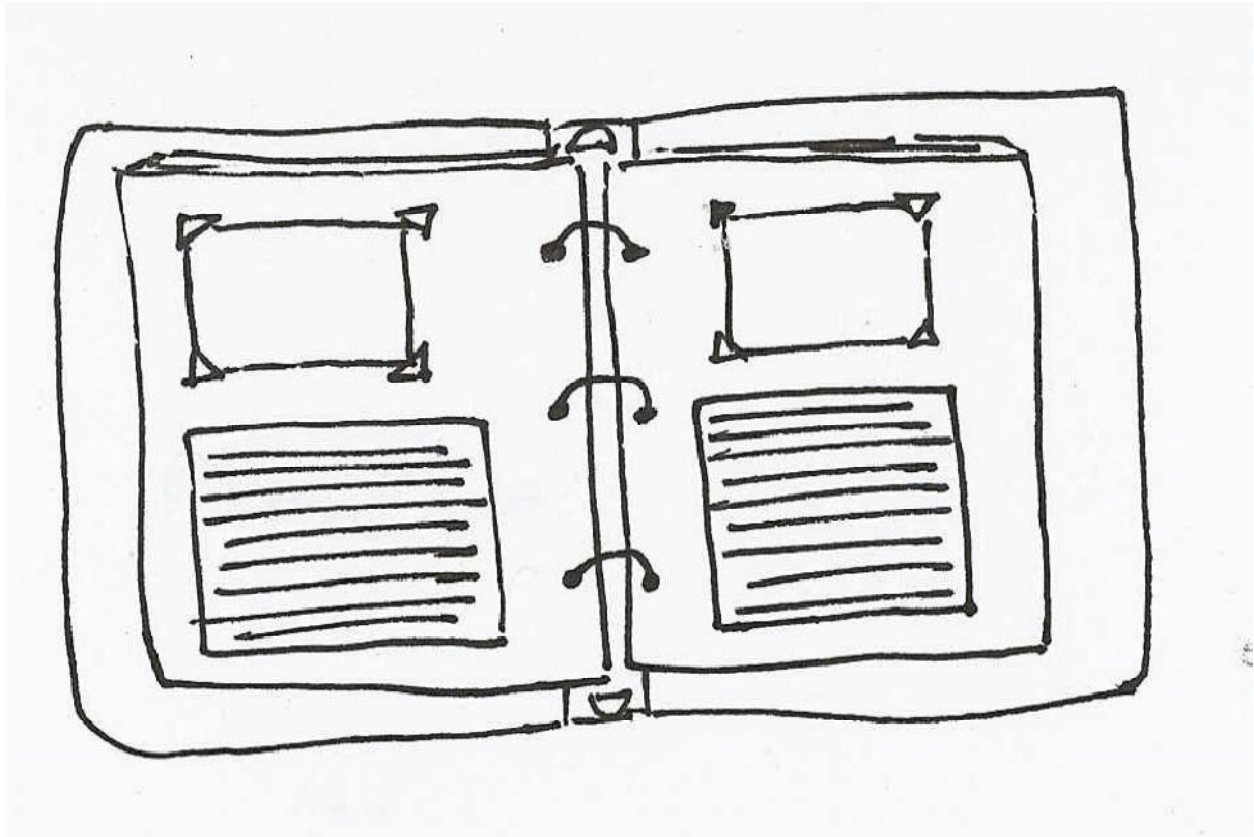
Web Link

<http://www.ZoomAlbumalbum.net/index.php>

Lesson plan developed by: Nicole Pokorney, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

MTL: Creating Family Memories

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While You Were Away-----



MTL: Creating Family Memories

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OMK Mobile Technology Lab Experience

Day Camp

Extra! Extra! Read All About It!

Grade Level: 5th-12th
Number of Participants: max. 15

Project/Life Skills

- ★ Managing feelings
- ★ Communication
- ★ Sharing

Activity Overview *Publish a newsletter with all the news of family and friends to send to your deployed loved one.*



Time Needed for Volunteer Training: 2 hours

Lesson Time: 7 hours

Prep Time Needed: MTL set up

Space Needed: Outdoors for games and recreation; playground area for free play is best. Indoor space for Mobile Technology Lab (MTL), workspace with tables/chairs

Software Needed: Microsoft Publisher

Get Ready

Roles for Volunteers

- Camp leader/Lead technology person.
- Helpers in MTL; recreation helpers.
- Input images from camera or scanner.
- Help with story writing and layout of newsletter.
- Help with saving and printing of newsletter .

Roles for Uniformed Military Personnel

- Share how important communication and keeping in touch are to a soldier.
- Share a personal story about connecting with words and images.
- Work with youth to choose words and images.

Volunteer Training Needed

- Ability to work with 5th – 7th graders
- Orientation to the Mobile Technology Lab
- Lab set-up and use
- Newsletter set-up, newsletter graphics, input of stories and printing of newsletter
- Use of digital camera

MTL: Extra! Extra! Read All About It!

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Do Ahead

- Reserve Mobile Tech Lab.
- Read instructions and set up Mobile Technology Lab.
- Test the Mobile Technology Lab's wireless and printing functionality.
- Do a test newsletter to make sure everything is working.
Note: It is critical for the Mobile Technology Lab to be tested and operating when the youth arrive.
- Make copies of the *Parent Take Home Piece*.

Communicate that each youth should bring:

- Photos of themselves or of an event on a CD or a data stick. (Be prepared that some youth might not have photos; use digital camera to take candid shots of them for this activity.) Be sure their name is on the photo CD.
- Story ideas.
- The address of a soldier.
- A bag lunch, unless lunch is provided at the day camp.

Equipment

- Mobile Technology Lab.
- Electrical source.
- Color Printer.
- Digital Cameras (Ideally 1 camera/5 kids).
- Scanner.
- If youth bring bag lunch, coolers/ice will be needed.

Supplies

- Sample newsletters to show.
- Name tags.
- Markers/Pens.
- Mailing envelopes big enough for newsletters and cards. Proper postage.
- Morning and afternoon snacks.
- Provide lunch if desired.

Background

Newsletters are a good, concise and objective way for the deployed loved one to see what is going on and what is important in the life of their youth. When a youth chooses a story and writes it objectively, it becomes interesting and informative. The format combines words and images to convey a sense of how a youth is feeling and coping. When a deployed loved one gets a newsletter, they can read it and share it with other deployed loved ones. In addition, the youth can have copies of the newsletter to distribute at home to let the important people in their web of support know what's up and significant in their lives.

Making a newsletter using Microsoft Publisher allows youth to have standard formats to choose for the newsletter so that they can concentrate on the stories and the images. Make sure they magnify the image to at least 100%. You may also get a group of youth

MTL: Extra! Extra! Read All About It!

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from the same community. This might be an opportunity for them to work as a group on a community newsletter for all the families represented and provide an opportunity to expand the web of support.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and their deployed loved ones. Making a newsletter is a fun and easy way to share the happenings at home with the deployed loved one in a fun and informative way.

TIPS:

- ★ Have youth decide on the newsletter stories first. Look at categories such as: Local News, Sports, School, Event Calendar, Birthdays, Scene, Movie reviews—what ever is important to the youth. Headlines should be ‘snappy’.
- ★ Choose a template that matches the youth’s amount and type of stories. Then have youth choose pictures of important people and things. They can be 1-4 pages long
- ★ Have the youth change the image to 100%. They then can just start replacing information already there with their own information.
- ★ Size the images so that they are clear.
- ★ Save your project to the program and the network before you print.
- ★ When finished, copy the project onto the storage device to take home. They may want to print the newsletter for home too!

WHAT TO DO

Extra! Extra! Read All About It!

WELCOME/REGISTRATION: Name tags/Gather photo CD’s and soldier’s address (Be sure CD’s have name on them)

Icebreaker: “Who Am I?”

9:00

As they register, give each youth a prepared “Who Am I?” name tag with the name of a well-known: actor/actress, world leader, school teacher or principal, author, cartoon character, etc. Stick it on their back and have them join the group. Each youth asks the others questions about their person which can only be answered with YES or NO. Let them mingle as everyone arrives, asking questions and trying to guess their identity.

Take a digital picture of each youth.

PROGRAM TIME: INTRODUCTION/WORK ON NEWSLETTER

9:00

- ★ Introduce the youth to the schedule and projects of the day.
- ★ Review day camp rules and location of bathrooms and drinking fountains.
- ★ Introduce MTL set-up and rules regarding computers.
- ★ Introduce the Newsletter activity.

MTL: Extra! Extra! Read All About It!

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Discuss the following with the group:

- *“Newsletters are a good way for the deployed loved one to know what is happening at home, in school, with your sports team, in your community, about your family and other important things.*
- *You will write SHORT articles and put them into a newsletter template that can be found in MS Publisher. You can also add photos and clip art if you like.*
- *I want you to write down 10 headline ideas for articles. Think about things like: Local News, Sports, The Scene—Then write a headline. For example:
Hopkins Ultimate goes to Nationals! Merit Scholarships Awarded, SOLD: 1999 Chevy Truck. Don’t forget the editorials. Write an opinion piece on a topic. For example: Car use policy should be open for discussion or Internet use is good for Education—*

1. Have youth write down some possible story ideas. Some may need to form small groups to get ideas.
2. Next show newsletter samples.
3. Everyone should then go to their computers.
4. “Now we are ready to begin. Everyone, ‘Open’ Microsoft Publisher.
 - a. To start, choose “Publications for Print”
 - i. Then choose “Newsletters”
 - ii. Find a newsletter format that you like
 - b. All Newsletters are 4 pages and should be printed two sided.
 - i. Change your magnification to 100%.
5. Now chose the ‘Newsletter name’ and replace it with your own. You replace all the text and graphics by clicking on the area and replacing it with your own words and images.
6. It helps to put in headlines first, then go back and write the article. Take a look at what you wrote earlier. There are volunteers here to help too.

GROUP RECREATION: Photography Scavenger Hunt

11:15

Break youth into groups of 4-5. Give each group the same list of items to photograph. (For example: The military liaison, something fuzzy, a yellow flower, a deciduous tree, a liquid etc... look at your space and limitations) They will have until 12:00 to photograph as many of the items as they can. Encourage creativity. The teams will bring back the cameras for downloading. Photos will be put on display at the end of the day.

LUNCH AND FREE TIME ON PLAYGROUND

12:00

MTL: Extra! Extra! Read All About It!

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PROGRAM TIME: Finish Newsletter/Print 12:45

1. Work with the youth to produce their Newsletter.
2. Youth raises hand to print.
3. Have youth share 'Newsletter' with group.

CRAFT/ART ACTIVITY: Create card to send soldier if there is time. 2:00**AFTERNOON SNACK/BATHROOM BREAK** 2:30**CLOSING** 2:45

- In a large group, have uniformed personnel share stories about the importance of the connections between deployed personal and home.
- Get back into small groups that were used for Scavenger Hunt. Go through pictures and share with other groups.

TALK IT OVER: Small Group Discussion 3:15★ **Reflect:**

- Tell me what you liked best about making your newsletter.
- What articles and images did you choose for your newsletter?
- Why did you choose these articles and images?
- How did it make you feel writing the stories?
- What did you learn about yourself?
- How will the projects you worked on today nurture your relationship with your deployed loved one?

★ **Process:**

- What was the most challenging part of doing the newsletter? Why? How did you solve it?
- Why does it matter (to you or anyone else) that you did this project?
- What did this teach you about relationships? Communication? Having concern for others? Sharing your feelings?
- What did you learn through sharing with others?

★ **Generalize:**

- How is having good communication important to you? Relationships? Having concern for others? Sharing your feelings?
- What are some other ways you can nurture your relationships with your family at home and with your deployed loved one?
- Do you think that sharing your newsletter with other kids might help you connect with other military kids?

★ **Apply:**

- Why is this project important to your life? What did you learn about your life from making the Newsletter?
- What other ways other than a newsletter can you let your friends and community know that you have a deployed loved one?

MTL: Extra! Extra! Read All About It!

- How can you show your concern and love for all the important people in your life?
- What other ways can you connect with your deployed loved one using technology?
- Write and publish a monthly newsletter of important events to share with family and friends.

Put together newsletters and cards and put in envelopes to send off to soldiers.

Home.

4:00

Enhancements:

Visit this website:

<http://www.hooah4health.com/deployment/familymatters/emotionalcycle.htm>

Parent Take-Home Piece

Today your youth made a newsletter using words and images from home to send to the deployed loved one. Copies of this newsletter should be distributed to family, friends and anyone in the web of support for your youth. This newsletter is a spirits booster to not just the deployed loved one, but to the youth who make them. Through words and image choices, your child can communicate what they are thinking, how they are feeling and what they are doing. Encourage your youth to send out regular newsletters using the template they have developed at the OMK Mobile Technology Lab. This can become a tradition that can help the transition from being deployed to post-deployment easier.

You may also want to check out the websites below or check with your branch of the military to help support your youth communicate their feelings by sharing the news that is important to them.

Credit/Sources

<http://mentalhealth.samhsa.gov/>

<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: Extra! Extra! Read All About It!

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OMK Mobile Technology Lab Experience

Day Camp

The Home Front: My Life As I Know It

Grade Level: 6th-12th

Number of Participants: Max. 15

Project/Life Skills

- ★ Communications
- ★ Managing feelings
- ★ Sharing

Activity Overview

Create a video using digital images and audio from home to share with family and friends about what your life is like on 'The Home Front'.



Time Needed for Volunteer Training: 3 hours

Lesson Time: 7 Hours

Prep Time Needed: 1 hour

Space Needed: Mobile Technology Lab; Outdoors for games and rec; playground area for free play is best.

Software Needed: Pinnacle Studio

Get Ready

Roles for Volunteers

- Camp leader/Lead technology person.
- Helpers in MTL; recreation helpers.
- Take a digital picture of youth.
- Help load digital footage and pictures.
- Assist with organizing the youth's images and choices using worksheet as a guide.
- Help video editing and audio.
- Remind youth to save work at regular intervals.

Roles for Uniformed Military Personnel

- Assist with choosing positive images.
- Monitor copyright issues.
- Share stories of watching videos from home while deployed.

Volunteer Training Needed

- Lab set up and use.
- Use of still and video cameras.
- Use of Pinnacle Studio software.

MTL: The Home Front: My Life As I Know It

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Do Ahead

- Reserve Mobile Tech Lab.
- Read instructions and set up Mobile Technology Lab.
- Test the Mobile Technology Lab's wireless and printing functionality.
Note: It is critical for the Mobile Technology Lab to be tested and operating when the youth arrive.
- Make copies of the *Parent Take Home Piece*.
- Make contact with each youth that has signed up for the workshop to make sure that they have images/video to edit.
- Remind them to bring a lunch. Snacks will be provided.
- Read through the activity and gather the necessary hand-outs, including the basic editing directions.

Communicate that each youth should bring:

- Images/video to edit including video footage from a digital video recorder and digital camera images and the devices themselves with cables. There will be a secure place to store these items.
- Audio for their video that is not copyrighted.
- A bag lunch.

Equipment

- Laptop and wireless network with printer.
- Headset with microphone.
- Storage device for finished product.
- Digital cameras. (Ideally 1 camera/5 kids)
- A secure storage spot for equipment brought by the youth.

Supplies

- Copy of Pinnacle Studio instructions at each computer.
- Digital video images from home.
- Data storage device.
- Name tags.
- Markers/Pens.
- Snacks: Water, juice, fruit, crackers and other tasty teen treats.

Background

Sharing the latest images and issues from the home front helps keep a teen and their deployed loved one connected. Making a video is a creative way to share the sights and sounds of everyday life through the eyes of the teen. People are posting videos about things in their lives on 'You Tube' everyday. Teens know what is interesting and what is not. Teens will show up with a variety of video and may need to be directed to make something that will be relevant to their deployed loved one. You may need to guide the teen to tell a story or show about one aspect of their life on the home front.

The Mobile Technology Lab and Operation Military Kids help kids connect with each other and the deployed loved one. Volunteers need to connect with the youth and get them talking and thinking about what would be important for them to share with their

MTL: The Home Front: My Life As I Know It

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deployed loved one. Prioritizing and organizing a message encourages empathy and sharing. It also fosters resilience and helps a teen explore positive ways to cope with their fears and anxiety.

TIPS:

- ★ Make sure that all video and audio are not copyrighted.
- ★ Look at most of the footage before you begin.
- ★ Save video throughout the editing process.
- ★ Don't waste time with special effects; work on getting a finished product.

WHAT TO

The Home Front: My Life As I Know It

WELCOME/REGISTRATION: Name tags

Icebreaker: “Who Am I?”

As they register, give each youth a prepared “Who Am I?” name tag with the name of a well-known: actor/actress, world leader, school teacher or principal, author, cartoon character, etc. Stick it on their back and have them join the group. Each youth asks the others questions about their person which can only be answered with YES or NO. Let them mingle as everyone arrives, asking questions and trying to guess their identity.

Take a digital picture of each youth.

PROGRAM TIME: INTRODUCTION/WORK ON VIDEOS

9:00

- ★ Introduce the youth to the schedule and projects of the day.
- ★ Review day camp rules and location of bathrooms and drinking fountains.
- ★ Introduce MTL set-up and rules regarding computers.
- ★ Introduce the video activity.

Discuss the following with the group:

1. This is an opportunity for you to spend time and make a video using images you brought today for your deployed loved one. Your mission is to show what your life is on “The Home Front.” Think about YouTube and the short videos you see there. (You can show some examples, depending on time and visibility) <http://www.youtube.com/>
2. Each of us has a story to tell. All videos need an introduction and an ending. This is your opportunity to say what is on your mind. You can choose different formats and styles. Documentary, music video, reporting or even comedy. Any genre is fine—be creative! Try to keep your final product less than 10 minutes.
3. How many of you have worked with computer video editing software before?
4. There are some general steps that need to be followed before you start editing.
5. First you should **capture and review the footage** that you have.
6. Note the times and outline the possible footage.
7. Think about titles, transitions and story lines.

MTL: The Home Front: My Life As I Know It

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8. After you have completed this step, you can get to work on the editing process. Make sure you save your work to the computer as you work through your video. There is nothing worse than losing work because you have not saved it!
9. There are **basic instruction sheets at each computer** for you to refer to and volunteers that are here to help.
10. Remember, your deployed loved one will really appreciate your positive messages on how you are doing on **“The Home Front.”**
11. Questions?
12. Edit Video Footage.
13. Take snack and lunch breaks as appropriate.
14. Save Video Footage to computer and data stick.

GROUP RECREATION: Photography Scavenger Hunt **11:15**

Break youth into groups of 4-5. Give each group the same list of items to photograph. (For example: The military liaison, something fuzzy, a yellow flower, a deciduous tree, a liquid etc... look at your space and limitations) They will have until 12:00 to photograph as many of the items as they can. Encourage creativity. The teams will bring back the cameras for downloading. Photos will be put on display at the end of the day.

LUNCH AND FREE TIME ON PLAYGROUND **12:00**

PROGRAM TIME: Finish Videos **12:45**

AFTERNOON SNACK/BATHROOM BREAK **2:30**

CLOSING **2:45**

- In a large group, have uniformed personnel share stories about the importance of the connections between deployed personal and home.
- Get back into small groups that were used for Scavenger Hunt. Go through pictures and share with other groups.
- Share your finished video with your small group.

BATHROOM BREAK

TALK IT OVER: Large group discussion **3:45**

★ **Reflect:**

- How did it feel to make a video about what was going on at home?
- Why did you choose the video clips you did?
- What was the most surprising thing you chose? Why?
- How does sharing your video with others make you feel?
- How do you think your deployed loved one will like your video?
- How will your video project nurture your relationship with your deployed loved one?

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★ **Process:**

- Did you like using the editing software? The equipment?
- What part of the process was the most interesting for you?
- What suggestions would you have for someone else who wanted to do this project?
- Why does it matter (to you or anyone else) that you did this project?
- What did this teach you about relationships? Communication? Having concern for others? Sharing your feelings?
- What did you learn through sharing with others?

★ **Generalize:**

- Why do you think it is important to share what is happening at home through your eyes?
- Do you think that other teens in the same situation might want to see your video? Why?
- How did you show your deployed loved one that you are communicating, sharing and managing your feelings?
- What are some other ways you can nurture your relationships with your family at home and with your deployed loved one?
- Do you think that sharing your video with other kids might help you connect with other military kids?

★ **Apply:**

- What did you learn that you can share with adults and peers in your life?
- What other ways can you reach out to your deployed loved one?
- How else can you use digital video and your editing skills to show your dreams, hopes and aspirations?
- What other ways can you connect with your deployed loved one using technology?
- Keep a journal, digital pictures and videos of important events so that you can share your life with your deployed loved one when they return home.

Share Video with family members if there is time.

Home

4:00

MTL: The Home Front: My Life As I Know It

Parent Take-Home Piece

Today, your teen, edited video footage brought from home to tell how they were doing on “The Home Front.” It is a video from their perspective and tells their unique story. A discussion followed and each youth shared their video. This video can be sent to the deployed loved one. Encourage your teen to continue documenting in writing and with images the important events, people and things in their lives. This will help them communicate what they are thinking, how they are feeling and what they are doing. You may also want to look at ‘YouTube’ <http://www.youtube.com> and see some of the things other teens are making. In addition, check out the websites below or check with your branch of the military to help support your youth communicate their feelings through sharing information that is important to them.

Credits/Sources

<http://mentalhealth.samhsa.gov/>

<http://www.guardfamily.org/Youth/>

MTL Experience developed by: Wendy Rubinyi, Technology Curriculum Developer; University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

MTL: The Home Front: My Life As I Know It

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OMK Mobile Technology Lab Experience

Day Camp

Robotics

Grade Level: 5th-7th
Number of Participants: max. 30

Project/Life Skills

- ★ Teamwork
- ★ Cooperation
- ★ Self-esteem
- ★ Problem Solving

Activity Overview *Work with a team to have fun and create a robot!*



Time Needed for Volunteer Training: Depends on robotic skills

Lesson Time: 7 hours

Prep Time Needed: Varies

Space Needed: Indoors for robotics work; outdoors for recreation; playground area for free play is best.

Get Ready

Roles for Volunteers

- Lead youth through day camp; helpers. No training needed.

Roles for Uniformed Military Personnel

- Bring computer equipment used in their military job and talk about it with the youth.
- Throughout the day, assist the youth with activities.
- Share a story about robots or computers they have encountered in the military.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Robotic training if needed.

MTL: Robotics

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Do Ahead

- Order Mobile Technology Lab (MTL).
- Become familiar with Helper's Guide, online project ideas, and *Robotics and You* CD. Review MTL instructions and setup.
- Make copies of pages for Parent Take Home Piece.

Communicate that each youth should bring:

- A bag lunch

Equipment & Supplies

- ROBOLAB control software Version 2.5 (or later).
- *Robotics and You* CD (\$300 a kit).
- LEGO MINDSTORM kit.
(You will need to order the above items from your local extension staff. Many offices have them for you to use.)
- **Order:**
A Palette of Fun with Arts & Crafts resource/ **per team of 5.**
Robotics 1 Explorer curriculum.
- Mobile Technology Lab.
- Snack items.
- Name tags.

One set per team up to 15: Ten pieces of PVC pipe cut into different sizes.
Five pieces of PVC elbows of different sizes.
1-3Marbles.

Background

This day camp will enable the military youth learn about robotics and create simple machines for fun and learning. They will be able to create, program, and run a robot through a course. They will feel a sense of accomplishment while working together and creating a bonded group with other military youth.

WHAT TO DO	Robotics
Welcome/Registration/Name tags	9:00
Large group: "Robots or Not" (Activity 2, pg. 8) Have youth fill out process questions in their books as they go through the activities. Discussion time at the end of the day.	9:15
Break into teams; Snacks	10:00
Teams: "Bricks, Blocks and Gears" (Activity 1, pg. 6)	10:15
Teams: "If I Only Had a Brain" (Activity 3, pg. 10)	10:45

MTL: Robotics

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★ **Generalize:**

- What are characteristics of a good team?
- What strengths do you bring to helping others succeed?
- How can you work on challenges at home to stay on course while your loved one is deployed?
- How can you connect with other military kids to work on projects during deployment?

★ **Apply:**

- What did this project help you learn about your life?
- What ways can you connect with your deployed loved one using technology?
- How can you be a better team member at home?
- How can you help others to be good team members?

Introduce the military personnel and have them share their stories.

Enhancements: www.n4hccs.org/robotics

Credits:

- www.n4hccs.org/robotics
 - Robotics 1 Explorer, pgs. 6, 10, 12, *used with permission of the National 4-H Cooperative Curriculum System, Inc. © BU-08364 4-HCCS.*
 - A Palette of Fun with Arts & Crafts, pgs. 50-51, 74-75, *used with permission of the National 4-H Cooperative Curriculum System, Inc. © BU-07597.*

Lesson plan developed by: Nicole Pokorney, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

OMK 2 HOUR EXPERIENCES



OMK Experience: Art of Fish Printing

Grade Level: K-4th

Number of Participants: 15-20

Project/Life Skills

- ★ Cooperation
- ★ Accepting differences
- ★ Communication

Activity Overview

Create a fish print to take home.

Time Needed for Volunteer Training: 20 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors or outdoors



Get Ready

Roles for Volunteers

- Assist as the youth print their fish.
- Help make sure all of the fish is painted and that the fish is rolled so the whole print is completed.

Roles for Uniformed Military Personnel

- Help the youth as they print the fish.
- Share a story of a fishing experience.
- Share a personal trait that makes them unique and special.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Read through the activity ahead of time.

Do Ahead

Order plastic fish, save newspapers, buy snack and gather other supplies.

Equipment

- Plastic fish (3 bass, 3 sunfish, 3 walleye) from Nasco
- Soft fish for toss game – need up to 3
- Paint brushes – about 30, varied sizes up to 1 inch

Supplies

- Paint – 3 containers each of blue, red, green yellow
- Newspaper – enough to cover floors and tables and a stack of half-pages for each youth
- White paper or t-shirts to print on – one per youth
- 12 plastic cups for water and paint
- Lemon juice on hand (see step 10)

Art of Fish Printing

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Snack

- Fish crackers – a handful for each youth on napkins

Background

The Japanese word for fish printing is “gyotaku” (pronounced, guy-oh-ta-koo), and means fish rubbing (gyo = fish, taku = rubbing). Fish printing is a Japanese art form. It began in Japan over 200 years ago as a way for sport fishermen to record the exact size and species of the fish they had caught. In 1955, the Association of Gyotaku was formed, and the first exhibition was held at the Matsuya Gallery in Ginza, Tokyo. It has since spread to other countries. The first exhibition outside of Japan was in 1956 at the American Museum of Natural History in New York. Anglers find this art form a fun way to remember fish they’ve caught. We use it as a fun way to learn the parts of a fish.

Introduction Activity/Icebreaker:***Catch the Fish***

Have the youth form a circle. One player starts with a fish and throws the fish underhand to a person across the circle. The person catches the fish and says their name, and throws it to the next person. After the game talk about what it was like to communicate across the circle. What is easy or hard? Also talk about how communication can take a long time and how to have clear communication.

WHAT TO DO***The Art of Fish Printing***

There are many differences in people.

We all have different hair, hair color, eye color, body types and styles. Like people, there are many different types of fish. Fish have different fins, scales and body types. Using fish printing, we will be able to discover the variety of fish and see their uniqueness. Using paint you will be able to see the many differences between fish. Remember when you are showing your parents to tell them about how fish are like people and all of the differences there are.

1. Cover the entire table with newspaper. Place a stack of half sheets of newspaper under the fish. (After each youth paints the fish, you can gently slide the top sheet out so that the underlying sheet is clean when the print is made.)
2. Brush a thin coat of paint on the fish, using a 1/2 to 1 inch brush. The paint should be thick, not runny. First, brush on the paint from head to tail. After the whole fish is covered, reverse the direction of your strokes, going from tail to head. This will put paint under the edges of the scales and spines and will improve the print.
3. Use a small brush to coat the fish's lips and the tips of the fins and tail. Leave the eye blank and paint it in later.
4. Now slide the top sheet of newspaper out so that the surface beneath the fish is clean.

Art of Fish Printing

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5. Take a sheet of paper and hold it several inches above the fish. Position the paper so the print will be made in the location and angle you desire. Let go of the paper and let it fall. Do not move it once it has touched the fish, or you'll have smudges.
6. An adult should hold the head of the fish so the paper will not slip around as the youth rubs the fish. The youth should rub the fish gently; try to touch all parts of the fish so there won't be any blank or faint spots on the print. Remember to rub all the fins, too. Do not move the paper around, this will cause smudges. Take your time. The paper will wrinkle a little bit, but that is alright. Try not to press the same spot twice or you'll get a double image and smudges.
7. After you have pressed the entire fish, carefully peel off the paper. There is your fish print!
8. Look closely at the print. If you see a smudge that means you probably let the paper slip. If there is a blank spot, you probably forgot to press that part of the fish.
9. Paint in the eye using a small brush. You should probably practice making the eye on some scrap paper first.
10. If you want to make prints of different colors, begin with the lightest color first. You may gently clean the fish with lemon juice between printings.

Talk It Over

- ★ **Reflect:** What was your favorite part about making the fish print?
What kind of differences did you notice in all the fish prints?
What made your fish print unique and special?
- ★ **Process:** What was the trickiest part of making your fish print?
What would you do differently next time?
What did you learn about yourself by sharing with others?
- ★ **Generalize:** What ways are fish and people similar? Different?
How are you different from others in your family? Similar?
What makes you unique and special?
- ★ **Apply:** How can you communicate your unique nature to your family in a positive way?
What can you do to show appreciation for the special and unique qualities of others in your family?
How do similarities in your family give you strength?

Art of Fish Printing

Closing

Did you notice all of the differences in the fish? Notice the scales, and fins and the body size of the fish. Now think about us as people and remember all of the differences. People have different bodies, shapes and even colors. Talk about that with your parents and also notice family similarities. When you are communicating with your loved one at war, remind them of all the similarities and differences about you.

Enhancement

Do you know???

- What structures make a fish different from a mammal, reptile or bird?
- What does a fish have in common with a mammal, reptile or bird?
- What special structure allows fish to live in water?
- Which would you group a shark with: barracuda, killer whale, moray eel, or dolphin?
- Why is the lateral line important? Where is it located? What is it used for?
- Are all fish shaped the same?
- Where is the breathing apparatus located?

★ *More Challenges:*

Use a real fish to make your fish print.

Try to make a print of other objects you can find in nature.

Snack Have fish crackers.

Parent Take-Home Piece

Talk about why some people would want to paint fish. Sit down with your youth and talk about their fish print and relate it to them. Make sure you talk to them about why they picked the colors they did. Notice the different way the prints are done and talk about the kind of fish that made the print. Also talk about how all different people have to cooperate in the world. You can relate it to how all of the varieties of fish have to get along with each other in a lake.

Talk with your youth about all of our differences and similarities. This can help them relate to their loved one that is far away. Help them communicate that to their family member who is away. Have your youth remind them how much alike they are.

Credits/Sources

Supplies: Plastic fish and activity instructions available from: **Nasco**, 901 Janesville Ave., Fort Atkinson, WI 53538-0901, www.enasco.com

Lesson plan developed by: Brian McNeill, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Art of Fish Printing

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OMK Experience: Bread in a Bag

Grade Level: K-7th

Number of Participants: 2-20

Project/Life Skills

- ★ Teamwork
- ★ Foods/Baking

Activity Overview *Learn how to make bread and make a loaf of bread to take home.*

Time Needed for Volunteer Training: 1 hour

Lesson Time: 2 hours

Prep Time Needed: 1-2 hours shopping/gathering supplies; 1 hour to set up room

Space Needed: Indoors; facilities with countertop or other hard work surface, access to running water. Oven needed if you plan to bake the bread as part of the activity.



Get Ready

Roles for Volunteers

- Assist as youth with measuring ingredients and baking.

Roles for Uniformed Military Personnel

- Share a baking or bread eating experience from their experience in the military.
- Talk about the teamwork it takes to make a meal in the military.
- Assist teams with reading instructions.
- Help the youth as they bake.

Volunteer Training Needed

- Ability to work with K-7th graders
- Read through the activity ahead of time

Do Ahead

Equipment

Quantity needed varies depending on whether or not a central supply table is used.

- Waxed paper
- 1 cup glass measuring cups
- 1 cup dry ingredient measuring cups
- Measuring spoons
- Hand-washing supplies
- Cooking thermometer
- Kitchen dishcloths (enough to cover loaves while rising)
- Rolling pins

Bread in a Bag

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- Timer
- Serrated knife
- Non-stick cooking spray
- 10 oz. plastic cups (to hold various ingredients)
- Freshly-baked bread (to show finished product; enough to sample)

Supplies**One recipe for each pair; for each RECIPE provide:**

- 2 cups all-purpose flour
- 1 cup whole-wheat flour
- 3 tablespoons oil
- 1 cup hot water (125-130 degrees F)
- 1 package rapid-rise yeast
- 3 tablespoons sugar
- 3 tablespoons nonfat dry milk powder
- 1 teaspoon salt
- Margarine/butter to rub over baked loaf
- 1 zipper seal freezer bag, gallon size

One recipe for each pair; for each YOUTH provide:

- 1 foil mini-loaf pan
- Copy of “Bread in a Bag” recipe on page 8

FOR YEAST ACTIVITY TEST, HAVE ON HAND:

- 1 cup glass measuring cup
- Cooking thermometer
- 2 cups warm water (110-115 degrees F)
- 1 package yeast and 1 tsp. sugar

Snack

Eat the “sample/example” bread that you have brought.
Bring jam or jelly?

Background

Although people have been making their own bread since ancient times, most of us now go to the supermarket or convenience store to purchase our bread products. Bread making is actually an art. It is easy to learn to make your own bread.

Simple ingredients are used in good yeast bread:

- Flour is the backbone of all bread recipes. Flour can be white, whole wheat, or a combination.
- Liquids used in bread can be water or milk. Eggs are sometimes used as part of the liquid.
- Yeast is a living organism that makes the bread rise. It is most commonly available in granulated form.
- Sugar provides food for the yeast. White or brown sugar, honey, and/or molasses can be used with good results.
- Fat helps make the bread tender. Almost any fat or oil works.

Bread in a Bag

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All of these ingredients help produce a favorite food that is not only delicious to eat, but also highly nutritional. Using tested recipes from reliable sources can ensure a successful baking experience.

Introduction Activity/Icebreaker:

Favorite Breads

Bread is a very important food in all cultures and nationalities. In many countries, people still make their bread daily. In our country, most people buy bread at the store. Supermarkets sell bread in all shapes, sizes and varieties. However, many people enjoy making their own bread. Today's activity is to learn an easy way to make fresh, delicious homemade bread.

Ask each youth to think of what kind of bread they like to eat. Begin by going around the circle sharing their first name and what kind of bread they like. If you wish, keep a list of the different breads on a sheet of large paper.

WHAT TO DO

Bread in a Bag

- a) Wash hands before beginning. If no water is available, use hand-wash wipes.
- b) Divide into pairs; each pair should have a youth age nine or older.
- c) Demonstrate how to accurately measure dry and liquid ingredients.
- d) Explain how you are going to work as a team to get the bread made.
- e) Pass out the "Bread in a Bag" recipe.
- f) Walk the youth through steps 1-15 of the recipe.

Bread in a Bag Recipe

2 cups all-purpose flour
 1 tsp. salt
 1 package rapid-rise yeast
 3 tablespoons sugar
 3 tablespoons nonfat dry milk
 1 cup very warm water (125 degrees F)
 3 tablespoons vegetable oil
 1 cup whole-wheat flour

1. Combine one cup all-purpose flour, yeast, sugar, dry milk, and salt in 1-gallon zipper freezer bag.
2. Seal bag. Squeeze upper part of bag to force out air and then seal the bag.
3. Shake and work the bag with fingers to blend ingredients.
4. Carefully add hot water and oil to dry ingredients in the bag.
5. Add whole-wheat flour. Reseal bag and mix ingredients.
6. Gradually add remaining cup of all-purpose flour to bag. Reseal and mix with fingers.
7. Work dough until it is stiff and pulls away from the sides of the bag.

Bread in a Bag

8. Take dough out of bag and place on floured sheet of waxed paper.
 9. Knead (push and pull) dough 2 to 4 minutes, until smooth and elastic.
 10. Cover dough with a moist cloth or towel; let dough stand for 10 minutes.
 11. Divide dough in half.
 12. Roll each piece of dough into a 6-inch x 32-inch rectangle with rolling pin on floured surface.
 13. Roll up from narrow end to form loaf. Pinch edges and ends to seal. It should look like a loaf when you are done.
 14. Spray mini-loaf pan with cooking spray. Place bread dough in pan with seam side down.
 15. Cover loaves with a cloth and place in a warm place; let dough rise until doubled (twice as big).
 16. When ready to bake loaves, preheat oven to 375 degrees F.
 17. Place loaf pans in oven and bake 15-20 minutes or until baked through.
 18. Remove from oven and allow to cool slightly; remove from pan and rub top of loaves with butter or margarine. Let cool before slicing.
- g) Explain that the bread will need to rise before it is baked. If not baking at the activity site, explain that they will take it home to bake. Parents will need to help them bake it 20-25 minutes in a 375 degree oven.
- h) During the time the bread is rising, do the **Yeast Activity Test** to illustrate the effect yeast has on bread.

WHAT TO DO

Yeast Activity Test

1. Dissolve 1 teaspoon sugar in 2 cups water (110-115 degrees F) in the 1-cup glass measuring cup.
2. Add the package of yeast; stir. Set timer for 10 minutes.
3. During the 10-minute period, play a game of **Bread Basket Upset**.

Bread Basket Upset: A fun game that involves a little running, but can be played indoors in a large room, since the circle of chairs contains the players. **Form a circle of chairs**, one chair less than the number of players. Players are assigned to be a bread product or kind of bread (for example: loaves, buns, rolls, slices, English muffin, French, whole-wheat, etc. The person who is IT stands in the center of the circle, with all other players sitting down. IT calls out the name of a bread product or kind of bread; everybody who is that kind must jump up, run to another empty chair and sit down. IT also tries to get a seat while they are changing seats, so there "should" be a new IT (the person left without a chair) each time. If IT calls out "Bread Basket Upset!" Everybody has to get up and change seats.

Bread in a Bag

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4. After 10 minutes, check the yeast.
5. Discuss the results:
 - Active dry yeast doubles in volume (size) in 10 minutes. That is when it is ready to use. Yeast is actually a live organism. When a package of yeast is first opened, the yeast is dormant (inactive). The water and sugar provide food for the yeast to ferment (grow).
 - This growth is what causes the bread to rise!

Talk It Over

- ★ **Reflect:** What was your favorite part about making bread in a bag?
Who was the most helpful person on your team?
What did you contribute to your team?
What did you learn about yourself by working with your team?
- ★ **Process:** What was the most challenging part of making bread in a bag?
Why is it important to measure the ingredients?
What would you do differently next time?
What could your team do differently?
- ★ **Generalize:** How is the bread making process similar to your family?
What advice would you bring home to your family from your bread team about working together?
What do you contribute to your family team during deployment?
- ★ **Apply:** How can you build a team that supports you at home?
Where can you look for support as things change?
How can you help others in your family contribute to the success of your family team while your loved one is deployed?

Enhancement

- ★ Plan a trip to a local baker to watch them prepare bread and other baked goods.
- ★ Arrange for a local grocery store to allow you to do a bread scavenger hunt. Search for specific bread products, bread ingredients, etc.
- ★ Use different types of flours and sweeteners to make your bread.
- ★ Try making different shapes with your dough.
- ★ Explore different types of breads found in the parts of the world.
- ★ See if you can find some bread from the country where your loved one is deployed.

Bread in a Bag

Closing

Circle of Sharing – group members link elbows and form a circle. To begin, they turn together slowly to the right. Anyone in the group who would like to share something may say “Stop.” The entire circle stops and listens to this person. When s/he is finished and says “Go,” the circle will begin to turn left. The next person who wishes to share says “Stop,” and so on. When it is apparent that everyone who wants to talk has had a chance to do so, the leader can close the activity by thanking everyone for their participation and challenge them to share their new skill with their family.

Snack **Take a taste of your creation**

Parent Take-Home Piece

Today your youth had the opportunity to make “Bread in a Bag.” We learned how to knead bread, and practiced our skills of listening to instructions, accurately measuring, and working together as a team. We are sending home a copy of the recipe we used and a loaf ready to bake. Enjoy it as a family.

Bread is known as the “staff of life” around the world. In fact, it has been around since ancient times. The next time you grocery shop with your child, if time allows, look at the variety of different kinds of bread available in your community. Consider trying a bread product that you have never tried before. See if you can find some bread from the country where you loved one is deployed. You may find that you like it!

Credits/Sources

- Exploring the Treasures of 4-H Helper’s Guide *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-08172.
- <http://www.breadworld.com/justkids/pdfs/inthebag.pdf>

Lesson plan developed by: Marsha Woeste, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

Bread in a Bag

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Dear OMK Parent,

Today your youth had the opportunity to make “Bread in a Bag.” We learned how to knead bread, and practiced our skills of listening to instructions, accurately measuring, and working together as a team.

Bread is known as the “staff of life” around the world. In fact, it has been around since ancient times. The next time you grocery shop with your child, if time allows, look at the variety of different kinds of bread available in your community. Consider trying a bread product that you have never tried before. See if you can find some bread from the country where your loved one is deployed. You may find that you like it!

We are sending home a loaf ready to bake and a copy of the recipe we used. Try the activity at home and enjoy it as a family.

Bread in a Bag Recipe

2 cups all-purpose flour

1 tsp. salt

1 package rapid-rise yeast

3 tablespoons sugar

3 tablespoons nonfat dry milk

1 cup very warm water (125 degrees F)

3 tablespoons vegetable oil

1 cup whole-wheat flour

1. Combine one cup all-purpose flour, yeast, sugar, dry milk, and salt in 1-gallon zipper freezer bag.
2. Seal bag. Squeeze upper part of bag to force out air and then seal the bag.
3. Shake and work the bag with fingers to blend ingredients.
4. Carefully add hot water and oil to dry ingredients in the bag.
5. Add whole-wheat flour. Reseal bag and mix ingredients.
6. Gradually add remaining cup of all-purpose flour to bag. Reseal and mix with fingers.
7. Work dough until it is stiff and pulls away from the sides of the bag.
8. Take dough out of bag and place on floured sheet of waxed paper.
9. Knead (push and pull) dough 2 to 4 minutes, until smooth and elastic.
10. Cover dough with a moist cloth or towel; let dough stand for 10 minutes.
11. Divide dough in half.
12. Roll each piece of dough into a 6-inch x 32-inch rectangle with rolling pin on floured surface.
13. Roll up from narrow end to form loaf. Pinch edges and ends to seal. It should look like a loaf when you are done.
14. Spray mini-loaf pan with cooking spray. Place bread dough in pan with seam side down.
15. Cover loaves with a cloth and place in a warm place; let dough rise until doubled (twice as big).
16. When ready to bake loaves, preheat oven to 375 degrees F.
17. Place loaf pans in oven and bake 15-20 minutes or until baked through.
18. Remove from oven and allow to cool slightly; remove from pan and rub top of loaves with butter or margarine. Let cool before slicing.

Bread in a Bag

OMK Experience: Make Your Own Critter

Grade Level: K-4th

Number of Participants: 10-18

Project/Life Skills

- ★ Learning to learn
- ★ Mastering physical skills
- ★ Responsibility
- ★ Communication

Activity Overview *Create a pet with rock or clay.*

Time Needed for Volunteer Training: 20 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors or outdoors



Get Ready

Roles for Volunteers

- Work with youth to create their pets.

Roles for Uniformed Military Personnel

- Talk about pets they have had and why they chose that type of pet.
- Discuss how dogs are used in the military and the kinds of pets they have seen when they have been away in the service.
- Share what responsibilities they have, or had in the past, with pets in their family.

Volunteer Training Needed

- Review activity to become comfortable with the tasks.

Do Ahead

Equipment

- Crayons (a variety of colors)
- Acrylic paint (a variety of colors)
- Glue (one bottle per 2-3 youth)
- Paint brushes (one per youth)
- Pencil for each youth

Supplies (for each youth)

- Modeling clay – enough for a handful
- Rock for pet rock
- Pebbles for decorating

Make Your Own Critter

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- Fun-Fur – have a variety
- Googly eyes, 2-4
- Pom poms, 2-4
- Toothpicks, 5-6
- Straws, 3-4
- Paper, 1-2 sheets

Snack

2 animal crackers per youth
 Jar of jelly and peanut butter
 1-2 jugs of juice
 Cups

Background

Children raised with pets show many benefits. Developing positive feelings about pets can contribute to a child's self-esteem and self-confidence. Positive relationships with pets can aid in the development of trusting relationships with others. A good relationship with a pet can also help in developing non-verbal communication, compassion, and empathy. Pets can serve different purposes for children:

- They can be safe recipients of secrets and private thoughts--children often talk to their pets, like they do their stuffed animals.
- They can help develop responsible behavior in the children who care for them.
- They provide a connection to nature.
- They can teach respect for other living things.

Other physical and emotional needs fulfilled by pet ownership include:

- Physical activity
- Comfort contact
- Love, loyalty, and affection
- Experience with loss if a pet is lost or dies.

Although most children are gentle and appropriate with pets, some may be overly rough or even abusive. If such behavior persists, it may be a sign of significant emotional problems. Any child who abuses, tortures or kills animals should be referred to a child and adolescent psychiatrist for a comprehensive evaluation.

Introduction Activity/Icebreaker:

Bunny Train/Duck, Duck Dog

Bunny Train

Players form a circle. One player steps inside the circle and faces another player. He asks the name of that person, then takes his right hand, and the two do a jump step in rhythm to the Bunny Hop as the name is repeated five times (two longs and three shorts: "Helen, Helen, Helen-Helen-Helen"). The leader moves off with the newly introduced person, who follows with his hands on the leader's shoulders. After the third person is added, the line reverses each time, making the person at the end of the line

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the new leader. The game continues until everyone is part of the train. In larger groups, have several trains at the same time. The game is fun indoors and outdoors with any age group.

Duck, Duck Dog

(This game is played just like Duck, Duck Grey Duck, but you substitute Dog). Players form a circle. One player is IT, and walks around the outside of the circle and says, "Duck, Duck, Dog." When they tap the head of a person sitting in the circle and say "Dog", they both run around the circle on all four hands and feet and bark like a dog. They race to the open spot and who ever gets there first gets the seat. The other person is IT.

WHAT TO DO

Make Your Own Critter

By using some creativity and mastering physical elements like clay and other materials, each youth will make their own pet to be responsible for.

Create Your Own Pet

1. Have youth make an animal out of modeling clay. Encourage them to use the straws and toothpicks for legs and a mouth or body part for getting food. The animals can be real or make believe.
2. Have each youth draw a picture of their animal. Encourage them to think about their animal and then fill in the following on the other side of their drawing:
"My animal's name is..... It lives in the.....It eats.....It moves by.....It is special because it....."
3. OPTION: You may want to make up a sheet of questions prior to this exercise.

Learning to be responsible can first start with making and taking care of your pet rock. Youth can name their rock and learn how to care for their pet rock once it is created. This can be a first step before getting a real pet and learn what it is like to be responsible for something. Maybe their pet has to stay out of direct sunlight. Or maybe it has to stay inside out of the rain and other elements.

Pet Rocks

1. Set out the rocks and decorating supplies on a big table.
2. Look for natural features in the rocks that resemble noses, chins, ears, etc.
3. Stick pebbles, googly eyes, and pom-poms in place with the glue. Kids can also use fun fur for hair, mustaches, and beards or apply additional features with acrylic paint.

Make Your Own Critter

Talk It Over

- ★ **Reflect:** Tell me about the pet you made. Why did you make this pet?
How does having your pet make you feel?
What part of your pet do you like best?
What did you learn about yourself by making your pet?
Would you trust your pet with your secrets and private thoughts?
What makes your pet special?
- ★ **Process:** What was the hardest part of making your pet?
Would you do it another way next time?
Could you teach other people in your family to make their own pets?
- ★ **Generalize:** How can you show your family that you are responsible with pets?
What would you have to learn and do to have a pet in your family?
If you already have a pet, what can you do to help out more while your loved one is deployed?
What do you think a pet can teach us about ourselves? Our families?
How can a special pet help you and your family manage your feelings during deployment?
- ★ **Apply:** What skills could you practice to become a good pet owner?
How can you help with things around the house to make it a good place for you, your family and your pet?
Who can you trust in your family like you would trust your pet?
How can you share what you have learned and how you feel about your new pet with your deployed loved one?

Enhancement

- ★ Invite your friends over to make their own pets.
- ★ Help a neighbor take care of their pets.
- ★ Volunteer at a local animal shelter.
- ★ Communicate with your deployed loved one by sending some notes from your pet.

Closing

Now that you have your own pet, you will be able to take it home and take care of it. Being responsible for a pet is a very big job. If you are interested in having a pet, the first thing you should do is make one, like a pet rock, to learn about responsibility. After a week or two sit down with your parent or write your loved one who is serving in the military and talk about your experience with your pet. You may even take a picture and send it to your loved one who is away serving our country. Let them know that you are becoming responsible enough to care for your own pet. Maybe sometime you can together go and choose one when they get home.

Make Your Own Critter

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Snack Use animal crackers and spread peanut butter and jelly on them to make animal sandwiches.

Parent Take-Home Piece

Pets are part of many children's lives. Parental involvement, open discussion, and planning are usually necessary to help make pet ownership a positive experience for everyone. A youth who learns to care for an animal, treats it kindly and patiently, gets invaluable training in learning to treat people the same way. Careless treatment of animals is unhealthy for both the pet and the youth involved.

Credits/Sources

Lesson plan developed by: Brian McNeill, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Make Your Own Critter

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OMK Experience: Our Flag – American Pride

Grade Level: K-4th

Number of Participants: 10-15

Project/Life Skills

- ★ Responsible citizenship

Activity Overview

Discuss and construct an American flag

Time Needed for Volunteer Training: 30 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Indoor; need tables



Get Ready

Roles for Volunteers

- Group helper.
- Assist with folding of the American flag.
- Set up snack.

Roles for Uniformed Military Personnel

- Lead the folding of the American flag demonstration.
- Lead the Pledge of Allegiance.
- Share the history of the flag.
- Share the proper care and respect for the flag.
- Share with youth personal stories about your pride in the flag and our country.

Volunteer Training Needed

- Review the agenda.
- Practice folding the American flag.

Do Ahead

Equipment

- One American flag (on pole or display stand)
- Continental flag (13 stars – may be a picture)
- Patriotic music and device to play music
- Scissors (one pair per 1-3 youth)
- Markers or crayons (assorted colors including blue, red, yellow, or gold)
- Glue sticks or white glue

Our Flag – American Pride

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Supplies

- Construction paper – red, white, blue – at least one sheet per youth
- Self-adhesive or gummed-back stars – silver or gold

Background

The American flag is this country's most important symbol, so it is valuable for children to learn about the flag. This activity will help youth develop respect for the flag by teaching customs associated with it and proper flag etiquette. To find out more about the history of the flag and download folding instructions visit www.usflag.org.

Introduction Activity/Icebreaker:

Follow the Leader

Start with marching. Have each youth be the "leader."
If space is limited, play "Simon Says."

WHAT TO DO

Our Flag - American Pride

1. There are many differences in people. We all have different hair, hair color etc. Discuss the following with the group:
 - a. Every country has its own flag. This country, the United States of America, has a flag known as "Old Glory."
 - b. For over 200 years, the flag of the United States has been this nation's symbol of strength and unity. The flag symbolizes our national independence and embodies the spirit of patriotism and freedom.
 - c. It has been a source of pride and inspiration for millions of citizens.
2. Discuss the history of the American flag.
3. Draw or construct an American flag.
4. Discuss how to treat the flag with respect.
5. Say the "Pledge of Allegiance."
6. Demonstrate how to fold the flag properly.
7. Have the youth try to fold the flag. Play patriotic music as they practice.

Talk It Over

- ★ **Reflect:** What did you like about this activity? Why?
What surprised you?
Why do you think it is important to learn about the American flag?
How does the American flag make you feel when you think of your deployed loved one?
- ★ **Process:** What was the hardest part of making your flag?
What would you do differently next time?
As you folded the flag, what were you feeling?
Why do you think it is important to know how to display and fold the flag properly?

Our Flag – American Pride

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- ★ **Generalize:** How can you use the flag to show your spirit and support for all the deployed soldiers ?
What did you learn about the flag that can give you strength and unity in your community while your loved one is deployed?
- ★ **Apply:** How can you show respect for the flag in your daily life?
In your community?
What can you do to show your patriotism everyday?
How can you share your pride in the flag and your spirit of patriotism with your deployed loved one?
How is the American flag and being an American citizen important in your life?

Enhancement

- ★ Count how many American Flags you see as you are driving to school.
- ★ Look for American Flags lit up at night. What types of establishments have American flags?
- ★ Take pictures next to American flags in your community and send them to your deployed loved one as a show of support for their deployment.
- ★ Find the flags of the countries where your loved one is deployed and find out more about them.

Parent Take-Home Piece

Today your youth learned about the American flag, what it represents, the history, and how to properly display and care for the American flag. As you discuss deployment issues with your youth, talk about what makes them proud to be an American and proud of their deployed loved one for being a responsible citizen. Ask them how they can be a resilient and responsible citizen during their loved ones deployment.

You may want to check out the website below:

Web Link: www.usflag.org

Credits/Sources:

Exploring the Treasures of 4-H: Helper's Guide

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Lesson plan developed by: Karyn Santl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Our Flag – American Pride

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OMK Experience: Peace Puppets

Grade Level: K-4th

Number of Participants: 10-15

Project/Life Skills

- ★ Conflict resolution
- ★ Sharing
- ★ Communication

Activity Overview *Make a peace puppet to take home.*

Time Needed for Volunteer Training: 30 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors; open space and tables



Get Ready

Roles for Volunteers

- Group helper, assist as needed.
- Prepare snack.

Roles for Uniformed Military Personnel

- Read book.
- Share a story about a conflict situation and how they peacefully resolved it.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Read through the activity ahead of time.

Do Ahead

Read through the activities and gather the necessary materials.

Have a sample puppet made and ready to show youth before the activity.

Lay out materials for the paper bag puppets.

Equipment

- *A Cat and a Dog*, Bob Kolar, North South Books, 2001
- Chairs for icebreaker
- *Optional:* puppet stage, see Additional Resources

Supplies

For Paper Bag Puppets:

- Paper lunch bags
- Markers
- Yarn
- Glue
- Construction paper
- Scissors
- Buttons

Peace Puppets

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- Snack** Popcorn and Pink Punch
- Popcorn
 - Pink Punch (pink lemonade or fruit punch)
 - Napkins
 - Cups
 - Pitcher & spoon to make punch

Background

Conflict is a disagreement between two or more individuals or groups resulting from incompatible or opposing needs, drives, or wishes. Learning how to manage conflict helps us understand how to work as leaders with others.

Conflict may seem negative, but it is actually a natural event in our relationships with others. Conflict can be positive. It only becomes a liability when it is not dealt with and resolved.

There are different ways or styles to handle or manage conflict. They may depend on an individual or group's perspective or the interrelationship between the subject and its parts as viewed by an individual or groups. People often learn to model such behaviors when they are young. Because of this they may feel more comfortable using some styles more than others.

Some conflicts are better resolved using more than one style. Examples of conflict management styles include the following:

1. **Aggressive** – This style uses direct tactics. The aggressor has a strong need to control the situation and used strong arguments to bully others into agreement. This style is very forceful and can be pushy. It tends to make people uncooperative.
2. **Assertive** – This style use persuasion to get others in agreement and is characterized by willingness to work together. Discussion resolves the conflict.
3. **Observant** – This style uses observation skills to understand needs, feelings, etc. The style puts you in the other person's shoes. Cooperative discussion resolves the conflict.
4. **Avoidance** – This style is passive. Individuals withdraw from the conflict and sometimes pretend that it does not exist. If both individuals use this style, the conflict is not resolved and will always be there.

Introduction Activity/Icebreaker:

Knee to Knee

Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each youth has approximately 1 minute to answer the question. (Direct them to shake hands and introduce themselves because shaking hands is a nice way to connect and is also a life skill.)

Peace Puppets

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When time is up, ask youth to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they've had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually need about 5 or 6 questions.

Question Ideas:

1. Tell about a favorite vacation you've taken.
2. What's your favorite food?
3. Tell about your favorite way to have fun.
4. What's your favorite game?
5. If you could invent something, what would you invent?
6. What's your favorite book?
7. If you could win an award or prize for something, what would it be?
8. What is your favorite sport?
9. What is your favorite color?
10. Where do you want to go on a vacation or trip?
11. If you won \$1000 on a call-in radio contest, what would you do with the money?
12. What food do you like the least?
13. Tell about your favorite thing to do in your free time.

WHAT TO DO

Peace Puppets

Have you ever been in a fight or an argument with a sister, brother, or a friend? Disagreements can happen because we may feel differently about certain topics. Our opinions may be strong, and we are not willing to consider other opinions. These differences over a topic can lead to conflict. Conflicts may occur on the playground or at home. Solving conflict positively is less harmful to our families and friends.

Today we are going to make puppets and learn ways to keep our puppets out of fights and arguments.

Can someone think of a conflict or argument you have had with someone else? Brainstorm different scenarios.

Don't list or comment.

Peace Puppets

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Make Puppets:

1. Place lunch bag on a flat surface, making sure flap is at the top.
2. Draw the face on the flap, with the mouth on the crease of the flap.
3. Decorate with yarn for hair, old buttons and pieces of construction paper for clothes.

Act Out:

1. Have the children get into groups of 2.
2. Have each group of two act out and solve the conflict in a peaceful manner using their puppets.
3. Switch and let the other person lead his/her role-play.

Talk It Over**★ Reflect:**

What conflicts did you try to resolve?
 Were you able to resolve them peacefully? Why or why not?
 Did you think the puppets helped you talk about problems?
 What do you think is your style of solving a conflict? Aggressive?
 Assertive? Observant? Avoidance?
 How do you feel about your style?
 What might you do to change your style?

★ Process:

What was the hardest part of the peace process for you?
 What would you do differently next time?
 What were some things you learned about others by talking about
 your differences?

★ Generalize:

How can you turn a bad situation into a good situation?
 What advice would you give to someone who is having trouble with
 fighting?
 How does practicing conflict resolution help you understand issues
 at home?
 How does practicing help you understand what your deployed loved
 one might be experiencing?

★ Apply:

What did you learn from making the peace puppets and
 acting out the conflicts?
 What other situations like this have you experienced before?
 How will you use what you've now learned at home with your
 family? At school? With your friends? With your deployed loved
 one?
 How can you help others in your family resolve conflicts?

Enhancement

- ★ Ask an adult how they might handle one of the conflicts that your puppet faced.
- ★ Think about a conflict situation before it happens and try to think about ways to solve it peaceably.
- ★ Make a puppet to send to your loved one to use with kids where they are deployed.

Peace Puppets

Closing

Read *A Cat and A Dog*. Have the children act it out with puppets or discuss the theme.

Snack Have fish crackers.

Parent Take-Home Piece

Today your youth learned about conflict. They worked in teams and role played various situations that might cause conflict with puppets they created. In the role play, they worked out a peaceful solution to the situation. We also read the book, *A Cat and a Dog*, about living together peacefully.

Reinforce with your child about working out conflict in a peaceful manner. It's not okay to hit, punch or kick. The right way to work out a conflict is to talk about it and figure out a solution that is okay with everyone. At this age, we want children to learn to talk about how they are feeling and learn appropriate ways of dealing with conflict.

Also talk about how their deployed loved one handles conflict both at home and during their military service. Stress the peaceful methods that are used and that the goal would be a peaceful outcome.

Credits/Sources

- Step Up to Leadership, My Leadership Workbook for grades 3-5; *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-07905 4-HCCS
- Step Up to Leadership Mentor Guide for grades K-5; *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-07903 4-HCCS
- *A Cat and a Dog*, by Bob Kolar, North South Books, 2001

Additional Resources: for puppet stage info and ideas

- Set the Stage! Theatre Arts Book 3, © BU-08072 4-HCCS *National 4-H curriculum*
- Theatre Arts Group Activity Helper's Guide, Act 2 - Soaring Into Action, © BU-08073 4-HCCS *National 4-H curriculum* (stage building info on pgs. 7 & 8)

Lesson plan developed by: Karyn Santl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Peace Puppets

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OMK Experience: Pop Can Fishing

Grade Level: 5th-7th

Number of Participants: 10-18

Project/Life Skills

- ★ Communication
- ★ Cooperation
- ★ Sharing

Activity Overview *Make an easy fishing rod out of everyday materials.*

Time Needed for Volunteer Training: 20 minutes

Lesson Time: 2 hours

Prep Time Needed: 15-20 minutes

Space Needed: Indoors or outdoors



Get Ready

Roles for Volunteers

- Assist youth as they make the pop can fishing reel.

Roles for Uniformed Military Personnel

- Help youth tie knots and learn how to cast.
- Talk to kids about how they cooperate and work as a team in the military.
- Share a 'fish' tale.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Read through the activity ahead of time.
- Show them the process and the finished product.

Do Ahead

Equipment

- Three buckets or two hula hoops
- One fingernail clipper or scissors per 3 youth

Supplies

- One pop can (with tab still attached) per youth
- One spool 6- to 8- pound test fishing line per can
- 1 round washer or sinker per can
- One bobber and hook per pop can if you plan to go fishing
- Napkin and cup for each youth

Snack

- Fish crackers – a handful for each youth
- Jug of blue juice – a cupful for each youth

Pop Can Fishing

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

Background

There are several types of fishing rigs: bait casting rigs, spin casting rigs, salt-water rigs, and fly fishing rigs. In this activity you will have fun building a “pop can rig” and learning to cast it to any spot you select.

Making your rig involves cooperation, communication and sharing of resources, information and problem solving. When a youth goes fishing it can give a family member, friend or loved one an opportunity to work with the youth and share what is on their mind.

Introduction Activity/Icebreaker:

Fish Tag

Everyone spreads out and one person is IT. When IT tags someone, that person must swim like a fish. Their hands have to be in front of their mouths like gills and their backside has to move like a fin. A fish is turned back into a regular swimmer if two people hold hands around the person and circle them three times creating a whirlpool. IT wins when all of the swimmers are fish. Talk about communication and what it was like to communicate with the “fish” who wanted to become people again.

WHAT TO DO

Pop Can Fishing

It is important to work together. You will find out as you get older that you will need to cooperate with family members and even employers and coworkers in jobs. It is also important that you learn to cooperate as a family. Helping out around the house is important when you have a loved one who is at war or serving in the military. Making pop can fishing reels will show you many ways you will have to communicate to build the fishing rod when you go fishing, to land the fish.

1. Find a pop can with a pop tab lid still attached.
2. Get about 50 feet of fishing line. Tie one end to the pop lid with a square knot. Wrap the rest of the fishing line around the pop can.
3. Attach a plastic casting plug, round washer, or sinker to the other end of the fishing line.
4. Take the can in one hand and, using an underhand motion, try to cast the sinker into a bucket or hula hoop. Practice a few times and see if you can get it into the target. After practicing a few times, cast from 10 feet away from the target. Then step back to 15 feet and try again. Then try 20 feet.

Pop Can Fishing

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HOW TO CAST

1. Unwind your line about two feet past the bobber.
2. Hold the top end of the can in one hand and the bobber in your other hand.
3. Point the bottom end of the pop can at the place in the water where you want the bobber to fall.
4. Toss the bobber underhand toward the water.

The rest of the line should unwind and follow.

Talk It Over

- ★ **Reflect:** What did you learn about yourself doing this project?
What surprised you?
Did you catch a fish? If you did or did not, how did it make you feel?
How did you feel when others in your group caught a fish?
Did you work with others to catch your fish?
- ★ **Process:** What was the hardest part of the project?
How did you solve it?
How did working together help you with this project?
- ★ **Generalize:** What other kinds of projects could you do with everyday materials?
How can you share your new fishing skills with others?
What strengths do you bring to helping others succeed?
- ★ **Apply:** What other things can you make as a family, working together around your home?
How can you be a better team member at home? School? Youth group? Club?
How would you share your experience with your deployed loved one?

Enhancement

- ★ Research the different ways people fish in other countries, in particular where your loved one is deployed.
- ★ Visit an outdoor store and look at the types of fishing rods. Find out why there are different types of rods and lures.
- ★ Show a younger person how to make a pop can fishing rod and how to fish.

Pop Can Fishing

Closing

Now you can go fishing anytime you want. Just grab a pop can, and off you go! Remember that it takes proper communication to let someone know you want to go fishing. It can also take cooperation to make the fishing reel or catch a fish. It is also important to remember to share your experience with your loved one at home or away serving in the military.

Snack Use fish crackers to eat and blue juice to drink.

Parent Take-Home Piece

Talk to your youth about what they did and what they learned. See if they developed an interest for fishing. Determine when would be a good time to go fishing together. Maybe plan a “Take a Kid Fishing” weekend; parents do not need a license to go fishing on that weekend. Talk to your youth about what kind of communication it takes to go fishing. How do you let someone know you caught a fish? What kind of fishing tackle should be used? Also take time to talk with your youth as you are fishing. Find out what is going on in their world. After you talk awhile, talk about how they would communicate their experience with a loved one serving in the military. How would they write and tell them what they caught and how they enjoyed the outdoors?

Credits/Sources

“Take the Bait”, Sport Fishing leader manual, book 1 *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-07598 4-HCCS.

Lesson plan developed by: Brian McNeill, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

OMK Experience: The Table is Set & Mind You Manners

Grade Level: K-4th
Number of Participants: 2-18

Project/Life Skills

- ★ Social Skills
- ★ Cooperation
- ★ Communication

Activity Overview *Youth will learn how to set a simple table and practice good manners.*



Time Needed for Volunteer Training: 1 hour

Lesson Time: 2 hours

Prep Time Needed: 1-2 hours, (includes purchasing supplies)

Space Needed: Indoors or outdoors, area with flat surface such as a table or counter.

Get Ready

Roles for Volunteers

- Set up
- Help lead activity
- Assist youth with difficult tasks
- Clean up

Roles for Uniformed Military Personnel

- Share the importance of using proper manners in their job as a soldier.
- Participate in the **Name Game**.
- Assist with making of placemats.

Volunteer Training Needed

- Ability to work with K-4th graders.
- Read through the activity ahead of time.
- Understand the agenda and the roles they will play.

Do Ahead

Double check that you have enough supplies and equipment for the activities. Gather materials and make a few sample placemats.

The Table is Set & Mind Your Manners

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MATERIALS NEEDED LISTED BY ACTIVITY

Table Setting Activity

Equipment

- A large paper bag
- Marker (permanent if using plastic items)

Supplies **One only** of each of the following items; paper or plastic.

Note: Numbers in parentheses are to be written on the items.

- Place mat (1)
- Plate (2)
- Fork (3)
- Knife (4)
- Spoon (5)
- Glass (6)
- Napkin (7)
- Cup (8)
- Saucer (9)

Corn Print Placemats

Equipment

- Plastic corn cob holders
- Tempera paint
- Cool laminator or clear contact paper
- Paper plates for paint palette
- Glue sticks to glue cheat sheet to the back, unless photocopied on

Supplies

- Construction paper – 1 sheet per youth
- Place Setting diagram (“cheat sheet”) – 1 per youth*
- Uncooked ears of corn for paint rollers
- Kitchen knives

Personalized Placemats

Equipment

- Markers – enough for all youth to decorate placemats
- Cool laminator or clear contact paper

Supplies

- Construction paper – 1 per youth
- Place Setting diagram (“cheat sheet”) – 1 per youth*

*Access to copier if you wish to photocopy cheat sheet
On the back of construction paper ahead of time

The Table is Set & Mind Your Manners

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Manners Activities

Equipment

- Tables (1 for each group of 4-6)
- Chalkboard or flipchart paper
- Chalk/whiteboard markers

Supplies

- Placemats, plates, forks, spoons, knives, glasses and napkins (1 set per youth)
- Masking tape

Snack

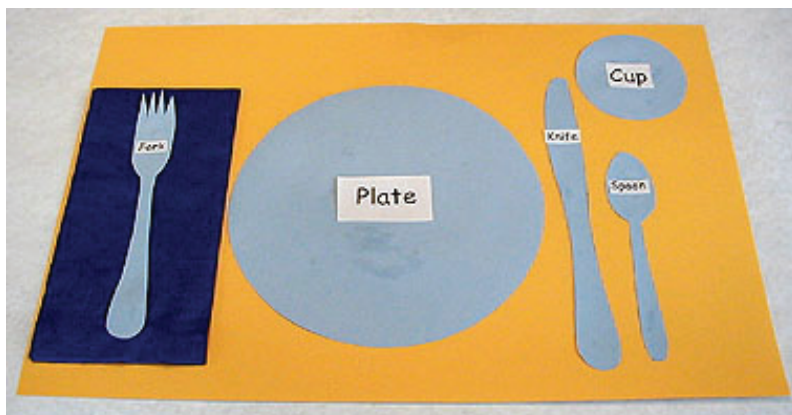
- Cookies and Juice

Background

The mealtime table can be a more enjoyable place to eat when the correct tools are assembled in the correct place. A well-set table may not make the food taste better, but the diners will certainly enjoy their dining experience more. It is not necessary to have fine dinnerware and utensils for a pretty table. Use what you have; sometimes just adding a placemat, table covering or centerpiece are enough to make a meal feel more special.

The correct procedures for setting a simple table are as follows:

1. Cover the table with a clean cloth or placemat for each person. A floral arrangement or other centerpiece can add beauty to the table, but is not necessary.
2. Place the plate in the center of the placemat. If using a cloth, place the plate in the center of the space where the person will sit. The plate should be 1 inch from the edge of the table.
3. Arrange forks, knives and spoons in the order they will be used. (If using multiple forks or spoons, the first used items should be on the outside.) In a simple place setting, this is unnecessary, since you will have only one of each utensil. The fork should be placed to the left of the plate with the tines up.
4. The knife is placed on the right side of the plate, with the cutting edge toward the plate.
5. The spoon goes next to the knife with the bowl of the spoon up.
6. The beverage glass should be placed at the tip of the knife.
7. The napkin can be placed in several places, but for this simple setting, a folded napkin should be placed under the fork with the fold next to the plate.
8. If a cup and saucer are used, they are placed on the side of the spoon.



The Table is Set & Mind Your Manners

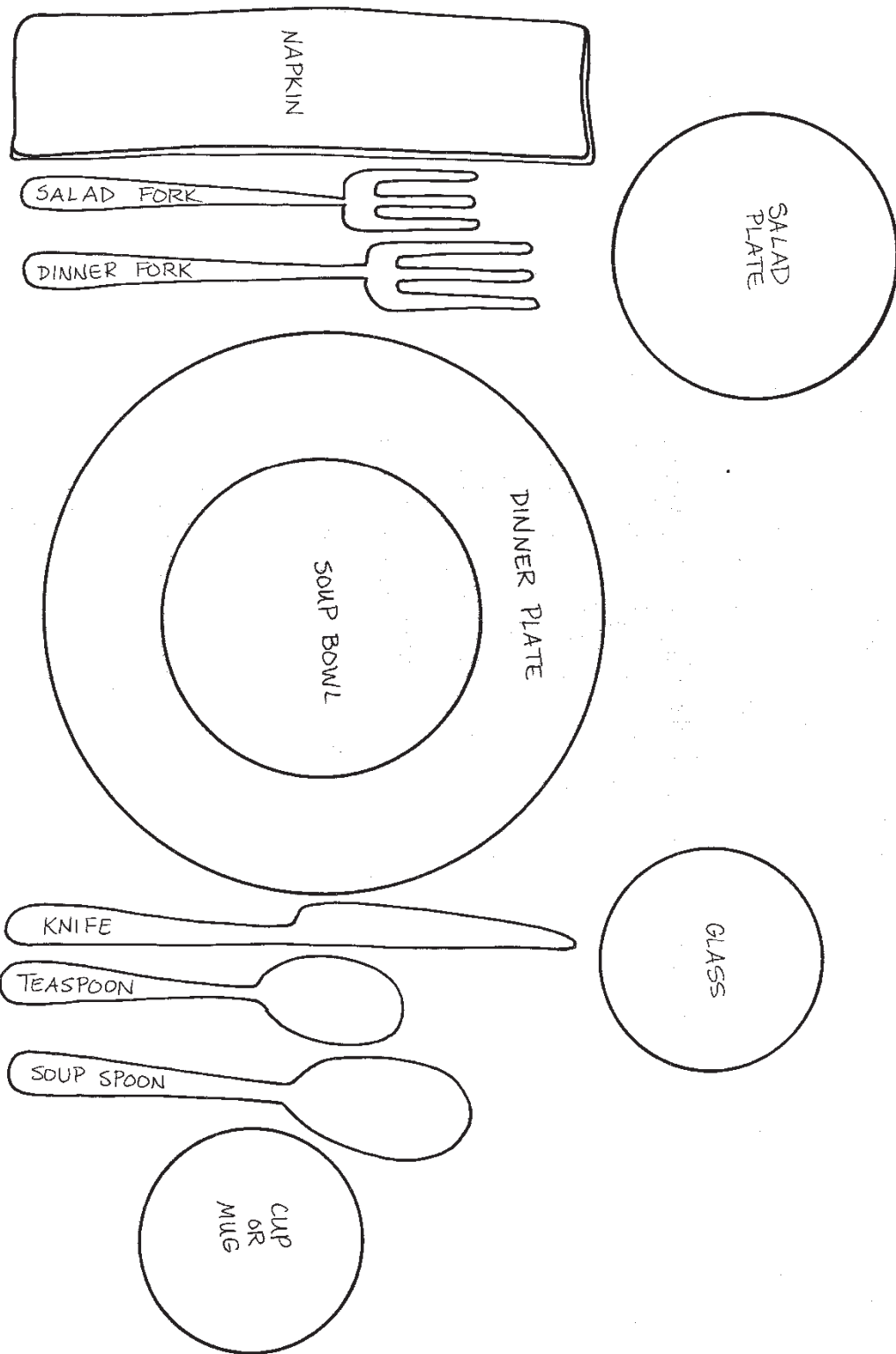
Good Table Manners don't just happen. You must learn the principles and use them everyday in your daily lives. Unfortunately, in today's society parents have become somewhat lax in practicing good manners and in teaching good manners to their children. Good manners are just a code of behavior that makes lives more pleasant. Good table manners insure that meals are a pleasant occasion, when family and/or friends can get together and enjoy each other's company. Sitting down at the table for a family meal helps to strengthen family relationships. It also offers opportunities for the children to practice good manners at home, so they will be prepared for social functions outside the home.

RULES OF GOOD TABLE MANNERS:

- Come to the table well-groomed: clean hands and face, clean clothes, combed hair.
- Sit up straight at the table. Keep elbows off the table and feet on the floor.
- Place your napkin on your lap before you begin to eat, and use it to wipe your hands and mouth during the meal.
- Some families say a blessing before eating. If this is true in your house, do not begin to eat until the blessing is said. If there is no blessing, then wait for the hostess or host to start eating.
- Do not begin to eat until everyone is served.
- Pass food to the right.
- Try a small amount of each food, even if you do not think you will like certain foods.
- Ask someone to pass food to you. Never reach in front of someone.
- Use the magic words, "please" and "thank you" often.
- Take small bites and eat quietly with lips closed.
- Make mealtime a happy time. Talk about pleasant things.
- Eat only firm, dry foods with your fingers. These include bread, plain cake, cookies, raw vegetables, corn on the cob and potato chips. If not sure how to eat something, you can politely ask, "What is the proper way to eat this?"
- Cut meat into small pieces, cutting only a few pieces at a time. Use your fork to hold the meat while you cut with your knife.
- When you have finished eating, place your napkin on the table. Leave the table when you are excused.
- Be sure to tell the hostess or host you enjoyed the meal.

The Table is Set & Mind Your Manners

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Introduction Activity/Icebreaker:***Name Game***

Let's get to know each other's names! As we go around the circle please share your first name and what food you are going to bring to our pretend meal today. However, you need to bring a food that begins with the same letter as your name. After you say your name and food, go back around the circle and repeat each person's name and what food they are going to bring. The activities leader starts the game, using their name and food as an example (my name is *Tim* and I'm bringing *tuna*.) If a youth gives an incorrect food, the leader needs to help them.

WHAT TO DO***The Table is Set*****TABLE SETTING**

Explain to the youth that mealtime can be very meaningful when the family sits down together at a table set for the meal. Today they are going to learn how most people in America set the table for a simple meal.

Activity 1

1. Ask several youth to reach into the large paper bag and pull out an item until all the items are out of the bag. Call attention to the numbers on the different items.
2. Call out numbers from 1-9. The youth with the numbered item will come to the table in front of the room and place the item where he/she thinks it should go.
3. Continue calling each number until all items are in place.
4. When the table is set according to the youths' vision of a set table, ask the group to check their setting and make any changes they feel are needed.
5. Describe the correct placement for the items and have the youth make the changes if needed. When the table is set, explain that this is a simple table setting. This arrangement would be used for most family meals. Follow with discussion about how families set a table.

Activity 2

1. Make a placemat from construction paper. Use either 9x12 or 12x18 size.
2. On the "front" have the children decorate it. Use your own ideas to decorate. For starters here are two ideas:
Idea A – ask each youth to draw whatever they'd like—a sunny scene, a house, animals, family, or a steaming plate of lasagna! Write each youth's name on the placemat; don't forget to decorate the border.
Idea B - Break an uncooked ear of corn into 2 1/2-inch lengths, coaxing the breaks with a kitchen knife, if necessary (adults only). Firmly attach plastic corn cob holders to the ends. Next, pour a few shades of paint onto paper plates. Roll the corn in the paint and then across a construction mat (you may want to practice on newspaper or paper scraps first). Repeat, overlapping patterns and hues. Allow to dry. NOTE: If you choose to this idea, you may want to make the placemat first to allow enough time for the paint to dry.

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3. On the backside, glue the place setting “cheat sheet” found with this lesson. (this can also be photocopied on the back of the construction paper if a copier is available during pre-event preparation.
4. When completely done (and paint is dry), placemats should either be laminated or covered with clear contact paper. From experience, a cool laminator works the best.

WHAT TO DO:***Mind Your Manners*****MANNERS MARATHON**

On 26-30 cards, write one positive or negative table behavior so there is an equal number of positive and negative behaviors. (Write in first person, “I”, “my”.) After each behavior, write a number of steps to take when the card is drawn (but do not write “backward” or “forward”).

Using a tape or string, mark a starting line and a finish line. Everyone should line up on the starting line. Start at one end of the line.

Have the first player draw a card and read it to the group (younger participants will need help!) Player must tell us if it is a positive/good or a negative/bad behavior. If the behavior is a good behavior, the player would take the number of steps forward on the card – if a bad behavior, s/he would take the number of steps backward on the card. Be sure to offer guidance if a player has trouble identifying behaviors accurately.

Walk down the line giving equal turns to all youth. Continue through the cards (reusing them if necessary) until everyone crosses the finish line.

TO MAKE GAME GO QUICKLY – play in small groups.

Possible list:

1. Leave my napkin under my fork throughout the meal.
2. Open my napkin and put it on my lap.
3. Wipe my mouth with my napkin and then put it back on the table.
4. Sneeze into my napkin and put it back on the table.
5. When leaving the table during a meal, I put my napkin on the chair, not back on the table.
6. When I am finished eating, I pick up my napkin and place it on the table to the left of my plate.
7. I grab food off someone else’s plate.
8. I help clear the table.
9. I excuse myself to go to the bathroom.
10. Sit with a straight back so that I can breathe easily.
11. Chew with my mouth open.
12. Ask for food to be passed.
13. Chomp loudly on food.
14. Tell a disgusting story while others are eating

The Table is Set & Mind Your Manners

15. Sit with my feet on the floor.
16. I tickle someone while he is eating.
17. When serving myself, I take only the amount of food that I know I can eat.
18. When serving myself from a platter with a serving fork and spoon, put the spoon under your portion and use the fork to hold it in place as you put it on your plate.
19. Pass all serving dishes to the right.
20. Sneeze into the food.
21. I turn away from the table to sneeze and cough and cover my mouth.
22. I burp and laugh rather than excuse myself.
23. I blow my nose with my napkin.
24. I keep up good conversation throughout the meal.
25. I pick my teeth after eating and read the newspaper while eating.
26. I thank the hostess and compliment her on her delicious meal.
27. I make lots of noises with my lips when eating.
28. I leave the table before everyone is finished and do not ask permission.
29. I burp and say "excuse me."
30. I place my napkin on the table as I leave.

GOOD MANNERS ARE A MUST!

1. Divide the youth into smaller groups of 4-6 and assign each to a "table".
2. Ask each "table" to discuss dining rules they should use at the dinner table. Allow them a few minutes to brainstorm. If you have enough helpers, assign a helper to each table to facilitate the discussion.
3. Ask each group to share one or two rules. On a chalkboard or flip chart paper, list all the ideas from the groups.
4. Discuss these ideas.
5. Explain that these "rules" are called "manners."
The basis for good manners is consideration and respect for others.

SNACK

- Serve cookies and a beverage.
- Have youth use placemats with a small plate, napkin, and beverage cup.
- Serve cookies on a plate that you pass.
- Practice use of good manners during snack time.

The Table is Set & Mind Your Manners

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Talk It Over

- ★ **Reflect:** What did you do in this activity?
How did you know what to do?
Why was your role important?
How did you feel when you used good manners?
- ★ **Process:** Why do you think it is important to “set” the table properly?
Why is it important to use good manners at home?
Name other places that you must use good manners.
Do people judge you if you use good manners? If you use bad manners?
- ★ **Generalize:** How often do you help set the table at home and practice good manners?
Does your family eat at a “set” table often, or only on special occasions?
Are there other times when good manners are important? When?
Why?
How does using good communication and social skills help get the work done?
- ★ **Apply:** How can you use this activity when you are away from home?
What can you do at home to encourage your family to have meals together?
How can good manners contribute to cooperation and communication in your family?
How can you use good manners at home other than at meal times?

Enhancement

- ★ Explore other cultures – they may do things differently! Talk to someone from another culture to find out more about their dining practices and manners. What is polite in other cultures?

Closing

Call everyone together into a circle.

Review by asking each youth to remember a table-setting tip or a rule of etiquette they learned today. Share these with each other by going around the circle.

Encourage youth to volunteer to set the table at home at least 1-2 times a week if they do not already set the table on a regular basis. Encourage youth to practice good table manners and good manners in any situation they encounter.

The Table is Set & Mind Your Manners

Parent Take-Home Piece

Today we had the opportunity to learn the proper way to set the table for a simple meal and to practice good table manners. Please encourage your youth to set the table 1-2 times a week if they currently do not do it as part of their family responsibilities. In many homes today, families do not sit down to a meal. We encourage you to sit down for a “family” meal at least once or twice during each week.

Having good manners helps more than just at meal times. Manners are important in other situations too. When you learn how to be polite and know your manners at home, in school or with members of the military, it can be easier to communicate what you need. These social skills are critical for cooperation and provide a basis of communication that is consistent and understood by many people in our culture. Using ‘please’ and ‘thank-you’ are just the beginning. Encourage your youth to practice good manners in all that they do, everyday, as a sign of respect for those around them.

Credits/Sources

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Lesson plan developed by: Marcia Woeste, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

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OMK Experience: Terrarium Treasures

Grade Level: 5th-7th
Number of Participants: 15

Project/Life Skills

- ★ Responsibility
- ★ Planning and organizing
- ★ Communication
- ★ Decision making

Activity Overview

Create a terrarium for home.

Time Needed for Volunteer Training: 30 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors or outdoors with tables; a large outdoor space for opening activity.



Get Ready

Roles for Volunteers

- Group helper.
- Set up snack.

Roles for Uniformed Military Personnel

- Assist as needed.
- Talk with youth about different environments they have seen in the military.
- Share the similarities and differences in environments.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Read through the activity ahead of time.

Do Ahead

Supplies

Balloon Activity:

- Balloons – at least two per person
- Masking tape
- Pencils

Terrarium Treasures

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Terrarium Activity:

- Clear glass containers with lid for each youth. (Applesauce jar works well - check with the local recycling center). Instead of a lid, you could use plastic wrap and ribbon or rubber band. ½ gallon wide mouth jars are available from www.specialtybottle.com
- Plants (ask your local green house or floral shop for donations)
- Potting soil
- Gravel
- Crushed charcoal
- Moss
- Decorations (bark, wood, rocks)
- Plastic spoons
- Newspaper to cover tables
- Paper towels

Snack

- Celery, peanut butter, raisins for *Ants on a Log*
- Juice/Kool Aid and cups
- Paring knife for celery; table knife for spreading
- Napkins

Background**Notes regarding: *Don't Drop It! Activity***

Responsibility is doing what you said you would do! Teaching youth about accountability helps them understand the importance of responsibility. Accountability is being answerable for your actions, your decisions and your choices; careful thought should be given to them.

Self-responsibility often includes doing more than is required. If you are to clean your room, does it just mean putting the dirty clothes under the bed? Or does it mean to clean with a HIGH LEVEL of responsibility and put the dirty clothes in the laundry room, clean under the bed and in the closet, maybe even wash the windows? Responsibility is raising the standard to a higher level of excellence.

Self-responsibility also often means using self-restraint. If cleaning your room is a responsibility, you are not being responsible when you play with your friends instead. Not following through with responsibilities could have various consequences. An effective leader acknowledges his/her responsibility and is willing to be held accountable for certain standards.

Notes regarding: *Terrarium Activity*

Building a terrarium can be a fun activity to help youth understand how plants live in a larger environment. A terrarium is a collection of plants growing in a clear, glass-enclosed container. The clear, glass walls allow light to reach the plants and give protection from dust, drafts, and temperature changes. Because the container is enclosed, the atmosphere in the terrarium is very humid and provides plenty of moisture for the plants.

Terrarium Treasures

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Plants

When building a terrarium, it is important to select the plants very carefully. The plants selected must live in high humidity, so cacti and succulents are not recommended. Types of plants that work well in a terrarium are house plants or woodland plants, but not BOTH in the same terrarium! It is important to choose plants that are small and grow slowly or they will quickly outgrow a small terrarium container. Some recommended plants for terrariums are:

House Plants

English ivy
Small ferns
Philodendron
Begonias (small-leaf type)
African violets

Woodland Plants

Lichens
Small ferns
Mosses

Water

Water is added to a new terrarium so the plants can take it up through their roots. Then, the plants give off water from their leaves in the form of gaseous water vapor. When the air in the container comes in contact with the cooler glass walls, the water vapor becomes liquid and runs down the sides of the container, soaking into the soil on the bottom. The water is taken up by the plants' roots, so the cycle continues. Because the water can be used over and over, terrariums rarely need to be watered.

Terrarium Care Tips

- Rotate container occasionally so plants grow evenly.
- Add three teaspoons of water once a month if the soil seems dry. If soil is not dry, don't add water!
- If sides of the container become too foggy, remove the lid for about 24 hours.
- Remove dead leaves regularly.

Introduction Activity/Icebreaker:

Don't Drop It!

1. Have the youth share their responsibilities/chores/jobs at home, school, church or in the community. Ask if their responsibilities have changed since their soldier has deployed? How do they feel about that?
2. Have them write down each specific responsibility on a piece of masking tape and attach each one to one of the balloons – the more the better. The balloons represent all the responsibilities that they have.
3. Mark two lines on the floor about 3-4 feet apart with masking tape. Split the group in half. Each small group stands on one of the lines facing each other.
4. The object of the game is to keep all the balloons in the air without any touching the ground. Have the youth throw each balloon up into the air. They will hit the balloons back and forth like a volleyball game. Don't allow the youth to pick up a balloon once it is on the floor. Time the youth for 3 to 5 minutes or until at least half of the balloons are on the floor.

Terrarium Treasures

5. Call STOP and have the youth hold all balloons that did not fall on the ground. Set them aside. Have each youth pick up a balloon off the floor and read the responsibility that was not completed.
6. Process questions:
 - a. What responsibilities were dropped in this game?
 - b. What would happen if you dropped these responsibilities in real life?
 - c. How do you prioritize your responsibilities to make sure they are completed?
 - d. What happens when a family member does not follow through on his/her responsibilities?

WHAT TO DO

Terrarium Treasures

1. Explain that plants are valuable to our environment. They can see how plants live in the environment by creating and observing a terrarium. We are also adding a responsibility to their life, now they have to take care of this terrarium. Do they think it will be hard or easy to take care of a terrarium?
2. Have the youth line the lower quarter of a glass container with moss. The green side should be next to the glass to help hide the soil and make the terrarium more attractive.
3. Place a few pieces of charcoal on top of the moss, and then cover with about an inch of gravel.
4. Add soil until it covers the gravel and is slightly above the moss.
5. Help them decide how to place plants in their terrariums. Suggest placing taller plants in the middle and shorter plants around the outside, or taller plants in the back and shorter plants in the front.
6. Use a plastic spoon to scoop out soil and make holes for the plants. Place plants in the holes and fill the hole in with soil. Gently pat down soil around plants using fingers or a plastic spoon.
7. Use fingers or a paper towel to gently brush soil off plant leaves.
8. Add decorations to the terrarium to make it more attractive.
9. Sprinkle the soil lightly with water. Leave the cover off the terrarium for about 24 hours to allow it to dry. Covering the terrarium while it is still wet can cause it to get moldy.
10. When it's time to cover their containers, they should leave a very small opening for air to get in (show your sample).
11. The terrariums should be placed in bright light but not in direct sun because it will be too hot for the plants.
12. Watch the plants grow!

Terrarium Treasures

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Talk It Over

- ★ **Reflect:**
 - What was your favorite part about making a terrarium?
 - What did you learn about yourself while you were doing this project?
 - What surprised you?
 - How did you decide which plants would work best in your terrarium?
 - How will you be responsible for the ecosystem in your terrarium?
 - What do you think your terrarium will look like in three months?
 - Why?
- ★ **Process:**
 - What was the most challenging part of making your terrarium?
 - How did you overcome these challenges?
 - How did others help you?
 - How can you show responsibility for your terrarium? What is your job?
- ★ **Generalize:**
 - How do ecosystems affect your everyday life?
 - Why is understanding ecosystems important to you?
 - How can you be a responsible member of your family ecosystem?
 - What is your job?
 - What happens when a family member does not follow through on his/her responsibilities?
 - How do you prioritize your responsibilities to make sure nothing gets dropped?
- ★ **Apply:**
 - What jobs can you do in your family ecosystem?
 - What important things do you have to be responsible for in order for your terrarium or your family to grow and be healthy?
 - How can you encourage your family to grow and be healthy while your loved one is deployed?
 - How do you take care of yourself so you can grow and be healthy?
 - How could you share your terrarium and how you are being responsible with your deployed loved one?

Enhancement

- ★ Do a survey of your eco system in your yard. What is working?
- ★ Families can be like ecosystems. How does yours balance out? What do you need to do on a daily basis to keep your family ecosystem healthy?
- ★ Research the environment where your soldier is deployed.

Closing

Your terrarium will help you understand how plants live in a larger environment. Remember that a terrarium is simply a collection of plants growing in a clear glass container. The glass walls allow light to reach the plants and protects them from dust, drafts, and temperature changes. Because the container is enclosed, the atmosphere in the terrarium is very humid and provides plenty of moisture for the plants.

Terrarium Treasures

Your family has its own ecosystem too. You are part of your family member team that is responsible for nurturing the environment so that everybody has what they need and things don't get dropped. What job do you do in your family ecosystem? When your deployed loved one returns, they will be transplanted back into your home. If there has been ongoing communication, responsibility and decision making during their absence, your family will have an easier time getting back to a healthy ecosystem.

Snack *Ants on a Log*: Cut celery into 4-inch pieces. Spread peanut butter on/in celery. Set raisins (ants) on the peanut butter.

Parent Take-Home Piece

Today your youth learned about responsibility and prioritized the “jobs” they have to do in their family, school & community. We discussed what happens when a “job” doesn't get done. Find a few minutes to talk to your child about their responsibilities around the house. If their responsibilities have increased since the deployment, show your child how much you appreciate their help.

Each youth made a terrarium to take home and be responsible for. They were asked how they could share the terrarium with their soldier. You may want to encourage them to tell the soldier about the terrarium in a phone call or email. They may also want to take pictures of it to send to the soldier. Below are some tips to care for the terrarium.

Terrarium Care Tips

- Rotate container occasionally so plants grow evenly.
- Add three teaspoons of water once a month if the soil seems dry. If soil is not dry, don't add water!
- If sides of the container become too foggy, remove the lid for about 24 hours.
- Remove dead leaves regularly.

Credits/Sources

Exploring the Treasures of 4-H Helpers Guide *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-08172 4-HCCS

Step Up to Leadership Mentor Guide for Grades 6-12 *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-07904 4-HCCS

Web Link

<http://hgic.clemson.edu/factsheets/HGIC1457.htm>

Lesson plan developed by: Karyn Santl, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Terrarium Treasures

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OMK Experience: Trees to Paper

Grade Level: 5th-7th

Number of Participants: 15-20

Project/Life Skills

- ★ Enhance Learning Skills
- ★ Decision Making
- ★ Communication
- ★ Relate to others

Activity Overview *Use tree products to make homemade paper and hats.*

Time Needed for Volunteer Training: 30 minutes

Lesson Time: 2 hours

Prep Time Needed: 45 minutes

Space Needed: Indoors or outdoors



Get Ready

Roles for Volunteers

- Help youth with hat-making and paper-making activities.

Roles for Uniformed Military Personnel

- Help youth make hats and paper.
- Talk about the different types of hats worn in the military.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Read through the activity ahead of time.

Do Ahead

Equipment

For each group of FOUR, provide:

- Wood frame (deckle) – old picture frame can be used
- Window screening (mold) - aluminum screening cut into pieces no larger than an 8" x 10". (Cut screens with utility scissors, not fabric scissors)
- Duct tape
- Plastic basin/tub – large enough to totally immerse frame
- Blender/food processor
- *Ideal:* iron or hair dryer for faster drying

Trees to Paper

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Supplies

- Large amount of newspaper – about 4 sheets per youth
- Masking/duct tape – 3-4 rolls
- White felt or flannel fabric – 1 per youth and a couple of extras
- Staples or tacks – for tacking screen onto frame
- Markers
- Sponges
- Water

Snack

- 1 apple/pear/orange per youth
- 1 nut-type granola bar per youth
- 1-2 jugs of apple juice and cups

Background

A tree is a living thing, just like you. It needs to eat, except instead of putting food in its mouth, it makes its own food in its leaves. Just like you, it needs to breathe. Instead of lungs, it takes in air through tiny holes in its leaves, called stomata. Just like you, it needs to drink water. Instead of drinking water through a mouth, it takes water in through its roots.

There are some ways that trees are different from you. People can live only about 100 years; some trees, such as the Bristlecone Pine Tree, can live to be over 4,000 years old. While humans don't grow much taller than 7 feet, a tree such as the California Redwood can grow to be over 360 feet tall. An average grown man weighs about 175 pounds, but a giant Sequoia Tree can weigh over 2,800,000 pounds. That's as much as 40,000 fourth graders! Yes, trees are amazing. What is even more amazing about them is how many different kinds of trees grow in the United States. In New Jersey alone, you can find 90 different kinds of trees.

Paper making background

Ancient Egyptians invented the first substance like the paper we know today, called *papyrus*. Papyrus scrolls were made by taking slices of the inner part of the papyrus stem, flattening and then pounding them into a hard, thin sheet. The word "paper" comes from the word "papyrus". The paper that we know today was invented by Ts'ai Lun in A.D. 105. It is believed that he mixed hemp, mulberry bark, and rags with water, mashed it into a pulp, pressed out the liquid and hung it to dry in the sun. Paper was born, and this humble mixture would set off one of mankind's greatest communication revolutions.

Today there is a revival in homemade papermaking crafts. Not only is it a fun experience, but it's a good way to recycle waste into wonderful possibilities. Below you will find a simple papermaking recipe to get you started. If this is the first time you are making paper, don't be afraid to experiment with different fibers. You don't have to stick with paper related products - add whole flower heads to the pulp mixture after it has been through the blender. You can add scraps of yarn, tin foil, even seeds. It all comes down to what *you* want. Experiment with different textures and colors - after all, Ts'ai

Trees to Paper

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Lun did! Remember, some of your ideas will turn out well, while others may not. Have fun with it; express your creativity.

Introduction Activity/Icebreaker:

Squirrel

For this game, everyone gets into a small group of four. Three of the four join hands and become a hollow tree. The fourth person is a squirrel who gets inside the hollow tree (inside the circle formed by teammates).

Two extra players are needed – another squirrel and a hound. When the game begins, the hound chases the extra squirrel in and out between the trees. For safety, the squirrel may crawl into any tree, but the squirrel already in that tree must leave and flee from the hound. If the hound tags the free squirrel, the squirrel becomes the hound, the hound becomes the squirrel, and the game continues.

WHAT TO DO

Trees to Paper

ACTIVITY: Trees as Hats?

There are many types of hats and each of them can communicate a different message. In the military, pins, hats and even patches communicate rank, troop, or special forces. How do you think hats might communicate messages? Today we are going to make our own special hat using newspaper and you will be able to decorate it with your own special message.

1. Place the middle of two large, square sheets of newspaper on the top of the head.
2. Lay the rest of the paper flat against the head.
3. Tape around the newspaper starting right over the ear and continue wrapping until the tape goes all way around the head. Wrap three or four times.
4. Curl up the edges of the newspaper to form the brim of the hat.
5. Have the youth decorate the hat to their liking.

ACTIVITY: Making Paper

Newspapers and letters are just two examples of ways that people communicate through the use of paper. But do you ever think about how paper is made? Today you will be able to use various recycled products and make your own paper.

Simple Recipe : Many types of paper can be used:

- Computer paper (unprinted)
- Newspaper (if you want a grayish-colored paper)
- Magazines
- Egg cartons
- Old cards (for heavier paper)
- Toilet paper

Trees to Paper

- Paper bags
 - Non-waxed boxes (pre-soak in warm water)
 - Office paper
 - Tissue paper (for finer paper)
 - Typing paper
 - Napkins
 - Construction paper
1. Split the participants in groups of four. Once this is completed have one person from each group select the equipment needed to complete the making paper process. At this point you should also talk about the importance of working as a team. Everyone must work together!
 2. Select the pieces of paper to be recycled. You can even mix different types to create your own unique paper.
 3. Rip the paper into small bits, and place into the blender until about half full. Fill the blender with warm water. Run the blender slowly at first, then increase the speed until the pulp looks smooth and well blended (30-40 seconds). Check that no flakes of paper remain. If so, blend longer.
 4. Make a mold. The mold, in this case, is made simply by stretching fiberglass screen (plain old door and window screen) over a wooden frame and stapling it. It should be as tight as possible. Use 1 to 2 layers of duct tape folded along all sides of screening for safety and strength
 5. Fill the basin about halfway with water. Add 3 blender loads of pulp - the more pulp you add the thicker the finished paper will be. Stir the mixture.
 6. Stir 2 teaspoons of liquid starch into the pulp for sizing. (This is not necessary, but if the paper is going to be used for writing on, you should add some. The starch helps to prevent inks from soaking into the paper fibers.)
 7. Place the mold into the pulp and then level it out while it is submerged. Gently wiggle it side-to-side until the pulp on top of the screen looks even.
 8. Slowly lift the mold up until it is above the level of the water. Wait until most of the water has drained from the new paper sheet. If the paper is very thick, remove some pulp from the tub. If it is too thin, add more pulp and stir the mixture again.
 9. When the mold stops dripping, gently place one edge on the side of a fabric square (felt or flannel square). Gently ease the mold down flat, with the paper directly on the fabric. Use a sponge to press out as much water as possible. Wring the excess water from the sponge back into the large plastic tub.

Trees to Paper

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10. Now comes the tricky part: Hold the fabric square flat and slowly lift the edge of the mold. The wet sheet of paper should remain on the fabric. If it sticks to the mold, you may have pulled too fast or not pressed out enough water. It takes a little practice. You can gently press out any bubbles and loose edges at this point.
11. Repeat the steps above, and stack the fabric squares on a cookie sheet. Save one fabric square to place on the top of the stack to cover the last piece of paper. Use another cookie sheet to press the remaining water out of the stack. (Do this outside or in the bathtub, it can make a mess!)
12. After you press the stack, gently separate the sheets. They can be dried by hanging on a clothesline or laying them out on sheets of newspaper. When they have dried peel them off the fabric and - voila! - you have paper!

Talk It Over

- ★ **Reflect:**
 - What was your favorite part about making the hat? The paper?
 - Are trees important in your life? Why or Why not?
 - What did you learn about trees that was a surprise?
 - How are you like a tree in a forest?
 - How is your family like a forest?
- ★ **Process:**
 - What was the most challenging part of making a hat or paper?
 - How did you decide on the type of hat?
 - How did you decide the mix of materials that you used to make the paper?
 - What would you do differently next time?
 - How did working together help you with these projects?
 - How did you let others know that you appreciated their help?
- ★ **Generalize:**
 - How can you use the skills you learned today in your family?
 - With the help of nature and humans, trees transform into many different products. How are you changing during the deployment?
 - How are you telling your family about these changes?
 - How are other military families like your family?
- ★ **Apply:**
 - What did you learn about yourself doing this project?
 - How can you share what you have learned with others and your deployed loved one?
 - Who would you identify in your family forest that could help you with important decisions?
 - How will you let others know about decisions you make?

Trees to Paper

Enhancement

- ★ Learn about the types of trees in your area your backyard or in your community.
- ★ Look at the paper waste in your garbage. What other things can be made from them? What parts can be recycled?
- ★ Make a family tree, not just of your ancestors, but of the support network of family and friends that are important in your life while your loved one is deployed.

Closing

Trees are important resources for our world, just as families are important resources for you. Use your paper to communicate with your deployed loved one about your projects and how they are important to you. Tell them about the decisions you made and how you worked with others. Let them know how you are doing, how your family is holding up and that you have a 'Never Give Up' attitude.

Snack

Serve apples, pears, oranges or anything that comes from a tree; apple juice to make a connection between apple from trees and juice; nut-type granola bars.

Parent Take-Home Piece

Today your youth learned about products that come from trees. They also made paper at the activity today. Talk about what it was like to make paper. We suggest that you let it dry and use this newly created paper to write a letter to a loved one who is deployed.

Stress to them the importance of talking about their experiences. Communication is an important life skill and we hope that this experience can help your youth to be able to communicate more effectively with you and your loved one who is away in service for our country.

Credits/Sources

Science Discovery Series, *with permission of the National 4-H Curriculum System, Inc. 4HCCS BU-07915*

Web Links:

www.pioneerthinking.com/makingpaper.html

www.funsci.com/fun3_en/paper/paper.htm

www.wipapercouncil.org/makepaper.htm

Lesson plan developed by: Brian McNeill, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

Trees to Paper

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OMK Experience: Work It Out!

Grade Level: 5th – 7th

Number of Participants: 10-15

Project/Life Skills

- ★ Conflict resolution
- ★ Teamwork
- ★ Stress Management
- ★ Communication

Activity Overview *Make a stress ball and play games to learn about conflict resolution.*



Time Needed for Volunteer Training: 30 minutes

Lesson Time: 2 hours

Prep Time Needed: 20 minutes

Space Needed: Large room

Get Ready

Roles for Volunteers

- Assist with set-up.
- Welcome youth.
- Group helper.
- Set up ice cream sundae area.

Roles for Uniformed Military Personnel

- Welcome youth.
- Help with activities.
- Share a story of an appropriate stressful of conflict experience and how they handled it in a positive manner.

Volunteer Training Needed

- Ability to work with 5th – 7th graders.
- Read through the activity ahead of time.

Work It Out!

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Do Ahead

Equipment

- 15 chairs
- 5 small funnels (1 for every 3 youth)

Supplies

- 10 lbs. flour
- 15-30 balloons – strong, heavy duty type for stress balls
- Plastic spoons: one for each youth and volunteers
- Newspaper for mess

Snack

2 pails of ice cream
 2 containers each of various ice cream toppings
 Bowls - one for each youth and volunteers
 Spoons - one for each youth and volunteers
 2 ice cream scoops

Background

Conflict is a disagreement between two or more individuals or groups resulting from incompatible or opposing needs, drives, or wishes. Learning how to manage conflict helps us understand how to work as leaders with others. Conflict may seem negative, but it is actually a natural event in our relationships with others. Conflict can be positive. It only becomes a liability when it is not dealt with and resolved.

There are different ways or styles to handle or manage conflict. They may depend on an individual or group's perspective or the interrelationship between the subject and its parts as viewed by an individual or groups. People often learn to model such behaviors when they are young. Because of this they may feel more comfortable using some styles more than others.

Some conflicts are better resolved using more than one style.

Examples of conflict management styles include the following:

1. **Aggressive** – This style uses direct tactics. The aggressor has a strong need to control the situation and used strong arguments to bully others into agreement. This style is very forceful and can be pushy. It tends to make people uncooperative.
2. **Assertive** – This style use persuasion to get others in agreement and is characterized by willingness to work together. Discussion resolves the conflict.
3. **Observant** – This style uses observation skills to understand needs, feelings, etc. The style puts you in the other person's shoes. Cooperative discussion resolves the conflict.
4. **Avoidance** – This style is passive. Individuals withdraw from the conflict and sometimes pretend that it does not exist. If both individuals use this style, the conflict is not resolved and will always be there.

Work It Out!

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Introduction Activity/Icebreaker:***Knee to Knee***

Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each youth has approx. 1 minute to answer the question. (I usually direct them to shake hands and introduce themselves because I think shaking hands is a nice way to connect and is also a life skill).

When time is up, ask youth to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they’ve had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually need about 5 or 6 questions.

Question Ideas:

1. Tell about a favorite vacation you’ve taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had as a child.
7. If you could win an award or prize for something, what would you like it to be for?
8. Tell about the first job you ever had.
9. What is one thing you want to accomplish this year?
10. If you were a hot air balloon, where would you go?
11. If you won \$1000 on a call-in radio contest, what would you do with the money?
12. Tell about a favorite book you’ve read.
13. Tell about your favorite thing to do in your free time.

Work It Out!

WHAT TO DO***Work It Out!*****FREEZE: A CONFLICT ACTIVITY**

1. Have the youth divide into groups of two or four.
2. Explain to the group that they will be taking sides in a conflict. Each side role-plays (pretends to have) a conflict over the two sides of a situation. Possible situations are listed below, but fine-tuning or adding situations to mirror issues present in your community will make these more interesting to the group.
 - a. Possible situations:
 - i. There is money to purchase new playground equipment for the school playground. One group wants to purchase more swing sets; the other group wants to purchase more jungle gyms and slides.
 - ii. Your school class is choosing what will be served at the annual Parent's Night Picnic. One group of students wants to serve hamburgers and French fries; the other group wants to serve fried chicken and potato salad.
 - iii. Your class is going to organize games for the Kindergarten Dr. Seuss party. Some classmates want to play tag and group games; other classmates want to play kickball and team games.
 - iv. You and your best friends are going to spend time together this Saturday. You want to help at the City Park clean up days; your friends want to go to the mall and to a movie.
3. Allow the group to discuss the conflict for a few minutes, and then call "FREEZE!" Change sides of the conflict by switching chairs and start the discussion again.
4. Decide a solution to the conflict based on the discussions.

TALK IT OVER

Was it easy to see the other side in the discussion?

What made the discussion hard to do?

How did you help the two sides come to a solution?

What behaviors did you see in this activity? Which behaviors were positive and which were negative?

How do you handle conflict in your life?

In the last week, have you been in a group that didn't agree with another group on something?

Why would it be important to learn to see the other side's perspective on a situation?

Have you seen or felt more conflict in your family since your soldier deployed?

What are some positive ways to deal with conflict?

Work It Out!

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STRESS BALL ACTIVITY

Conflict in itself is not bad; it is what we do with the conflict that makes a difference. The best conflict management is when both sides “win” and there is not a “winner” and a “loser”. Typically when conflict happens in a person’s life it is stressful.

What are some signs that a person is under stress?

- Potential answers might be: anxious, get angry easily, become quiet
Everyone deals with conflict or stress differently. We just need to find a positive way to deal with it so everyone “wins”.

What are some things that a person can do when they feel stressed?

- Potential answers might be: exercise, work out, read, write, talk it out
When we are stressed we need to take the time to think about what is “bugging” us and figure out a way to deal with it.

Today we are going to **make a stress ball**. Anyone ever have one before? This is a “thing” that we can squeeze when we are under stress. As we squeeze the stress ball we can think about how we are going to handle the conflict or stress.

1. Hand out a balloon to each youth
2. Using the small funnel have each youth pour flour into their balloon
3. Tie the balloon
4. Start squeezing!

RECREATION ACTIVITY: ROCK, PAPER, SCISSORS

Play in a large room with: a center line over which teams meet, a free zone for each team, and a large area to run from each other. Care should be exercised when playing indoors where there may be chairs, tables or other potential hazards.

How to play: Teams huddle together and as a group decide which symbol to use. Then in two lines facing each other they begin to chant “ROCK, PAPER, SCISSORS!” They should then show the symbol the team chose. The team that has the winning symbol will chase the other group and try to tag as many players as possible before they reach the free zone. Those players then join the other team. Continue until there are few or no players left on one side. Start a new game if time permits. Remember: *paper covers rock, rock smashes scissors, scissors cuts paper.*

Talk it over

Was there any conflict when trying to decide which action to do as a team?
How did you resolve the conflict? Potential answers might be: compromise, knew next time we’d try it my way.
How can compromising help us in real life?

Work It Out!

Talk It Over

- ★ **Reflect:** What did you learn about conflict resolution and stress by doing these activities?
 Did working with your team help resolve conflict and relieve stress?
 Why or why not?
 How did that make you feel?
 Have you seen or felt more conflict in your family since your soldier has been deployed? How is it different?
- ★ **Process:** What were the most challenging activities for you? For your team?
 What would you do differently next time?
 How did working together help you?
 How did you resolve the conflicts?
 How can compromising help us in real life?
- ★ **Generalize:** How are your experiences with conflict similar to the other youth participants? What about the kids you know in school?
 What are some of the ways you can manage conflict with kids whose parents are not deployed and may not have the stresses that you have had to face?
 How can you help others who might be facing tough situations?
 What are some positive ways you can release stress everyday?
 What advice would you give others about stress? Conflict?
- ★ **Apply:** What did you learn about yourself doing these activities?
 What are some positive ways to deal with conflict at home while your loved one is deployed?
 Who can you identify in your family, friends or in your community that can help you can talk about your stress and conflicts?
 How are the stress and the conflict that you feel daily, different than your deployed loved one?
 How can you communicate with your deployed loved one how you are managing your stress?
 Ask your deployed loved one how you can help them manage the stress they may be feeling by being deployed?

Enhancement

- ★ Write a list of stress relief activities you can post in your room.
- ★ Think of possible conflicts or stressful situations before they happen. Write some ideas down on how you might handle them.
- ★ Keep a daily/weekly journal of your thoughts and feelings.
- ★ Do a good deed for someone else. This makes you and someone else feel good!
- ★ Identify a safe adult you can talk to about the conflicts and stress in your life.

Work It Out!

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★ Send your deployed loved one a stress ball.

Closing

Stress and conflict are real. We confront these situations and emotions on a daily basis. It is important that you reflect on how to handle situations before they happen. The military goes through this process with briefings and scenarios. You can too. Identify a safe adult you can talk to about the conflict and stress you encounter. Make a list of activities you can do to relieve your stress. (Take a walk, exercise, read, write, talk with a friend) The most important thing about conflict and stress is to try to resolve the situation in a positive and constructive manner.

Snack “Cool Off” Ice Cream Sundaes

Parent Take-Home Piece

Today your youth learned about dealing with conflict. They discussed various situations that had conflict involved. The youth were in groups and defended one side of the conflict. Then they had to “switch sides” and defend the other side. The youth made their own stress ball to use when they get stressed. We finished the activity with “Cool Off” ice cream sundaes.

As a parent you can continue this discussion by sharing with your youth how you deal with stress (take a walk, exercise, read, write, talk with a friend). Talk with your youth about dealing with conflict and that conflict happens and we need to deal with it in a positive manner. Encourage your youth to talk to you or another adult if they feel they have a conflict they don’t know how to handle.

Credits/Sources

Step Up to Leadership: My Leadership Workbook for grades 3-5; *with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-07905 4-HCCS

Lesson plan developed by: Karyn Santl, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

Work It Out!

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OMK 4 HOUR EXPERIENCES



OMK Experience: 'Anything Box'

Grade Level: 5th – 7th

Number of Participants: max. 30

Project/Life Skills

- ★ Cooperation
- ★ Planning and organizing
- ★ Problem solving

Activity Overview *Create an 'Anything Box' to take home and use.*

Time Needed for Volunteer Training: 5 minutes

Lesson Time: 4 hours

Prep Time Needed: 15 minutes

Space Needed: Indoors or outdoors



Get Ready

Roles for Volunteers

- Assist as needed. 1 adult/5 youth.
- Woodworking skills helpful.

Roles for Uniformed Military Personnel

- Help the youth construct their 'Anything Box'.
- Share a story of constructing things while they have been in the military.
- Share a story about sharing important items after deployment.

Do Ahead

Communicate ahead of time that youth should wear clothing appropriate for painting.

Order kits through website.

Prepare one wooden box for demonstration.



Equipment

- Sandpaper
- Acrylic craft paints in assorted colors
- Paint brushes in assorted sizes
- Wood glue
- Hammer and nails
- One fingernail clipper or scissors per group
- Drawing paper and pencils
- Large tarps to work on, for easier cleanup

Anything Box

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Supplies

- One wooden box kit per participant, available at:
<http://www.enasco.com/ProductDetail.do?sku=9703184>

Snack

- Juice, crackers and assorted toppings like cheese, jelly, and peanut butter.

Background

Military youth can use cooperation, planning/organizing, and problem solving to create a wooden box. These boxes can be used for anything; one suggestion is to store items that are sent by the parent throughout the deployment. Another idea is to use it to store items to share with the deployed parent upon their return.

Introduction Activity/Icebreaker:***Zip, Zap, Zoop***

Everyone stands around in a circle. One person is in the middle. The person in the middle will point to a person in the circle and say, “**Zip, Zap, Zoop.**” The person in the circle needs to reply back with the names: Zip is the name of the person to the right, Zap is the name of the person to the left, and Zoop is their own name. They have to answer the person in the middle in 3-5 seconds. If they do not say the correct name, they replace the person in the middle.

WHAT TO DO***‘Anything Box’*****Coordinator reminder:**

It is easy to instruct the youth in how to do each step of the kit, but experiential learning is better. Allow them to do it themselves and work through the process with you as a facilitator.

1. Once all have arrived, have them gather and go over the scope of the day.
2. Review rules and woodworking safety; describe the tools and their uses.
3. Divide them up into working pairs. Using the directions from the kits, allow students to work through the project. Be the facilitator as they experience problems; help them to work through the problems, rather than telling them exactly what to do. Make sure they label their finished projects with their names.
4. Snack and bathroom break.
5. Have each youth make a box decorating plan on paper. This should be a detailed paint job that describes a theme for the use of their box. Encourage creativity and thoroughness. Have paints and paint brushes available for use.
6. Discussion: Use the **Talk It Over** questions.

Anything Box

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Talk It Over

- ★ **Reflect:** What did you learn about yourself making the 'Anything Box'?
What surprised you?
How did working together help you on this project?
Tell us about how you decorated your box. What do you like best?
How did it feel to make your 'Anything Box'?
- ★ **Process:** What was the most challenging part of making your 'Anything Box'?
Did working with others help you solve these challenges?
Did your 'Anything Box' turn out like you planned?
What would you do differently next time?
What advice would you give others when they make an 'Anything Box'?
- ★ **Generalize:** What other areas in your life can you use planning and organizing skills? Home? School?
How can working with someone else help you with challenges on projects?
What strengths do you bring to projects that help others succeed?
What other projects could you put together to share with others?
- ★ **Apply:** What are you going to keep in the box? Why?
How will you share your 'Anything Box' with others?
How can you use your planning and organizing skills on projects at home to help while your loved one is deployed?
What other projects can you do at home to help keep a connection and communicate with your deployed loved one when they return?
How can you involve your family and friends with a project so they can keep connected with your deployed loved one?

Enhancement

- ★ Help a younger sibling or another member of your family make a special box or container to keep special items either from your deployed loved one or for them upon return.

Closing

Your 'Anything Box' can be used for ANYTHING! One suggestion is to store items that are sent by your deployed loved one. Another idea is to use it to store items to share with the deployed parent upon their return. As you worked on these boxes today you used cooperation, planning, organizing, and problem solving to create a wooden box. All these skills come into play as you handle the stress of having a deployed loved one.

Anything Box

Parent Take-Home Piece

These 'Anything Boxes' can be used for ANYTHING! One suggestion is to store items that are sent by your deployed loved one. Another idea is to use it to store items to share with the deployed parent upon their return. Keeping memorabilia for the time the soldier is away is beneficial for both the soldier and the youth at home. It can be a talking piece for them to reconnect when they return and allow the soldier to be able to see what the youth and family have done during the deployment. Keep the box in a visual area of the house so pictures, items, and other memories can easily be dropped in it to save.

Credits/Sources

Supplies: <http://www.enasco.com>

Lesson plan developed by: Nicole Pokorney, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

Anything Box

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OMK Experience: Bubbles, Bubbles & More Bubbles!

Grade Level: K- 7th
Number of Participants: 5-30

Project/Life Skills

- ★ Critical thinking
- ★ Problem solving
- ★ Communication

Activity Overview *Do fun bubble experiments and learn bubble facts.*

Time Needed for Volunteer Training: 1 hour

Lesson Time: 4 hours

Prep Time Needed: 10 minutes

Space Needed: Indoors/outdoors; table space; a room that can be made dark.



Get Ready

Roles for Volunteers

- Assist as needed.
- Help with set-up and clean-up.

Roles for Uniformed Military Personnel

- Assist teams.
- Read instructions.
- Measure ingredients.
- Play games with youth.
- Talk about the ways the characteristics of bubbles are used in the military.
- Share funny bubble stories.

Volunteer Training Needed

- Ability to work with K-7th graders.
- Read through the activity ahead of time.

Bubbles, Bubbles & More Bubbles

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Do Ahead

Supplies

Activity 1:

Dancing Raisins and Twisting Spaghetti.

Clear glass or jar, 16oz. or larger
 Measuring spoons and cups
 Small plastic or metal spoon
 Tablespoons
 Tray to catch spills
 Sponge or towels
 White vinegar
 Baking soda
 Dawn™ dishwashing liquid
 Dry spaghetti
 Raisins(5 per group)
 Water

Activity 2:

Bigger, Better Bubbles

Bubble wands
 Pipe cleaners
 Thin wire coat hanger
 Straws
 String
 Bowl
 2 qt. bottle with tight lid
 Glycerin (available in drug and health-food stores) or substitute corn syrup
 Dawn™ dishwashing liquid
 Water

Activity 3:

More Bubble Challenges

Shallow tub or tray
 Glycerin or substitute corn syrup
 Dawn™ dishwashing liquid
 Water
 On hand: food coloring, glue, corn syrup

Activity 4:

Tummy Bubbles

Clear drinking glass
 Alka-Seltzer
 Paper

Activity 5:

Bubble Powered Rockets

Film canisters – one per person
 Tablespoons
 Scotch tape™
 Scissors
 Alka-Seltzer™
 Paper

Activity 6:

Bubble Colors

Flashlight – 1 per leader or small group
 Clear plastic lid – 1 per leader or small group
 Tape
 Straw
 Dawn™ dishwashing liquid

Activity 7:

Fill a Balloon with Bubble Gas

Clear plastic pop bottle
 Vinegar
 Water
 Baking soda

Activity 8:

Bubble Gum Fun

Bubble gum

Bubbles, Bubbles & More Bubbles

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Snack

- Cups, plates, carbonated flavored waters, cookies and a seasonal fruit.

Background

What is so fascinating about bubbles? Their precise spherical shape? Their fragile nature? Their microscopically shell? Their beautiful colors? The way they shimmer? Or are they just fun?

Today we will learn about bubbles. We will do eight experiments and activities to learn more about what makes bubbles, what ingredients make good bubbles, and what you can see in bubbles.

Sometimes we need to be like scientists to figure out what works best – in our bubble experiments, or when working with our families and friends. As a scientist, finding solutions sometimes means trying several times to find something that works well. It is the same as we try to work out issues with family and friends.

Bubbles can be very messy. Cover the table and/or floors indoors with plastic to prevent messes. Bubbles can also be very slippery. Remind youth to walk carefully and to clean up spills to prevent injuries.

Introduction Activity/Icebreaker:*Wand magic*

Gently stir together:

9 cups of water, 1 cup of Dawn™ liquid dish detergent, 4 ounces of glycerin.

Create bubbles using the bubble wand outside and let the wind catch them.

Have each youth chase and pop bubbles, keeping count.

After the activity, each youth will introduce themselves and how many bubbles they were able to pop.

WHAT TO DO***Bubbles, & More Bubbles*****Coordinator Reminder**

Bubbles can be very messy. Cover the table and/or floors indoors with plastic to prevent messes. Bubbles can also be very slippery. Remind youth to walk carefully and to clean up spills to prevent injuries.

Activity 1**Dancing Raisins and Twisting Spaghetti.**

Common household ingredients such as baking soda and vinegar can produce some very simple yet interesting reactions. Have the youth divide into small groups to become scientists for an experiment to produce a chemical reaction. Let the youth measure, stir and add ingredients.

Bubbles, Bubbles & More Bubbles

1. Tell the youth that they are about to make some science magic that makes raisins and spaghetti perform unusual dances.
2. Fill two jars half full of water for each small group.
3. Add 2 Tablespoons of baking soda to each jar and stir with a spoon.
4. Add 2 Tablespoons of vinegar to each jar.
5. Remind the youth to watch what is happening. Ask them to touch the jar to see how it feels.
6. When the mixture stops fizzing and looks clear, drop five raisins into one jar.
7. Add five 1-inch pieces of dry spaghetti to the other jar.
8. Watch what happens. Be Patient! It will take a few minutes before movement occurs.
9. Ask the children to describe what is happening.
10. The Raisins and Spaghetti will rise and fall for 15 minutes.

When vinegar and baking soda are combined, a chemical reaction occurs and a gas called “carbon dioxide” is formed. Bubbles are also formed. The gas bubbles form under the raisins and spaghetti and lifted them to the surface. When the bubbles broke they fell to the bottom.

Activity 2

Bigger, Better Bubbles.

Each team is challenged to create the best bubble brew to produce the largest and longest-lasting bubbles. Keep the small groups that were formed for activity 1.

1. Stir 1 liter water and 4 ounces dishwashing detergent. DO NOT shake! DO NOT add glycerin!
2. Create bubble wands using the hangers and pipe cleaners.
3. Make bubbles. Estimate the size of the bubbles using the timer to measure how long the bubbles last. Which wand works the best?
4. Explain that glycerin is a soy oil product that reduces the evaporation of water and makes the bubbles last longer. Add 1-3 Tablespoons of glycerin to the soap mixture and repeat your bubble making. Test the different amounts of glycerin. Which amount makes the best bubbles? Which wands work best?

Activity 3

More Bubble Challenges

Mix a bubble solution with *2/3 cup Dawn™ dishwashing liquid and 1 tablespoon glycerin* in one gallon of water in shallow tub or tray.

Mix another bubble solution with *only 2/3 cup Dawn™ dishwashing liquid* in one gallon of water in a shallow tub or tray.

Practice making bubbles out of both tubs. What do you notice about your bubbles? Does one mixture make better bubbles? Why do you think that the ingredients make such a difference in the bubbles? Can you think of any other ingredients you might want to use that would make the bubbles any different? (Allow youth to name the ingredients and possibly add them to the solutions. Having ingredients such as food coloring, glue, corn syrup, etc. on hand will help give them ideas to experiment with.)

Bubbles, Bubbles & More Bubbles

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Activity 4**Tummy Bubbles**

Let's watch what happens when we add Alka-Seltzer to this glass of water. Look at how quickly the bubbles appear. Where are all of those bubbles going? If you were going to drink this Alka-Seltzer, what do you think happens to it in your stomach? (Allow youth to give suggestions.) Did you know that fizzy liquids get into your intestines faster than other liquids? The bubbles in soda or Alka-Seltzer tickle the exit valve in your stomach, and it opens.

Activity 5**Bubble Powered Rockets**

Let's do an activity that shows how bubbles can make things move. Everyone needs a film canister. We'll put a tablespoon of water into the film canister, and then we'll drop in a tablet of Alka-Seltzer. Snap the lid on tight and turn the canister upside down, so the lid is on the bottom – and stand back. What happened to your film canister? What do you think was happening inside the film canister? How high do you think the film canister went in the air?

Now let's decorate our film canister by wrapping a sheet of paper completely around the film canister, adding a nose cone to the top of the paper and fins to the sides. (Tape each of the pieces onto the rocket.) Does it look like a rocket now? (Feel free to decorate with crayons or markers.) After the rocket is taped onto the film canister, youth may put a tablespoon of water and an Alka-Seltzer tablet into the film canister and again watch their rocket blast off.

Activity 6**Bubble Colors**

How many of you have ever noticed that bubbles have colors in them? We'll try an experiment now for you to see the colors that are in bubbles. Let's mix up our solution of 2/3 cup of Dawn™ dishwashing liquid and 1 gallon of water. What other things do you think we'd need to really be able to see the colors in bubbles? Some type of light will be important. Let's use a flashlight and see if we can make this work.

I've got a clear plastic lid here (from a margarine dish or other plastic container) and I am going to tape it over the lighted end of the flashlight. I'll turn it on hold it straight up so when I put the bubble mixture on, I won't spill. Let's put a little of the bubble mixture on the plastic using my finger and get the plastic lid all wet. What do you think I should use to make a bubble on this lid? Can I make a bubble by just blowing? Should I use a bubble wand? I think a straw might work great for me to blow a bubble. Blow through the straw to make a big bubble that will hopefully cover the whole lid.

Turn off the lights in the room or move to a dark corner of the room and look closely at the bubble. What do you see? Are there any colors? How many can you see? What else do you see when looking at this bubble? Does every bubble have the same colors?

Bubbles, Bubbles & More Bubbles

Activity 7**Fill a Balloon with Bubble Gas**

Can you make bubbles without soap? What would it take to make bubbles when you don't use soap? Is there anything in your kitchen that you could use? Have you ever watched someone try to get a clog out of the drain? If you don't have drain cleaner at home, you can make your own. Using vinegar and baking soda works really well, and then you pour really hot water down the drain to clean it out. Today, we'll see what happens when you use vinegar and baking soda together.

We'll use this clear plastic pop bottle to do our experiment. Let's use a funnel and pour in a 1/3 cup of vinegar into the bottle. We'll also use 1/3 cup of water, so let's add that too. Now, we are going to use this balloon to see how the bubbles might work in this experiment. I filled this balloon about 1/2 full of baking soda before we got started, and now I am going to put it on the top of this pop bottle. What do you think might happen when the baking soda mixes with the water and vinegar? Where do you think the bubbles will come from? Ok, now I am going to hold the balloon so the baking soda and vinegar and water mix. Listen and see if you can hear what happens next.

Activity 8**Bubble Gum Fun**

How else can you make bubbles without soap? How many of you like to chew gum? With bubble gum, you can make all sizes of bubbles. Let's have a bubble blowing contest! Everyone needs one piece of bubble gum and let's spend a few minutes chewing our gum and practicing blowing bubbles.

After everyone has had a chance to blow bubbles and you have recognized everyone for making the largest, funniest shaped and smallest bubbles (and any other awards you want to give), ask these questions. What type of bubble gum makes the best bubbles? How long should you chew the gum before you can make good bubbles? Is it better to have fresh gum, or gum you've been chewing for quite a while?

Sometimes when we explore things like bubbles, we need to be like scientists. Scientists like to think about a problem and figure out how to solve it. They need to do experiments, they need to try different ways of experimenting and they need to write down their answers as they go – even if something didn't work out right.

Can you think of a time when you have been like a scientist? How about working with your family? Did you have to try doing things a few different ways before you figured out a solution? Who comes up with the ideas to try? How are ideas sometimes like bubbles? Do they always last very long? Do you have to try some different ingredients to make ideas work? Sometimes, the things we do are like bubbles. We want something to turn out really neat – like a project or an idea, but they don't last very long. Or something happens to not make it turn out like we thought – sort of like the wrong ingredients to make bubbles. We shouldn't just quit trying, we need to be like that scientist and work with lots of different ideas and samples to make things work.

Bubbles, Bubbles & More Bubbles

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Talk It Over

- ★ **Reflect:** Which bubble activity was the most fun? Most surprising?
What did you learn about bubbles that you never knew before?
How did working together on bubble experiments make you feel?
- ★ **Process:** What was the most challenging part of the experiments?
What would you do differently next time?
In what ways did you share the results of your experiments with others?
How did working together help you with these activities?
- ★ **Generalize:** Where do you see bubbles everyday? What are they made of?
How have bubbles changed how we live?
How might changing variables affect how bubbles react in an experiment? Humidity? Wind? Air pressure? Amount of ingredients?
What causes bubbles to burst? Last longer? How can you use this knowledge in your everyday life?
- ★ **Apply:** What did you learn about yourself doing the bubble experiments?
How can you use what you learned at home?
How can you be like a scientist, to figure out what works best – in bubble experiments, or when working with your families and friends?
How can you communicate what is happening in your life while your loved one is deployed so that things at home don't bubble over or burst?

Enhancement

- ★ Design new bubble tricks and experiments.
- ★ Play Wand magic with a friend.
- ★ Draw a picture of yourself making bubbles – or journal about how large their bubbles were. Share it with your deployed loved one.
- ★ Share your best bubble wand design with others and have a bubble extravaganza!

Closing

Bubbles can be fun for people of all ages. Learning about how to make large bubbles or experimenting by making different shapes is an interesting way to learn. Being a scientist with bubbles can help people to see the colors, shapes and sizes of bubbles. We can learn from each other through experimentation, by using different ingredients.

Bubbles, Bubbles & More Bubbles

Bubble's are also a way for us to express how we are feeling. We 'bubble' with excitement, disappointments burst our 'bubble'; different things that happen that cause us to 'bubble over' and we can stretch our comfort 'bubble.' As your family goes through the deployment of your loved one, it is important for you to communicate how you are feeling. Use bubbles to express your feelings or even make bubbles at home for fun and relaxation.

Snack Serve sparkling water with cookies and fruit.

Parent Take-Home Piece

Today your youth learned about bubbles. Experiments and activities to learn more about what makes bubbles, what ingredients make good bubbles, and what you can see in bubbles were part of the day. Your youth may choose to do some experiments at home to share with you what they have learned and we encourage you to talk with them and set some guidelines for what experiments they can do and what ingredients they can use in your home. Enjoy the activities and we hope you learn more about bubbles with your youth. It is also important to figure out what went well and what was hard about experimenting with bubbles.

Sometimes we need to be like scientists to figure out what works best – in our bubble experiments, or when working with our families and friends. As a scientist, finding solutions sometimes means trying several times to find something that works well. As your family goes through the deployment of your loved one, it is important for them to communicate how they are feeling. Use bubbles to help them talk about their feelings or even make bubbles at home for fun and relaxation. Take time with your youngster to help them find solutions that work best for them whether at home, school or with their friends.

Credits/Sources

- Exploring the Treasures of 4-H Helpers Guide, pg. 108, *used with permission of the National 4-H Cooperative Curriculum System, Inc.* © BU-08172 4-HCCS
- Acres of Adventure, pg. 12, *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU-08330 4-HCCS

For information on bubbles in the international space station, visit:

http://science.nasa.gov/headlines/y2003/25feb_nosoap.htm

Lesson plan developed by: Kia Harries, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Bubbles, Bubbles & More Bubbles

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OMK Experience: Go Team!

Grade Level: K-7th

Number of Participants: 6-30

Project/Life Skills

- ★ Teamwork
- ★ Contribution to group effort
- ★ Cooperation
- ★ Problem Solving

Activity Overview *Learn successful strategies of team building by doing fun activities.*



Time Needed for Volunteer Training: 15 minutes

Lesson Time: 4 hours

Prep Time Needed: 30 minutes

Space Needed: Outdoors or indoors with large room

Get Ready

Roles for Volunteers

- Spotter: Assist and support youth in activities.
- Timekeeper: Use stop watch or wristwatch as needed for activities.

Roles for Uniformed Military Personnel

- Talk about the importance of team work and recognizing what everyone brings to the team.
- Share positive and negative team experience examples.
- Serve as a facilitator and spotter for activities.

Volunteer Training Needed

- Ability to work with K-7th graders.
- Review safety rules.
- Review rules for spotting.

Do Ahead

Equipment

- One large beach ball
- Tarp or blanket large enough for whole group to stand on
- Blindfolds for each youth
- One 40-80 foot rope
- 1 stopwatch or other timekeeper
- Enough paper plates/pieces of paper/carpet squares to have one more than the participants; large enough to stand on
- Make an "Evaluation Wheel" (see details in "evaluation" section at the end)

Go Team!

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Snack

Ice Water/bottled water, granola bars and fruit snacks.

Background

1. **Stress Safety: safety is your number one job as a facilitator.** If the activity seems to be getting out of hand, or you see someone moving in a way that they could not stop head first, butt first, or back first, you need to stop the activity. The game can be resumed using a new approach.
2. **Spotting:** all youth not directly involved in the activity should be spotting the participant. The “Spotting Position” is hands up (ready to catch someone) and one foot forward and one foot back (balanced and braced). The facilitator should place themselves in a spotting position at the point of highest potential for someone slipping or falling. As a facilitator, you need to be assertive in directing the group to be spotting the activity. First priority is to protect the head and neck.
3. **Pre-Plan:** have a well thought out plan for each adventure challenge. You could use individual stories for each challenge or a theme for the entire series.
4. **Age & Ability Appropriate:** choose a problem that is suited to the age and ability of your group. Do not ask older youth to perform childish tasks, or on the other hand, ask younger youth to solve a problem beyond their mental ability.
5. **Variety:** Have challenges that are physically and mentally challenging. Mix them up so that not every challenge is a physical one.
6. **Clearly Explain the Rules:** make the rules and procedures clear to the participants before they begin to work on the problem. Avoid wordiness and too many rules.
7. **Creativity:** encourage the participants to be creative in the solution to the problem.
8. **Interaction is the Important Process:** give the situation and the rules, then step back and allow the group to work. This may mean that they stumble, too. As the facilitator, try not to give advice or hints to a more efficient solution, (which is what the experiential learning model is all about - not how well or quickly the group solves the problem.)
9. **Follow Rules:** be strict in administering the rules of the problem. If the group suspects that you don't care about the rules, the activity will quickly digress and turn to horseplay. The penalty for not following the rules can be a time penalty or having to start over on the entire problem.
10. **Be Prepared:** have proper equipment on hand prior to the start of the activity.
11. **Present the Situation:** each facilitator is different. Do whatever makes you feel comfortable.
12. **Space Considerations:** make sure that the space is adequate for the activity that you have chosen. You may wish to keep small groups apart to lower distraction. These groups are usually noisy – and that's okay. Scout for safety hazards.
13. **Begin with Warm-up and Icebreaker:** it is important to start with these kinds of activities to help the group to build trust. Spend some time doing activities in pairs and small groups.

Go Team!

Getting the Group Ready

1. Give the youth an idea of how the activity/day will go to reduce anxiety.
 - a. Introduce yourself and your role
 - b. Do a get-to-know-you activity
 - c. Talk as a group about great teams and what makes them go
 - d. Talk about goals
 - e. Let youth express backgrounds, needs, expectations, etc.
2. Meet their basic needs: safety, comfort, belonging and self-esteem.
3. Make them feel welcome.

Doing the Activity

1. If asked for rules, repeat once. After that focus them back on their group to find the answer. If asked a question that the group does not know the answer to, just repeat the part of directions that would help them decide the answer to their own questions.
2. Stay close to the group and keep eye contact, but focus individuals who keep looking to you for affirmation back to the group.
3. Hold your tongue...let the group work it out...there is no right answer. Watch for problems between people. Point out positive moves.
4. It is the process that is important, not the actual activity--remember your goal. If you are not working toward it, stop and make adjustments.
5. Safety is everyone's responsibility. Reminders may be needed.

Bring It to a Close

1. If the group completes the task to its best ability, then process.
2. If the group completes the task, but you think they could do better, ask questions such as "Does everyone agree that this is your best time? Have you given it 100%?"
3. If time is running out, let the group know. (You may want to let them decide what to do.) Choices: shorten the objective; agree to take it up again later; just pull it to a close and process.
4. If the group gives up or splinters, stop and do some processing to get at reasons. Try and get a commitment to go at it again. Go back and do an easier activity to have a success to build on.

Teach Problem Solving

This may be done before, after or between the challenges. You may need to occasionally remind a group of the process during the challenge.

1. Clarify the PROBLEM
2. Brainstorm ALTERNATIVES
3. Research CONSEQUENCES
4. Plan SOLUTIONS
5. WORK your plan
6. EVALUATE

Go Team!

Step 1:

PROBLEM: Clarify and define the problem or goal. What is the real challenge? What is it about the problem that creates the difficulty? Why is it not easy? Can we break the overall problem into little problems or segments that could be worked on separately?

Step 2:

ALTERNATIVES: Brainstorm alternatives. Think of several possible solutions. There is always more than one way to solve a problem. Each segment of a problem may require a different solution.

Step 3:

CONSEQUENCES: Anticipate and list possible consequences of each alternative, or combination of alternatives. Why will it work? Why not? Anticipate possible roadblocks.

Step 4:

SOLUTION: Decide on one or a combination of alternatives. Plan your solution. Plan in detail who will do what. Where will they do it? When will they do it? What will you do about the anticipated roadblocks? Handicaps? What if your solution will not work? What are alternative solutions? Plan 2 or 3 solutions? Communicate your plan so that everyone understands and can work to accomplish it.

Step 5:

WORK: Work on your plan! Follow through on the details of the plan. Don't change it unless everyone agrees to the changes. Evaluate as you go. Is it working? Do we need to make minor changes? Should we switch to Plan B? Has everyone followed through on their responsibility as planned?

Step 6:

EVALUATE: Evaluate the results. Did you accomplish the goal? Did you defeat the challenge? Why not? How would you change it to do it again? What have we learned about physics? About people? About yourself?

Conducting the Challenges

Stage One: Explanation

Explain the problem or situation to the group to solve and accomplish. Use an imaginary story to create interest, a sense of urgency, and realism to the challenge.

The facilitator should include:

Boundaries	The objective
Safety limits and hazards	The time limit

Facilitator may wish to incorporate a mandatory planning time of 1-2 minutes and a time limit to complete the challenge. Designating a planning time emphasizes the importance of planning in conducting any program or activity. Be sure to ask if there are any questions.

Stage Two: Action

The group accepts the challenge and attacks the problem with the facilitator acting only as a silent observer, time keeper, and a watchful safety spotting facilitator being on the lookout for plans or actions that may be unsafe. The object is to promote group success, confidence and satisfaction.

Go Team!

Stage Three: Processing

After a group has completed the initiative, the experience should be processed by all that were involved. When leading a discussion it is a good idea to have the participants stand or sit so that they can see everyone also in the group. Ask the participants to agree not to interrupt the speaker, and not to put down anyone else's ideas or comments. Make sure that everyone knows that he or she has the right to pass (remain silent) in any discussion. The facilitator is to establish a supportive group so that individuals won't feel intimidated or scared to say what is on their minds.

The basic outline for experiential education includes four important steps:

1. Evaluating the needs of the group
2. Conducting the experiential or challenge activity
3. Processing (discussing) the interaction of the group
4. Follow-up after the event continued review and practice

Introduction Activity/Icebreaker:

Hear My Cheer!

Tell everyone in the room to find others who have a birthday in the same month. After all the "Januaries" are together, etc., ask them to create a 15-second cheer to celebrate their birthday month. Other teams clap and cheer to show enthusiasm and support.

WHAT TO DO

Go Team!

Begin with an introduction of how to do these activities. Ask the youth to practice spotting skills, and to be sure to discuss the processing piece that is key to the follow-up of each of the following activities. **Safety is key – practice the skills.** All of the following activities are suitable for all age groups, but may require some adaptations or additional spotting to keep youth safe.

PEEK-A-WHO?

- Divide your group into two teams. Don't do this game until everyone is familiar with everyone else's name. Get two volunteers to hold up the blanket on both ends between both teams so they cannot see one another. Each team should choose a person to sit in front of the blanket facing the other team. On a count of three, the blanket is lowered to show the two people facing each other. The first one to correctly name the person is the winner. The non-winner is removed from his old team and is now placed on the winning team. Do this several times. Another version is for the two people to face away from the blanket facing their own team. The teams are to give enough clues about the person on the other team for the sitting member to yell out the other sitting member's name first.

Go Team!

STORY STRETCH

- Everyone is standing in a circle. Explain that there is a story to tell and everyone knows a piece of it. Begin a fabricated story (a nice one you could share with your grandmother) actions that requires 3-4 sentences and the person next to you continues the story line using lots of actions. The idea is to bend, move around and stretch in fun ways.

BLIND LINE-UP

- Tell the group to line up by birthday month and day, so that January is on one side of the room and December is on the other. They cannot talk to one another while doing this.
- Don't give too many additional directions. They will figure out quickly how to work together and get the line correct.
- When they seem to be done, have each person say his or her birthday month and day. Continue down the line to see if everyone is in order.
- Variation: Line up by last names, shoes sizes, heights, or grades.

BLIND POLYGON

- In a large, relatively flat area, ask the group to form a circle. Have everyone put on a blindfold. Pass a rope around the circle and ask each person to hold onto it.
- Ask the group to form a perfect square, triangle, pentagon or any shape. When they believe the task is complete, they hold their position and remove their blindfolds.
- Variation: Do not use a blindfold; have the participants hold hands.

GIANT JUMP ROPE

- One long rope 40-80 feet long
- Need to be in a large flat area with a high ceiling. One person should take each end of the rope.
- The entire group must jump the rope at the same time. Set a record and try to increase the number of jumps.
- Variation: Start with one person jumping and add one person at a time with each swing of the rope to see how many can jump at one time. Don't forget to add the swingers.

GROUP SIT

- Group must form a tight circle shoulder to shoulder. Remember, circles don't have any corners or points.
- Group turns to the right so that everyone is in a very close circle. Participants may hold the waist or shoulders of the person in front of them. On the count of 3, everyone sits gently on the knees of the person behind them. The group may try to walk in a synchronized manner. On the count of 3, the group will stand.

Go Team!

ICEBERGS AHEAD

- Explain that the group must get everyone aboard the “ship” (blanket/tarp) because the water is icy cold and everyone must survive the ocean voyage.
- Lay the blanket on the ground and have everyone get aboard. Set a time limit for getting everyone on the boat. The blanket should be of a size that would allow the whole group to fit without too much difficulty. They are allowed to get on top of one another.
- Tell the group they must stay aboard for ten seconds (that’s about the time it would take to sing “Row, Row, Row Your Boat”).
- Next, inform the group that their boat just hit an iceberg, and they were all thrown off the boat. (They must get off the blanket now.)
- Fold the blanket a little bit smaller and tell the group to reboard what’s left of the boat. It should be a bit more difficult this time. They must stay on the boat for 10 seconds.
- Again the boat hits an iceberg. Everyone must get off the boat. Fold the blanket a little bit smaller and have the group try one more time to get everyone aboard the remaining planks for another ten seconds. Make this last time very difficult by folding the blanket very small.
- Tip: It helps to have spotters available.

MOON BALL

- A well-inflated beach ball is needed for this activity.
- The goal is to see how many times the group can hit the ball in the air before it touches the ground.
- There are some rules:
 - A player must not hit the ball more than two times in a row.
 - Everyone must hit the ball once.
 - Before beginning, players should decide how many times they are going to hit the ball.

TIN SHOE

- A ball is needed.
- The group sits on the floor with their feet in the air toward the center of the circle. Place the ball in the center of the circle at the feet of one group member.
- On the signal, the ball must be passed all the way around the circle, using only their feet, until it reaches a place where it started. Time how long it takes the group and try to break the record.
 - If the ball drops, or someone uses anything but their feet, the group must start over.
- Variation: Blindfold some members of the group.

TRAFFIC JAM

- In a straight line, lay out one more plate or carpet square than there are people. The paper plates should be laid out in a straight line so they are an easy step from each other. Divide group into two even teams. Have each half of the group occupy one end of the line (on a paper/carpet square) facing the empty square in the center.
- Goal is for each half of the group to move to the other side without violating 5 prime rules.
- *Legal Moves*
 - A person may move only into an empty space in front of them.
 - A person may move around a person who is facing them into an empty space.
- *Illegal Moves*
 - No person may move backwards
 - You may not move around any person facing the same direction.
 - You may not move two people at once.
- Variation: Repeat the exercise keeping time and attempting to break the record.

Coordinator Reminders

Be aware of the risks involved – ensure that spotters are present for the activities.

Talk It Over

- ★ **Reflect:**
 - What activity helped you most in learning team building?
 - Can you give specific examples when cooperation was occurring?
 - How did being part of an effective team make you feel?
 - What did you learn about yourself by being part of a team?
 - Were you a positive member of the team?
 - Did you show appreciation to other members of your team?
- ★ **Process:**
 - How did you make decisions as a group?
 - How does judging and not judging others impact the completion of the activities?
 - What would you do differently next time?
- ★ **Generalize:**
 - What situations in your life have you faced where you have had to form a positive team and approach to reach a goal?
 - How would you describe your ability to be a member of a team?
 - How and why is being a positive team member important to you?
 - What strengths do you bring to helping others succeed?
- ★ **Apply:**
 - What team building skills will you be able to use in your everyday life with your family and friends?
 - How can you teach team building skills to others?
 - How can you be a better team member at home?

Go Team!

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Enhancement

- ★ Consider using the variations that are mentioned in the activities. Or create variations as you go, considering the abilities of your group. Consider allowing the group to design their own group learning experience – what might they consider a challenge for another team to complete?

Simplification

- ★ Reduce an element of challenge – such as removing blindfolds or removing the time challenge from the activity. As a group succeeds with each step, consider adding in the next challenge.

Closing

What did you learn about yourself today? When you think about the activities that we did, and the communication we needed to do, how important it is to talk to one another? How did teamwork fit into the activities that we did? Could you have done any of these activities alone?

It's important to remember that each of us brings important skills to the table, but we have to be able to work with one another to complete tasks and get things done. It is also important to remember that we need to talk to one another and share our plans and communicate, or we will find ourselves in a struggle to accomplish our goals.

Journaling

Ask youth to reflect upon and respond to the activities of the day that were important. Ask them to reflect upon the activity where they had an “aha” moment where they learned something new about themselves: how they communicate or how they participated as a team member.

Evaluation

Each youth receives a piece of paper with a wheel form on it. Each slice of the wheel is labeled (*a high point, a low point, something I learned about myself, a surprise, something I learned about someone else, etc.*). In each slice of the wheel, they complete the statement according to the activity just finished. Share with the group one thing from the wheel.

Snack

Have water available at all times. Distribute granola bars and fruit snacks.

Go Team!

Parent Take-Home Piece

Teamwork is critical for your youth and your family to manage the time while your loved one is deployed. Today your youth learned about team building and cooperation skills. They participated in a variety of activities that turned teamwork into action using cooperation, trust and problem-solving skills. Then they discussed what they had learned about themselves, their role in their team and in their families. These skills are important to practice so that they can have good communication within families; in schools with their peers and with their deployed loved one before and after they return home. It is also a critical foundation to build personal skills for future leadership.

It's important to remember that each of us brings important skills to the table, but we have to be able to work with one another to complete tasks and get things done. It is also important to remember that we need to talk to one another and share our plans and communicate, or we will find ourselves in a struggle to accomplish our goals.

Credits/Sources

- Exploring the Treasures of 4-H Helpers Guide, *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU-08172 4-HCCS
- Acres of Adventure, *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU-08330 4-HCCS

Lesson plan developed by: Kia Harries, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Go Team!

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OMK Experience: Kites – Up, Up & Away!

Grade Level: K-4th

Number of Participants: Max. 20

Project/Life Skills

- ★ Creative thinking
- ★ Problem solving
- ★ Working with others

Activity Overview

Make a kite to fly and take home.

Time Needed for Volunteer Training: 2-3 hours

Lesson Time: 4 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors /outdoors; tables or other flat, hard surface; fly outdoors in area clear of trees and power lines; is possible to fly a kite indoors in a large gym or hangar area.



Get Ready

Roles for Volunteers

- Older teens are excellent leaders of this project once introduced to the principals of flight and kite-making.
- One teen/adult leader per 5 youth.
- Work together in small groups and help launch their kite and reinforce the understanding of the parts of the kite, and the importance of accuracy when making a kite.
- Review safety tips to use when flying a kite.

Roles for Uniformed Military Personnel

- Help the youth make kites and answer questions.
- Share a story about the types and uses of kites in the place they have been deployed.

Volunteer Training Needed

- Conduct a 1-2 hour workshop for the teen/adult counselors prior to the 4 hour workshop.
- Make kite following the directions provided. If they have other kites they have made or flown, they can bring them to show.
- Brief the team on kite history, kite-making, safety, and flying tips. If possible, take digital photos of each of the steps in making the kites, then make into an instructional PowerPoint for the youth. Key points in kite-making: *tie the correct knot and glue properly for best results.*

Kites- Up, Up & Away!

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Do Ahead

Make a PowerPoint* (see volunteer training). Assign each of the volunteers, either singly or in teams, to research the history, safety and flying tips to report to the others at training. This will get everybody involved in research and preparation for the activity. Take time to check out various locations for your workshop - remembering the need for flat surfaces (tables preferred), an area free of power lines and trees, and a shelter to go to in case of bad weather. **Remember - no matter how tempting – Never fly kites in bad weather!**

Supplies

- Provide a Kite Log and Parent letter for each youth
- 24 – 8” straws
- Kite string – explore different weights of string beforehand; some are too heavy, some fray
- Glue: Sticks, white and spray for repairs
- Tissue paper (or rip stock fabric and fabric glue)
- Ribbons, strips of fabric for tail.
- Poster board for template
- Scissors
- Ruler
- Protractor
- Pencils
- Scotch tape™

Snack

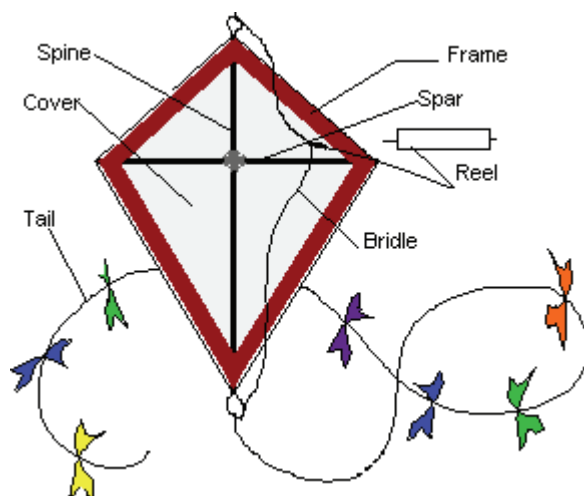
Juice and puffed corn in cups.

Background

Go fly a kite and much, much more! This is a basic beginner’s session that will show the fun and excitement of creating a tetrahedron kite. This type of kite is showy and will successfully fly most often. Hopefully, the imaginations of counselors and youth will be so captured that they will expand their knowledge about kites and go onto make and fly more beautiful kites.

KITE TERMS

- The spine- the up and down or vertical stick that you build your kite around
- The spar- the support sticks that are placed crosswise
- The frame- the joined spine and spar, usually with a string connecting their ends



- The cover- the paper, plastic or cloth that covers the frame
- The bridle- one or two strings attached to the spine or spars, which help control the kite in the air
- The tail- A long stripe of paper or plastic or ribbon that helps to balance the kite in flight
- The reel- the object you use to wind your flying line, to help it from getting tangled or flying away

KITE SAFETY

- **Never use wire or any metal in your kite or string;** it could conduct electricity.
- Never fly a kite near power lines or trees.
- If your kite gets caught in a power line, leave it there – do not try to free it!
- Don't fly kites in rainy weather.
- Always fly kites away from TV and radio antennas.
- Find a large open space away from roads to fly your kite.

KITE MAKING TIPS

- When using knife to cut notches in the stakes, cut with blade away from you.
- A can of spray glue is handy for making repairs.
- Hold your kite up by the string when you are finished to see if it is balanced.
- Adjust the stability and balance by adding a tail or more material
- Each kite is unique and may need special adjustments.
- When flying the kite, have the wind to your back. Have a friend hold the kite and let out the cord. Get ready to run – time yourself to see how long you can fly the kite.

Introduction Activity/Icebreaker:

I'm going on a picnic....

- Form a circle.
- Have everyone around the circle introduce themselves, what they are taking on a picnic that begins with the same letter as their name, and name of the people before them that they are taking along. For example, the first person says, "Hi! My name is *Kathy* and I am going on a picnic and I am taking along *Kites*"; and the next one says, "Hi! I am *Susan* and I am going on a picnic and taking *Strawberries* and *Kathy's kites*", and so on.
- By the end everybody should have had a turn and hopefully, names will be remembered. Group can help if they forget a name.

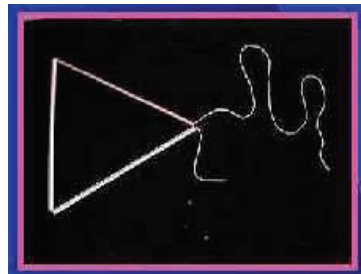
Kites- Up, Up & Away!

WHAT TO DO***How to make a Diamond Kite*****Getting Started**

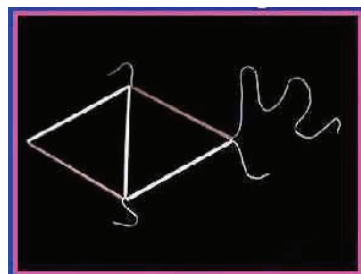
Cut four pieces of string about 45" long.
Knot kite string on each end to prevent raveling.

Cut four pieces of string about 25" long.

Place 3 straws on a 45" string and tie them in a triangle with one string end very long and the other end short.

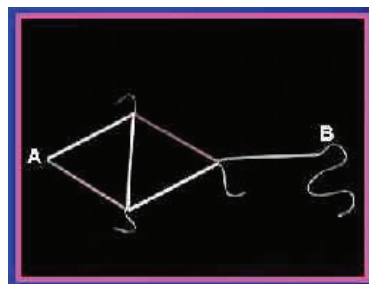


Place 2 straws on a 20" string and tie them to the corners of the triangle that do not have the original knot.

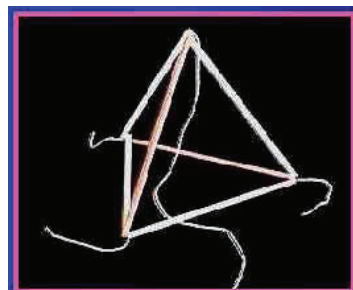


Place 1 straw on the long end of the original 45" string and tie it to the free vertex of the other equilateral triangle.

See photo....connect A to B.



You now have a diamond.

**Kites- Up, Up & Away!**

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Tissue Time

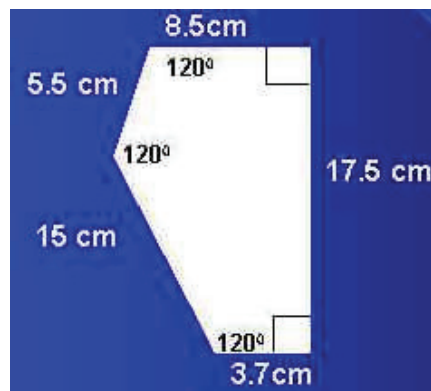
Begin with a full sheet of tissue (20" x 30"). Fold it in half 4 times. The folded tissue should now measure about 5" x 7.5".

Cut a Template

From poster board cut a template with the following dimensions.

Place the template on the folded corner of the tissue and cut where indicated.

This is enough for one kite. If you want a multi-colored kite, fold and cut more tissue.



Add the tissue pieces to each of the four small straw tetrahedrons. A glue stick works best for gluing the tissue flaps around the straw skeleton.



Lay frame on tissue with crossbar placed on half of the whole tissue pattern. Fold tissue over straw and glue.

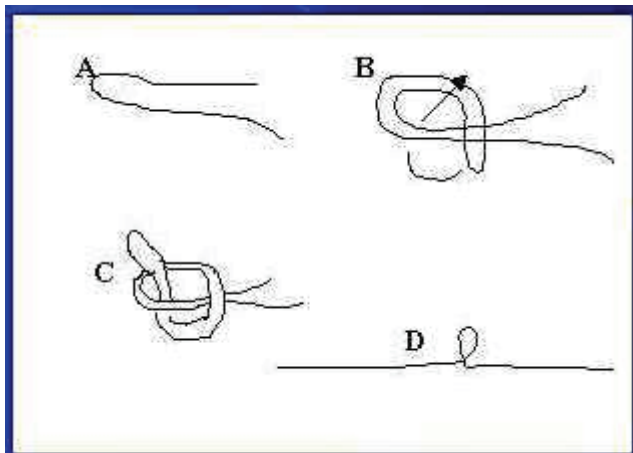
The tissue will cover all faces of the diamond.



Kites- Up, Up & Away!

Attaching the Bridle

Cut a loop of string about 18" long and tie a loop knot at its center as shown.



Launching and Flying

- Attach your flying string to the loop knot on the bridle.
- The kite requires no tail for stable flight.
- Set the kite on the ground with the bridle up.
- Walk away from the kite about 30 to 50 feet into the wind letting out flying string as you go.
- If there is sufficient wind, a tug on the line will cause the kite to take off and soar nearly vertically into the air.
- As the kite gains altitude, let the string out as quickly as the kite will take it without losing altitude.
- Remember: Keep tension on the line at all times.
- If kite rips, use tape to fix.

Kites- Up, Up & Away!

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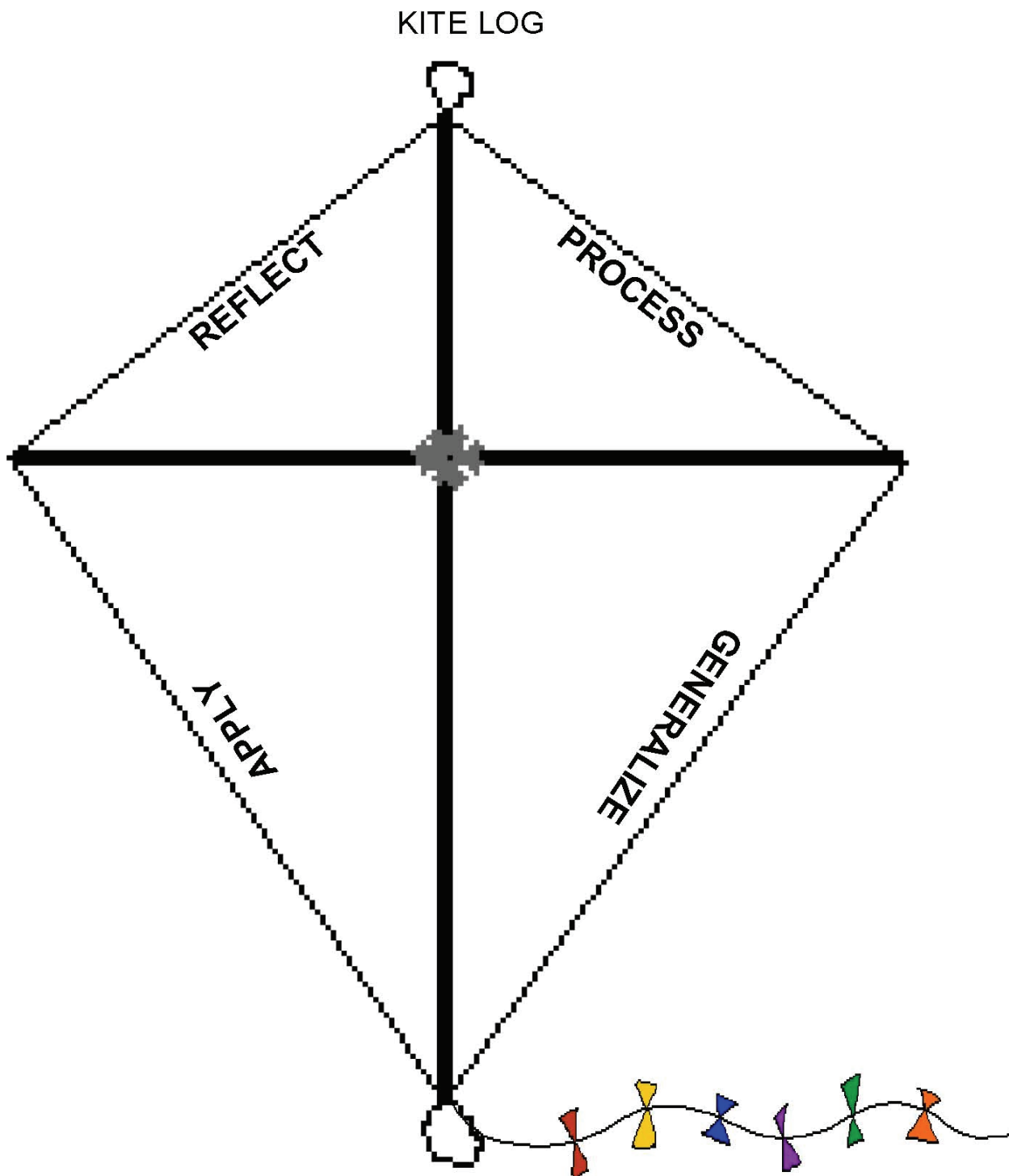
Talk It Over

(Hand out Kite Log)

- ★ **Reflect:** What did you like about making your kite?
 How did you feel about your kite while making it? While flying it?
 How did it feel when your kite didn't fly, or crashed?
 How did you solve the problem?
 How did others help you with your kite?
- ★ **Process:** If you could change your kite in any way, what would you do?
 What was the hardest part of making your kite? Why?
 What would you do differently?
 Were the directions clear? If not, what would you change?
 How did working together help you on this project?
- ★ **Generalize:** What variables changed your kite's performance most?
 What are some other kite designs you might make in the future?
 How do you think they would fly compared to the kite you made today?
 What strengths do you bring to helping others be successful?
 How can you be a better kite builder? Family member?
 A tail can stabilize a kite and help it fly. Who are the people that help you most while your loved one is deployed?
- ★ **Apply:** How important is following directions to a successful project? Doing school work? Helping at home?
 Can you still be a creative thinker and still get a job done?
 How can you work creatively to solve problems at home during deployment?

OPERATION MILITARY KIDS...

KITES: "Up, Up and Away"



Closing

Talk about your experience and what you have learned today with the important people in your life. Please take this letter home to explain to them what you did as well. Share your experience with your deployed loved one by taking pictures of your kite on the ground and in the air. Most of all have some fun thinking about the ways and places you can fly your kite and share that experience with your deployed loved one.

(Hand out letter)

Snack Have juice and puffed corn

Parent Take Home Piece: Letter to parents.

Credits/Sources

Stage 4 – Pilot in Command Project Activity Guide; *used with permission of the National 4-H Cooperative Curriculum System, Inc. ©BU-6845 4-HCCS.*

Lesson plan developed by: Mary Duncomb, Regional 4-H Extension Educator; Kathy Johnson, Dakota County 4-H Program Coordinator; University of Minnesota Extension, 2007.

Dear Parent or Guardian,

Today your youth has participated in the ***Kites - Up, Up & Away!***

workshop presented by *Operation: Military Kids*. Minnesota *Operation: Military Kids* is supported by the University of Minnesota Extension, Center for 4-H Youth Development,

U.S. Army Child and Youth Services, Army National Guard, U.S. Army Reserves, Boys and Girls Clubs, American Legion, Minnesota Child Care Resources and Referral Network, and youth from military and non-military families.



During the Workshop each youth had the opportunity to learn about kites and make a kite of their own. We had a very busy time making the diamond kite and finding out if it would actually fly.

Please ask your youth to show and tell you about their kite, the challenges and successes they had in making and flying the kites as well as the discussions we had about their own challenges and successes that they are facing. We focused much of our discussion today comparing the making of the kite and the successes of a flight to the building and support of each other that is going on in their family. We talked about the function of the tail on the kite as it stabilizes the whole kite and helps to make it sail smoothly. We talked about who serves as the stabilizer in their family? We feel many youth were surprised to see fellow campers of deployed parents experiencing many of the same things that they were experiencing.

Ask your youth to identify what others were discussing and listen as they give their opinion and how they might solve the situation or suggestions that they might offer. Take the opportunity to find a time to focus on your youth and what they are saying and feeling. This might be while you are together in your car or when you are doing a simple project together. Just plan for a quiet time to reflect and connect.

Recording what we discovered was a big piece of the lesson about our ***Kites - Up, Up & Away!*** experience. Please encourage them to keep logs of their daily experiences.

We enjoyed our *Operation: Military Kids* experience today and hope your child had a positive experience. Please continue to check out the *O.M.K.* website at <http://www.operationmilitarykids.org> for further opportunities.

Sincerely,

Kites - Up, Up & Away! O.M.K. Staff

Kites- Up, Up & Away!

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OMK Experience: Mix It Up Science!

Grade Level: K – 7th

Number of Participants: max. 30

Project/Life Skills

- ★ Accepting differences
- ★ Teamwork
- ★ Cooperation
- ★ Communication

Activity Overview *Do fun activities that combine science, art and teamwork while learning exciting new things.*



Time Needed for Volunteer Training: 30 minutes

Lesson Time: 4 hours

Prep Time Needed: 45 minutes

Space Needed: Indoors or outdoors; tables, no carpet

Get Ready

Roles for Volunteers

- Assist the youth in activities.
- Help with set-up and clean-up.

Roles for Uniformed Military Personnel

- Assist youth.
- Share a funny story about a positive experience with a culture where they were deployed.
- Bring MRE's to share with group.

Volunteer Training Needed

- Ability to work with K-7th graders.
- Read through the activity ahead of time.

Do Ahead

Gather all supplies for each activity; copy hand-outs.

Mix It Up Science!

Supplies

Activity 1: **Alike & Different**

Copy **OMK MIX UP!** 1/handout per youth

Pens/pencils

Download free music video clip of “Don’t Laugh at Me”, performed by Peter, Paul & Mary. <http://www.operationrespect.org>

Activity 2: **Color Mixing**

White plastic tablecloths to cover tables

Color mixing trays*

Pipettes or eye droppers

Small, clear plastic cups (3 per youth idea; 2 youth could share 3)

Color tablets or food coloring

Paper towels

Water

Copy **Color Wheel Handout** 1/handout per youth

Note: *Mixing trays and pipettes and color mixing tablets can be purchased from Steve Spangler Science catalogue (www.stevespanglerscience.com) OR 1-800-223-9080. Pipettes may also be purchased from a science supply store. Color mixing tablets are also available as “Tub Tints” in toy stores and discount stores such as Target.

Activity 3: **Color Symphony**

Dump bucket” or dishpan for cleanup time

Sink and running water

Liquid dish soap (Dawn or other grease-cutting type)

Q-tip™ type cotton swabs

Plastic dinner plates (white is best); can also use pie tins or Chinet-type sturdy plates.

Food coloring – red, yellow, green, blue (small bottles with droppers)

Whole milk at room temperature

Paper towels

Plastic cups for milk (1 per group)

Plastic tablecloths (optional)

Activity 4: **High Speed Mystery Foods**

Measuring spoons; 1/4 c. and 1/3 c. measuring cups.

Plastic bowls and cups for each group.

Variety of dehydrated food products: soup mix, instant coffee, baby formula, pancake mix, spice mix, hot chocolate mix, Jell-O™ type gelatin, drink mixes.

Water.

Sample MRE meals.

Mix It Up Science!

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Activity 5:

Create A New Drink

Plastic tablecloths

Variety of measuring spoons and cups

1 spoon for every group

Pens or pencils

Optional: plastic table cloth, small tub/bucket to dump liquids at cleanup

Handouts of **Create a New Drink** worksheet and **Leadership Analogy** worksheet

20-30 different types of edible liquids, such as soda pop, juices, extract flavorings (vanilla, banana, peppermint, etc.), milk, syrups, seltzer water...be creative!

Optional: eye droppers or pipettes for adding drops of flavorings/extracts

Paper towels or cloths for spills

Activity 6:

Art-Marbling Swirls

Trays

Aluminum foil pan 9x13

Mixing tools: plastic knives, old paintbrushes, straws

Snack

A “newly created drink” and some M & M cookies.

Background

Mix It Up! Science combines science, art and teamwork activities that involve mixing things to form new things. It is intended that leaders of these activities will use them to help teach the life skills of understanding differences in others and how many parts (or people) come together to make something different. In addition, youth will develop skills in decision making and group process through team activities. These activities require a wide variety of supplies and can be quite messy, but ensure fun while learning!

Icebreaker- Activity 1

Alike and Different

This activity can be an opener to a brief discussion about how we all have similarities to others as well as differences. Understanding another person’s history, interests, talents, etc. helps us get to know them better. Each person brings something unique to a situation or a relationship. Just as when two colors mix and create a new color, two people can bring different perspectives and discover something new!

Give youth 5-10 minutes to do the activity.

Explain that we’re going to mix and get to know something about the others in the group by doing an activity.

- Ask, “*Has anyone ever met someone who was different than you?*”
- Ask for show of hands.
- Ask what those differences were.

You will probably get a wide variety of answers.

Mix It Up Science!

Explain that in this activity they will need the **Mix Up! Handout** with a pen or pencil. They are to mix up and find people who fit the descriptions in the boxes. Some descriptions involve finding someone similar to you, and some require finding someone different.

Print the person's name in the box.

Talk It Over

- ★ **Reflect:** Share a similarity you found.
Share a difference you found.
- ★ **Process:** What did you learn from this activity that you didn't know before?
Why is it important to learn more about others?
- ★ **Generalize:** How many of these similarities are visible when you first meet someone?
What things are not visible?
What does that teach us?
- ★ **Apply:** What will you do differently when you meet someone new in the future?
How can you use the skills you learned to get to know your family, friends and deployed loved one better?

Play the video **"Don't Laugh at Me"** and enhance your discussion about accepting people who are different than us.

WHAT TO DO

Mix It Up Science!

Coordinator Reminder

These activities can be very messy. Cover the table and/or floors indoors with plastic to prevent messes. It can also be very slippery. Remind youth to walk carefully and to clean up spills to prevent injuries.

Activity 2

Color Mixing

1. Put each of the primary colors (red, yellow and blue) into cups with a pipette. Have a set of primary colors for every two youth.
2. Every youth should have a mixing tray and a paper towel.
3. Remind youth not to touch the pipette to their mixtures and contaminate their results.
4. Have youth keep track of drops of colors and results. For example: 1 drop yellow + 1 drop red = orange.
5. Use **Color Wheel Handout** for guidance

Mix It Up Science!

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Coordinator Reminder

Tub tints do not stain hands or surfaces. If using food coloring, be sure all table surfaces are protected. Use white plastic tablecloths if possible. Colored tablecloths distort the true colors of the water. If white is not available, place a piece of white paper towel under the mixing tray to help the colors show up best.

Talk It Over

- ★ **Reflect:**
 - How many colors did you create?
 - What was your favorite thing about mixing the colors?
 - Which was your favorite color?
 - How did you feel about some of the colors?
 - Could you accept that there might be some colors that you like that others do not?
- ★ **Process:**
 - What was the most challenging part about mixing the colors?
 - What would you do differently next time?
 - How did working together help you create new colors?
- ★ **Generalize:**
 - What key points did you learn?
 - Why do you think it is important to think about mixing things up?
 - How do you mix and interact with the people in your family?
 - In school?
 - What color would you use to describe yourself?
- ★ **Apply:**
 - How can you bring what you have learned today home?
 - When have you had to adjust your tint or shade for new situations?
 - How can you create a new relationship with your deployed loved one now and when they return?

Did you think you could create that many different colors? Its fun to see what we can create, isn't it? And to know that these all came from just 3 primary colors is pretty amazing! Each of our colors looked different - different shades or tints. We are all different also, and when we mix with other people we create a new relationship! Sometimes those are beautiful and sometimes they don't create something nice to look at, and we need to do something different with that person or that relationship. We have many different choices that we make each day about how we mix with others.

Activity 3: **Color Symphony**

This activity teaches about surface tension, cohesion, molecules, water and fat, and color mixing. Milk is mostly water. It contains vitamins, minerals, proteins, and tiny droplets of fat suspended in the water solution.

Two things are happening:**Exploding Colors**

Since milk is mostly water, it has surface tension like water. The food coloring, which is mostly water, just sits on the surface.

Soap wrecks the surface tension by breaking the cohesive bonds between water molecules. This allows the colors to zing around in the milk.

Twisting and Rolling Colors

When you add soap, the weak chemical bonds that hold the proteins in solution are altered. The molecules of protein and fat roll, bend and twist.

Food color molecules are bumped and shoved everywhere!

What else does the soap do?

- Soap molecules combine to form clusters (also known as micelle).
- These micelle clusters distribute the fat in the milk.
- This rapid mixing of fat and soap causes swirling and churning. When the fat and micelles are spread everywhere, the action stops!

Divide youth into teams of 2 or 3, and place one team at each pre-set station.

Exploding Colors/Twisting and Rolling Colors

1. Pour just enough milk into the dinner plate to completely cover the bottom. Allow it to calm down and stop moving. Put two or three drops of each food color on the milk. Observe what happens to the food color as it sits in the milk. Do not stir or swirl!
2. Dip the cotton swab into the liquid soap and then into the center of the milk. Hold the cotton swab in the milk for a few seconds and observe what happens. Everyone is probably “ooohing and aaahing” by now! It is important the participants know NOT to stir it or move the Q-tip around.
3. Observe what happens. There are color explosions and also smaller movements and churning. If desired when the action slows, dip another Q-tip into the soap and touch the milk in another spot.
4. Observation is a key skill to discuss. Scientists must be careful observers. Watch what is happening even after the big “explosion” of color is over. Do youth notice the small action taking place?
5. Begin discussion after the action has slowed down. Many youth ask, “Can we do it again?” If time and supplies allow, you can let them try it again.

Isn't it amazing what new things we can see in products we use every day or when things mix up? When we look at the swirling new colors, it's like looking at people and seeing the new and surprising things we each can do. It's important and fun to keep our eyes open to what new things we can see in each day or in each person. If appropriate, talk about how they can be the Q-tip with soap to create action or mixing among people.

Mix It Up Science!

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Coordinator Reminders

Ensure that volunteers have a clear understanding of the various analogies that can be made with this activity and identify the appropriate level of discussion based on age makeup of the group. If age range is wide, consider dividing the group into two smaller groups by age and facilitating a different discussion with each age group.

Before using the food coloring, do a brief lesson on “how food coloring bottles work.” Show the participants that if they hold it upside down gently, the color won’t come out, and they need only to squeeze very slightly to get a drop or two to come out. Squeezing too hard will put too much into the milk and ruin the experiment.

Talk It Over

- ★ **Reflect:** What happened when you saw the first drop of food color hit the milk?
What about when you added color to the soap?
And when you looked at the soap and the milk combined?
Where you surprised?
- ★ **Process:** What did you learn from these experiments that you didn’t know before?
What would you do differently next time?
- ★ **Generalize:** What did you learn about yourself doing this experiment?
How do you think other liquids would react to adding color to them? Cream? Oil? Frosting?
How do the way things mix together reflects what is going on in your family?
- ★ **Apply:** How might you use this knowledge of colors and what you mix them with, at home? In the kitchen? While doing your laundry?
Why is this useful knowledge to have?
How can what you learned help you understand what may be going on at home?

Take the experiment further by creating an analogy of what the experiment represents. Imagine the milk represents your life, and the colors are all the people in your life (parents, relatives, friends, school staff, etc). What is the soap that gets you mixing? The food coloring created new colors and movement when the soap was added. What is positive or negative about this mixing?

OR create the analogy with milk and colors representing the student, their home life, etc. and the Q-tip™ representing their parent, and soap representing the deployment or the orders for deployment. What happens when this touches the milk/food coloring? What does the mixing represent? What do the colors represent? What new things are created (such as new colors or more interaction between things that hadn’t interacted)? Use this to talk about feelings, experiences and the positives and negatives of the action going on in their lives.

Activity 4: High Speed Mystery Foods

Freeze-drying and other drying methods remove most of the water in foods. NASA’s Mission to Mars scheduled to take place in the 2020’s or 2030’s has food scientists taking a close look at dehydrated foods. The food the astronauts will take with them needs to have a shelf life of 3-5 years. Some of the dehydrated foods being studied are hamburgers, scrambled eggs, and even candy. Astronauts and earth folks, too, need a variety of foods to maintain a healthy body mass. Eating the same foods constantly causes astronauts to eat less and lose weight, according to studies done by NASA. Many foods, especially fast foods, are dehydrated. “Dehydration” removes water from foods increasing shelf life and making foods easily packaged and transported. Can you guess the identity of a “high speed mystery food” by re-hydrating it?

1. Line up all dehydrated foods on the table, end to end so that youth can see them and have easy access.
2. Have an index card of each product’s name and ingredients to share later.
3. Define dehydration as the process of removing water from food products. Define “re-hydration” as the process of adding water back into the food to make it edible and better tasting.
4. Have youth divide into equal size teams with no more than 5 to a team.
5. Teams of students choose **three** mystery products to re-hydrate.
6. Use a chart to guide the experimentation.
7. Add measured amounts of water and decide the identity of the product.
8. Keep track of the amount of water added to each product.

Sample Experiment Chart

Mystery Powder	Observations (smell, sight, texture?)	Number of teaspoons of water added?	Product?
#1			
#2			
#3			

1. Draw conclusions by using observation skills of smell, sight, taste and texture.
2. Reveal what each product is using the index cards and talking about the ingredients.
3. After identifying the product, estimate the proper amount of water needed.
4. The task is completed when the team has identified the product correctly and the amount of water needed to re-hydrate the product.

Mix It Up Science!

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5. Collect a second sample of dehydrated powders.
6. Create a new food by combining flavors and adding water.
7. Name the product.
8. Create a commercial and a marketing plan.

Talk It Over

- ★ **Reflect:** What happened while you were re-hydrating?
What methods did you use to guess the identity of your mystery high-speed food?
What food surprised you most?
- ★ **Process:** What value does dehydration have for food products?
How did working together help you figure out the foods?
- ★ **Generalize:** What other foods could be dehydrated?
What advice would you give others about dehydration and rehydration?
How is deployment like dehydration and rehydration?
What strengths do you bring to your family during deployment?
- ★ **Apply:** How can you help nourish your family during deployment?
What can you do to supplement the rations experienced by your deployed loved one to give them a sweet taste of home?
Can you name some situations in our world today where dehydrated foods might be critical to survival?
(Have Military Liaison show some MRE's and taste them.)

We've seen how foods can be changed by dehydrating and re-hydrating. Can you tell about a food that you have eaten that needed moisture added for it to taste good? These foods aren't their "true self" until water is added. Have you ever felt like you were not your "true self" until something was added into your life? (e.g. You didn't feel like your trip was quite right because you had to leave your dog at home. Your birthday wasn't quite as right because one of your friends couldn't be there.) Just like the dehydrated food, we sometimes feel not quite our true self if we're missing something important to us. It's natural to feel that way at times. What are some words you could use to tell a caring adult or a friend how you are feeling? What are some ideas of things that you could do (or that others could do for you) in those times when you're not feeling like your true self?

Journaling or Evaluation Questions: (Choose questions appropriate to the age)

1. If you could dehydrate any food you'd want to in order to make it easier to use or make it easier to carry (e.g. to go on a camping trip or go into space), what food would it be?
2. What MRE would you most enjoy eating? Least enjoy eating?
3. Respond to the questions posted above in the Closing section.

Enhancement

Have the youth make their own dried soup mixes in a jar for their family or someone in need. Share examples of more unique or specialty dehydrated food items, such as freeze dried ice cream, beef jerky, dried fruits, dried bacon and eggs, spaghetti and meatballs, etc. Talk about uses and make a cost comparison with a “hydrated” version of the same food. Make a fruit cobbler with dried fruits such as apples or blueberries. Learn about an organization such as “Feed My Starving Children,” which packages dried meal/vitamin packets for shipment to third world countries.

Learn more at www.fmsc.org/

Activity 5:

Create A New Drink

This activity takes many supplies, but most of them can be used again when repeating the activity. It can be messy and a bit chaotic, but the learning opportunities are strong! This activity can also be used with family groups, in which each family must work together to create their drink.

This can lead to an excellent discussion on family listening and decision making.

1. Divide youth into groups of 3-4.
2. Tell them they will be creating a new drink (which we hope they can market and sell!). Each group will be given one large “mixing cup” in which they will create their drink. (Leader should number the cups).
3. Tell them the Rules:
 - a. They **MUST** use 6 of the liquids, no more and no less.
 - b. They are not allowed to dump out what they’ve mixed to start over.
 - c. All group members must participate in the decision making.
 - d. After each group has created their drink, everyone will have a chance to sample all the other drinks, and then vote for their favorite drink.
 - e. Each group must create a name for their drink.
4. Hand out one copy of the **“Create A New Drink”** recipe sheet and a pen to each group. Suggest that they talk about what kind of drink they’d like to create.
5. Let the fun, begin as groups decide on ingredients and make their drink!
6. As each group finishes, set their drink labeled with the drink’s name and number on a table.
7. When all groups have finished creating, allow students to sample and vote for their favorite drink.

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Coordinator Reminders: Explain what flavor extracts (vanilla, peppermint, etc.) are: concentrated liquid flavors so that only a drop or two is needed to create a flavor. Consider having some eye droppers/pipettes for group to use for the extracts, especially if it is a younger-aged group.

Handout Leadership Analogy Worksheet.

Talk It Over

- ★ **Reflect:**
 - What happened in your group?
 - Did you enjoy the project?
 - What was your favorite part?
- ★ **Process:**
 - How did you decide what to use?
 - What would you do differently next time?
 - How did the group make decisions if an item was used up already?
 - How did you come up with your drink's name?
 - Did your group ever disagree? What happened then?
 - Did others have different opinions than you did?
- ★ **Generalize:**
 - Why do you think we did this activity?
 - What advice would you give others?
 - What did you learn about creating a new product?
 - Do you think you worked as a team? Why or why not?
 - Would it be easier if you knew each other better?
- ★ **Apply:**
 - How can you use the skills learned today and share it with your deployed loved one?
 - Can you think of a time in your life when you had to work with a group to create something or get something done? (e.g. a class project, a community service project, your family cleaning the house or planning a trip, etc.) What skills did you use (or not use)? Is there anything you learned in this activity that could help you in the future when making a group decision?

How many of you ever thought of yourself as an “inventor?” Did you make any mistakes as you were inventing? What would you do differently if you did it again? In many situations, it is important to try something, evaluate it, and try again. This is how we learn. This is how inventors come up with new products.

With older youth, you can include a brief discussion during the reflection questions on types of decision-making - autocratic, democratic (e.g. majority rules), consensus (e.g. everyone must agree) - and how the group made their decisions. Discuss when it is good/not so good to use the various types of decision making. Apply this discussion to real life by asking, “How are decisions made in your group of friends? In your family? Are there some types of decisions that you wish were made differently? Why?”

Snack: Cookies and drinks they created.

Mix It Up Science!

Activity 6: **Art-Marbling Swirls**

Share how different colors and shades can be created by applying the marbling effect to paint. Talk about how different cultures use paint techniques to imitate real objects.

1. Place a few drops of paint on the liquid starch in the pan.
2. Use a tool to gently slice through the water to create a marbled design in the paint. Do not mix.
3. Lay a piece of paper on the paint for five seconds. Lift paper up letting the starch drop off the paper.
4. Blot the marbled paper with a paper towel. Hang paper to dry or lay flat on newspaper.
5. Try marbling again.

If necessary, press paper with a heavy book to dry.

Coordinator Reminders

Marbling is a technique that takes time to master. If possible, plan for time and sufficient materials to allow students to try the project more than once.

Talk It Over

- ★ **Reflect:** What colors did you create in marbling?
Did they surprise you?
Describe one of the new colors you created and tell us why you liked it.
- ★ **Process:** What was the hardest part of marbling?
What would you do differently next time?
- ★ **Generalize:** How does your design show movement?
What other ways could you marble paper?
How might other cultures use this method?
What other methods might work?
- ★ **Apply:** What did you learn about yourself by marbling paper?
How could you use this skill in the future?
How could you share marbling with your deployed loved one?

Closing

Today we explored science, art, and teamwork. We looked at how things mix and what happens when they do...new colors are created from three primary colors, new foods and drinks are created, and new friendships or connections can be made when people mix. Most of our activities had us working in teams or small groups. We had to use inquiry (asking questions and thinking about “*what if...?*”). We used decision making skills and cooperation. We had to experiment and see “*what would happen if...*” as we

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did the projects, and we got messy! Your youth may ask you to try some of these experiments at home. We hope you will talk together about the projects and allow them to show you what they learned. We hope you will see evidence of how they worked with others and made decisions cooperatively.

We also discussed what happens when things mix and some of the great new colors or flavors created by mixing. We explored how we as individuals mix in groups and what happens as a result. Sometimes this is easy (as when we're with friends who all like to do similar things) and sometimes it is hard (such as when we have to interact with or work with others whom we don't know or with whom we have differing interests or opinions). We tried to emphasize keeping an open mind to what might be created when we're in this type of challenging situation. We spoke about respecting differences and seeing what we can learn from them. We also talked about how each of us needs certain things to be our best "true self", (just like dehydrated food needs moisture to become its real "true self".)

PARENT TAKE-HOME PIECE: Send a copy of parent letter home with youth.

Credits/Sources

Spangler Science catalogue (www.stevespanglerscience.com) OR 1-800-223-9080.

Music video clip of "Don't Laugh at Me", performed by Peter, Paul & Mary. Free download available at Operation Respect website:

<http://www.operationrespect.org>

A Palette of Fun with Arts & Crafts, gr. 4-6, *used with permission of the National 4-H Cooperative Curriculum System, Inc.* ©BU 7597 4-HCCS

Create a drink Activity developed by: Bill Svendsgaard, University of Minnesota Extension 4-H Youth Development (Used with permission)

Lesson plan developed by:

Anne Stevenson, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Wendy Rubinyi, Curriculum Developer, University of Minnesota Extension, Center for 4H and Community Youth Development, 2007

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Dear Parents:

Today your youth participated in **Mix It Up! Science**. We explored science, art, and teamwork. We looked at how things mix and what happens when they do- New colors are created from three primary colors, new foods and drinks are created, and new friendships or connections can be made when people mix. Most of our activities had us working in teams or small groups. We had to use inquiry (asking questions and thinking about “*what if...?*”). We used decision making skills and cooperation. We had to experiment and see “*what would happen if...*” as we did the projects, and we got messy! Your youth may ask you to try some of these experiments at home. We hope you will talk together about the projects and allow them to show you what they learned. We hope you will see evidence of how they worked with others and made decisions cooperatively.



Here are the lessons we worked on:

1. **Get Acquainted Activity: Alike & Different!** To find out what you have in common or different from others. To help youth think about what you might learn from others who have different experiences than you do.
2. **Color Mixing** We used three primary colors to create hundreds of new colors! We learned the terms primary, secondary and tertiary colors.
3. **Color Symphony** (Gr. 3-7) Ask your youth what happens when food coloring in milk is touched by dish detergent. This is a fun one to do at home. All you need is milk, food coloring, dish soap and a plate.
4. **High Speed Mystery Foods** We tried to identify what the dehydrated foods were before and after re-hydrating them! Ask your youth what food they'd like to dehydrate!
5. **Create A New Drink** Working in a team, your youth created a new drink. Ask them about the different drinks and flavors and how they made their decisions as a group.
6. **Art-Marbling Swirls** We hope you enjoy your youth's artwork. You might talk with them about the colors they began with and the final results.

Life Lessons:

Through this workshop, we discussed what happens when things mix and some of the great new colors or flavors created by mixing. We explored how we as individuals mix in groups and what happens as a result. Sometimes this is easy (as when we're with friends who all like to do similar things) and sometimes it is hard (such as when we have to interact with or work with others whom we don't know, or with whom we have differing interests or opinions). We tried to emphasize keeping an open mind to what might be created when we're in this type of challenging situation. We spoke about respecting differences and seeing what we can learn from them. We also talked about how each of us needs certain things to be our best “true self” just like dehydrated food needs moisture to become its real “true self”.

~ **The OMK Mix It Up! Science team**

Mix It Up Science!

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OMK MIX UP!

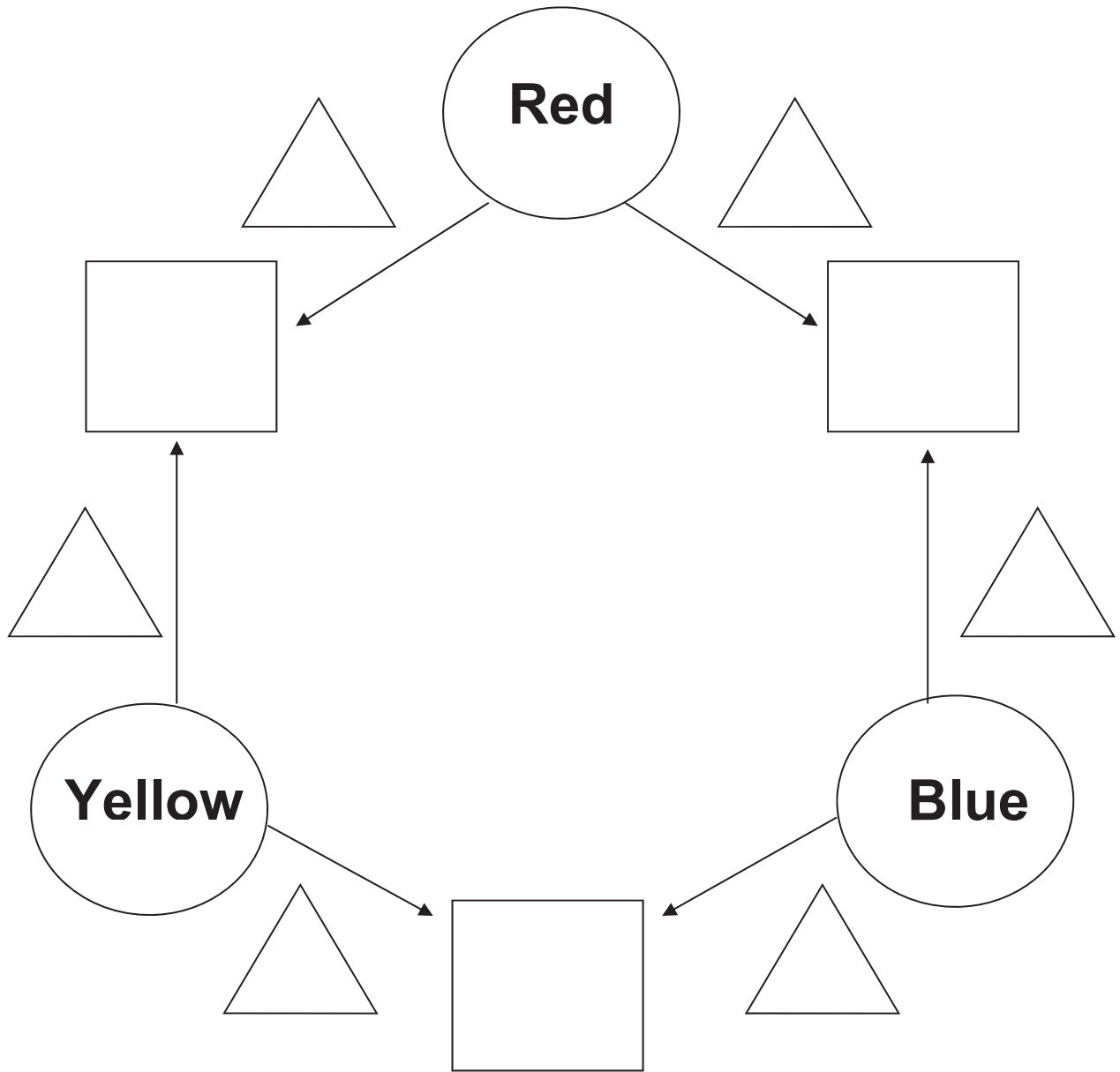
Find a person who fits the description in the box
Ask their name and print it in the box

Has the same color eyes as I do	Has a talent they told me about	Has been to another state	Is older than I am	Doesn't have a pet
Likes a food that I like	Was born in Minnesota	Has the same favorite color that I do	Is a good friend	Has the same color hair as mine
Doesn't have any brothers or sisters	Has the same type pet as I do	Has different color eyes than I do	Wishes they were older	Has someone they love who is deployed
Has different color hair than mine	Likes a sport that I like	Has brothers or sisters	Was NOT born in Minnesota	Has a different color bedroom than mine
Has the same "favorite snack food" as I do	Is in the same grade as I am	Has the same favorite subject in school as I do	Has the same hobby as I do (or likes to play with a similar toy or game)	Wishes they were younger

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Color Wheel



○ = Primary

□ = Secondary

△ = Tertiary Colors

○ + ○ □

□ + □ - △

○ + □ - △



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Create a New Drink

Name of Drink: _____

Group # _____

Created By: _____

Ingredients:	Amount of Used
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Any special mixing directions?

Leadership Analogies for Create a New Drink Activity

<i>What Happens During This Activity</i>	<i>Analogy To Leadership When Making Choices</i>
1. You think what <u>you</u> want but also must consider what others want.	1. Your ideas and choices impact others; therefore, consider their reactions to your wants when you as a leader must make a decision.
2. You are asked to choose only 6 liquids of 20 possible.	2. When being a leader with others we sometimes try to choose everything—the final result being really a “suicide drink.”
3. The individual liquids now become part of a total result later.	3. Individual choices today become part of a total group tomorrow.
4. You can’t think only about the taste of <u>one</u> thing by itself, but how it will taste when mixed with other liquids.	4. You can’t think only about one person’s idea by itself, but how it balances when mixed with the ideas of others.
5. This activity encourages everyone to think creatively.	5. Help everyone choose activities that encourage the development of their natural creative abilities.
6. You need to make choices—sometimes between many good options.	6. Leaders may have many “good options” when making decisions...we need to think about how we prioritize and how we set criteria for our decisions.

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OMK Experience: Sculpt Your Story

Grade Level: K-7th

Number of Participants: Max. 30

Project/Life Skills

- ★ Communication
- ★ Expressing your feelings
- ★ Managing stress

Activity Overview *Create an original sculpture out of clay to take home.*

Time Needed for Volunteer Training: 20 minutes

Lesson Time: 4 hours

Prep Time Needed: 30 minutes

Space Needed: Indoors; tables & chairs, large space. Open access.



Get Ready

Roles for Volunteers

- Assist as the youth work on their sculpture.

Roles for Uniformed Military Personnel

- Share a story of how they use crafts to help them manage their stress.
- Tell youth about the crafts and art in the areas they have been deployed.
- Share a story about how they expressed their feelings and managed stress during deployment.

Volunteer Training Needed

- Ability to work with K-7th graders. Read page 128 in *A Palette of Fun*.

Do Ahead

Ask a local sculptor to do a pottery wheel demonstration.

Make sure it is publicized that the youth will be working with clay and to wear clothes that can get dirty.

Order of *A Palette of Fun* and copy pgs 74 & 75 to hand out to parents; read pgs 58-59 & 128

Equipment

- Marker(s) for recording questions on poster board
- *A Palette of Fun with Arts & Crafts: A Helper's Guide*.
- The Pottery Place by Gail Gibbons, 1987 (book available at library or Amazon.com)
- Oven to bake clay

Supplies

- Polymer clay for each youth
- One poster board
- 3" x 5" index cards

Sculpt Your Story

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Snack: (Coordinators choice)

Background

Sculpture has been an important part of expressing our culture and our feelings throughout history. It is a good way to cope with the stress a youth may feel having a deployed loved one. As the youth is working with the clay, encourage them to talk about what they are creating. Help encourage them to seek out creative activities as a way to manage their stress and share their emotions with loved ones and supportive adults around them.

Introduction Activity/Icebreaker:

Freeze tag

Use this game as a way to spark the imagination of the youth to create sculptures in some of the ways they are stopped in the game of tag. Encourage them to exaggerate their arms, legs and faces when they get tagged and frozen. Use 'Freeze Teams' instead of having one person be the tagger. This will give everyone an opportunity to tag and be tagged.

WHAT TO DO

Sculpt Your Story

1. As the youth arrive, engage them in a game of Freeze Tag. (15 Minutes)
2. Sculptor and Clay Activity from pg. 58-59. Be sure to use the discussion questions provided. (45 Minutes)
3. **Sculpt Your Story:** Introduce polymer clay. Show the youth that the more you work with it, the easier it is to work with. Have youth think about their parent's deployment. Have them sculpt in clay an object that represents how they feel about their situation. Younger children may need more explanation. (Examples: a symbol of the emotions they feel, or a symbol of the parent.) Follow the directions on the clay and be careful not to over bake it. (45 Minutes)
4. Snack and bathroom break. (15 Minutes)
5. Read The Pottery Place by Gail Gibbons. Discuss the book and make a list of possible questions to ask the sculptor. Put questions on poster board to display.(30 Minutes)
6. Sculptor visit. (1 Hour)

Sculpt Your Story

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Talk It Over

- ★ **Reflect:**
 - How did you decide what to make?
 - How did it feel to work with the clay?
 - What emotions and elements are expressed in your sculpture?
 - How did shaping the clay help create emotion?

- ★ **Process:**
 - What was the most challenging part of making your sculpture?
 - What was your favorite thing about sculpting?
 - Did shaping your clay into a sculpture that represents how you feel about your situation, help you with some stress you may be feeling? Why or Why not?
 - What about sculpting made it easier or harder to communicate emotions?
 - Did working with the clay create a sense of unity?

- ★ **Generalize:**
 - What did you learn about yourself working on your sculpture?
 - What are strong emotions? When is it appropriate to show strong emotions? When is it not?
 - What other materials could you use to make sculptures that express how you are feeling?
 - How can you use art to help manage the stress during your loved one's deployment?

- ★ **Apply:**
 - What can you do to keep learning and creating art?
 - What other ways can you use art to help manage stress?
 - What other positive ways can you express what you are feeling?
 - How will you share your sculpture and positive emotions with your deployed loved one?

Closing

Expressing your feelings through art and crafts of any sort is a positive way to cope with stress and nurture your creative talents. Share your talents and creative works with your family and deployed loved ones as a way to communicate that you are thinking of them. Art can feel good to do, and feel good to share.

Enhancement

Read pg. 128 "Artistic Stages in Children" in *A Palette of Fun*.

Parent Take-Home Piece

Today your youth made a sculpture as a way to express their feelings and manage their stress. Encourage your youth to continue to explore art and craft opportunities as a way to communicate what they are feeling and relieve some stress. Ask them questions when they do a project about what they were thinking as they were creating and have them tell you about their creation. Talk about their emotions and how they are managing their stress during the deployment of your loved one. Use the recipes on these handouts to make other items to share with your deployed loved one.

Hand out copies of *A Palette of Fun with Arts & Crafts, A Helper's Guide*, pgs 75 & 75

Credits/Sources

A Palette of Fun with Arts & Crafts, A Helper's Guide, used with permission of the National 4-H Cooperative Curriculum System, Inc. ©BU 7597 4-HCCS

Lesson plan developed by: Nicole Pokorney, Regional 4-H Extension Educator;
University of Minnesota Extension, 2007

Sculpt Your Story

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OMK Experience: Water Experiments & Water Fun!

Grade Level: K-7th
Number of Participants: 5-30

Project/Life Skills

- ★ Team building
- ★ Communication
- ★ Contribution to group effort

Activity Overview *Fun activities to learn about the properties and use of water.*

Time Needed for Volunteer Training: 10 minutes

Lesson Time: 4 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors/ outdoors



Get Ready

Roles for Volunteers

- Assist as needed.
- Help with set-up, clean up and keeping youth safe.

Roles for Uniformed Military Personnel

- Help youth with all activities.
- Share a story from the military about the different uses for water and the types of vegetation they encountered.
- Talk about water and water resources where they have been deployed.
- Talk about the importance of clean water and the role of soldiers to help in the process of maintaining clean water supplies.

Volunteer Training Needed

- Ability to work with K-7th graders.
- Read through the activity ahead of time.

Do Ahead

Find a good space that will accommodate your group and allow for both indoor and outdoor activity. Make sure you have enough paper towels to clean up messes.

Water Experiments & Water Fun!

Equipment & Supplies

<p>Activity 1: Kettle Large metal spoon Heat source (stove, campfire, etc.) Cooling source (freezer, cooler of ice, etc.) Map of United States or atlas</p> <p>Activity 2: 4 glass jars, each with one of these inside (will mix with water): coffee grounds, dirt, food coloring, leaves/outdoor materials 4 glass jars, each with one of these inside (will mix with water): coconut, food coloring, vegetable oil, dish soap Strainer Coffee filter</p> <p>Activity 3: 2 identical glass jars with wide mouths that fit together perfectly (baby food jars are ideal) Hot water, cold water Blue and red food coloring Index cards or squares of waxed paper Scissors A large, shallow baking pan</p> <p>Activity 4: 1 tall, clear drinking glass Cooking oil (vegetable oil works best) Ice cubes</p>	<p>Activity 5: A clear drinking glass Raisins Clear carbonated soda</p> <p>Activity 6: Bed sheet (1 per team) Water balloons – several Volleyball net (or something to toss balloons over)</p> <p>Activity 7: Tablespoons – 1 per team Plastic cups – 1 per team Containers to hold water – 1 per team</p> <p>Activity 8 and Activity 9: Several water balloons – at least one per pair</p> <p>Activity 10 Empty ice cream buckets – 1 per team Container of water – 1 per team Ping pong balls – 1 per team Beach towels – 1 per team</p>
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Snack

Bottled water with flavoring packets, fruit and snack crackers

Background

The water cycle is important for us to understand in our exploration of water. It is a natural process where water evaporates from the oceans, lakes, rivers and streams. Evaporation occurs when water enters the air in the form of a gas called vapor. When the vapor cools, condensation occurs and water turns into drops of liquid that fall to the earth in forms of precipitation – rain, sleet, hail or snow. Plants are important in the water cycle because they provide water for evaporation through leaves and steam in a process called transpiration.

Water Experiments & Water Fun!

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Introduction Activity/Icebreaker:***How Much Water?***

What would happen without water?

Ask youth to think about all the different ways they use water in a day.

Make a list of all the ways we need water (both our bodies and the activities we do each day).

Can you imagine a day going by without using any water?

How much water do the following activities use?

- | | |
|--|-------------------|
| 1. Taking a shower | A. 30 gallons |
| 2. Watering the lawn | B. 180 gallons |
| 3. Washing the dishes | C. 4-7 gallons |
| 4. Washing clothes | D. 1/2 gallon |
| 5. Flushing the toilet | E. 39,090 gallons |
| 6. Brushing teeth | F. 62,600 gallons |
| 7. Drinking | G. 15-30 gallons |
| 8. Needed to produce one ton of steel | H. 9.3 gallons |
| 9. Needed to process one can of fruit or vegetables | I. 1 gallon |
| | J. 9-20 gallons |
| 10. Needed to manufacture a new car and its four tires | |

(1. G 2. B 3. J 4. A 5. C 6. I 7. D 8. F 9. H 10. E)

Water Experiments & Water Fun!

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WHAT TO DO***Water Experiments & Water Fun!*****Coordinator Reminders**

Activities can be indoors or outdoors, and adjusted for the age of the youth involved. Remind youth that they need to be safety conscious.

Activity 1

1. Discuss what we use water for: Recreation, drinking, washing dishes & clothes, growing crops, livestock, etc. Other ways aren't as obvious - making cars & clothes, shipping.
2. Where do we get water from? 3% is surface water, groundwater, 97% is salt water from the oceans. We continue to recycle water. The water on earth today is the same water that was on earth since its beginning. Let's do an experiment on how the water cycle works.
3. Put a large metal spoon or soup ladle in the freezer.
4. Turn on the kettle and heat the water. What happens to the water? It turns to steam. What does steam look like? Real steam is invisible – as steam meets the air outside, it cools and becomes water vapor which is invisible as a white cloud.
5. When the water is boiling, take the spoon out of the freezer and hold it vertically in the steam coming out of the kettle. You should notice it raining. Do you see how the water cycle works?
6. The human body is 65% water and we must replace about 2 1/2 quarts a day. A person can go without food for 2 months, but will die in less than a week without water.
7. Looking at the U.S. map, it is hard to find any large city that's not near water – it was needed to move people and goods in early days. People also use for recreation.

Activity 2

1. Take a look at these water samples. What do you see? (4 jars of very polluted water – one is polluted with coffee grounds, one with dirt/mud, one with food coloring, one with leaves/outdoor material). Would anyone drink this water? What might be in it? Does it have to look dirty to be polluted?
2. Does anyone know what water pollution is? Can we always see it? Do any of you intentionally pollute water?
3. Do you think we can clean water once it has been polluted? Well, today we are going to give it a try. We are going to pollute some water and see if we can clean it again.
4. I am polluting this water with some things I found around the office. (Food coloring, vegetable oil, dish soap, coconut. Add items one at a time so students can see them mixing into the water.)

Water Experiments & Water Fun!

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5. Now let's see if I can get everything out of it again. (Strain). As you can see we sure did get the big chunks out of it. (Look in strainer.) But could we get the food coloring out? It is really hard to clean water once we have polluted it. Nature has its own way of cleaning water and that is by using the soil to clean water. As water trickles down through the soil, it gets cleaned out.

Activity 3

1. Have you ever paid attention if it matters whether water is hot or cold when you do experiments? We're going to see if we can see a difference.
2. First, we are going to fill up one of the jars with very hot water and add a drop of red food coloring. What do you notice about the color? Is it bright or is it dull?
3. Now, we'll fill the other babyfood jar with cold tap water and add a drop of blue food coloring. What do you notice about the color? Is it bright or is it dull? Does the temperature of the water affect the food coloring?
4. Now we are going to do another step in the experiment and see what happens when we combine these two jars of water – with different temperatures and with different colors in them. Let's use this index card and we'll cut it down so it is a square that fits better between the two jars.
5. We are going to add more cold water to the blue colored jar so that the water bulges a bit over the top. Let's place the index card onto the top of the jar filled with cold blue water. Very gently tap the card with your finger so that it forms a seal with the card. How do you think this forms a seal? Do you think the seal is tight? Could you do this with other paper? A piece of tin foil?
6. We are now going to work over this pan for the next steps. Does anyone have any ideas why we would do that? We have the potential to make a mess, so we are going to be careful as we take the next steps. We are going to turn the jar with the cold blue water over very quickly. If we do this quickly, it should not spill. Let's set it down on the mouth of the babyfood jar that is holding the hot red water.
7. As I hold these two jars together, I need an assistant to help me. Would you please pull out the index card that is between the two jars? I need you to do it slowly. Did anyone notice what happened to the blue water? What happened to the red water?
8. Let's try this again. We'll empty the jars and rinse them out. We'll put the hot water and red food coloring together, and then cold water and blue food coloring. Let's fill the hot water jar full and put the recipe card on the top to seal it. Now we'll turn the hot water jar over on top of the red cold water jar. What do you see happening? Is it the same thing that happened last time? What color does the water become? Would it work differently if we filled the cold water jar full again, but put the hot water jar on top? Does it matter which way you turn the jars – hot on top or cold on top?

Water Experiments & Water Fun!

Activity 4

Do Oil & Water Mix?

We've all heard that oil and water don't mix. What happens when you see oil and water together? Usually the oil floats on top of the water. Think about if there is an oil spill in the ocean. You will see the oil floating on top – and the birds and animals that live in or near the ocean get the oil on them as they come to the surface of the water. But what do you think will happen if we do a little experiment?

1. First we are going to fill this tall, clear drinking glass nearly full of vegetable oil. We'll set it here on the table so we can see what is happening. What do you notice about this glass of oil? Does it look like you might want to drink it? Does vegetable oil taste good by itself? Let's see what happens if we place an ice cube in this glass of vegetable oil. Would anyone like to make a prediction about what will happen? Will it float or sink? Usually oil floats on top of the water, but this time, the ice floats on top of the water. Why do you think that is happening?
2. Do you think that if I just put a few drops of water on the top they would still float? Why do you think that would or would not happen?
3. Water can sure be a tricky substance – it can freeze into an ice cube, it can steam when it gets hot and boils, and it can be a liquid to keep us cool on a hot day – to drink it or play in it.

Activity 5

Bubbles & Raisins

How many of you have ever watched the bubbles in a glass of soda? What happens to the bubbles? Do the bubbles do something different if there is ice in the soda? Let's watch and see what happens as we do an experiment with soda.

1. We are going to pour some clear carbonated soda into a glass (7-Up or Sprite will work best so you can see what will happen). Now we'll drop a few raisins into the soda. Are they going to float or sink to the bottom? They sink to the bottom. Watch closely and see what happens next to the raisins.
2. Some of the raisins will suddenly float up to the top of the soda. When they reach the top, they sink again. It looks like they are dancing in the soda. What is happening to the raisins? Or is something happening to the soda? Watch carefully and see if you can figure it out.
3. Tiny bubbles from the soda are forming on the raisins. When a raisin gets enough bubbles on it, the bubbles help float the raisin to the top of the soda. Where are the bubbles coming from? The bubbles are the "fizz" in the soda – just like when you open the soda and hear the fizz – you can actually see the fizz – or the tiny bubbles in this clear soda.

Water Experiments & Water Fun!

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4. What is happening? The surface of the raisin traps tiny bubbles of air when you drop them into the glass. These tiny bubbles collect carbon dioxide, which is the fizz from the soda, and they begin to grow. When the bubbles grow large enough, they lift the raisin. As they reach the top, the bubbles pop and the raisin sinks again. While most of the gas goes into the air, a small amount of the fizz (carbon dioxide) sticks to the surface of the raisin and it starts all over again.
5. Can you think of any other foods at home that might work the same way? Would grapes work the same way? How about some M&M's? Would a piece of gum? How about a piece of macaroni? What would rice do? How about some cereal? What do you think it is about these food items that would allow them to dance like the raisins? Why do some foods sink straight to the bottom?

Activity 6:

Water Balloon Volleyball

1. Using a bed sheet, all team members will hold onto the bed sheet. A filled water balloon will be set onto the bed sheet, and teams will attempt to toss the water balloon over the net to the other team.
2. Teams will toss the water balloon back and forth over the volleyball net using only the bed sheet. Teams will score a point when the other team causes a water balloon to break. When a team reaches 10 points, the game is over.

Activity 7:

Drip, Drip, Splash

1. Take a tablespoon and fill it from a plastic container of water at one end of a 25 yard space. Run from the one end of the space to the other with this spoonful of water. Upon reaching the other end, empty the tablespoon into a plastic cup.
2. Team members will take turns running from one end to the other with this tablespoonful of water. The first team to fill the cup is the winner.

Activity 8:

Water Balloon Toss

1. Partners line up facing each other and are given a water balloon to toss back and forth at the signal. After each toss, they move one step farther apart.
2. The last team to keep their water balloon unbroken wins.

Water Experiments & Water Fun!

Activity 9:**Water Balloon Relay**

1. Use as many partners as you want. Each couple races between two points holding a water balloon between their foreheads – no hands.
2. If the balloon drops, they pick it up and keep going. If it breaks, they are out of the game.

Activity 10:**Ping Pong Ball Float**

1. For this relay, empty ice cream buckets, ping pong balls, buckets of water, and towels are necessary.
2. A youth lies on the ground about ten yards from the team who are in a single file line. Place the empty ice cream bucket on the youth's stomach. Put the Ping Pong ball in the ice cream bucket. Each team has a bucketful of water.
3. As the game begins, each player one at a time uses his cupped hands to carry water from the teams bucket to the ice cream bucket. As the ice cream bucket fills with water, the Ping Pong ball rises in the bucket. As soon as it is high enough, a player tries to remove it from the bucket with his mouth. The first team to get the Ping Pong ball out of the can (no hands) and back across the finish line wins.
4. Water ball tag: For this game of tag, there are sponge balls that should be used. Instead of tagging each person, the person(s) who is "it" tosses a wet sponge ball at the others to tag them. Game can last as long as desired.

Water Experiments & Water Fun!

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Talk It Over

- ★ **Reflect:**
 - What was your favorite water experiment?
 - Which activity was the most fun?
 - What did you learn from doing these activities?
 - What surprised you?
 - How did you contribute to your team?

- ★ **Process:**
 - What were the most challenging activities?
 - What did you learn by doing these activities with others?
 - How did you make decisions as a group?
 - How did working together help you succeed?

- ★ **Generalize:**
 - What key points have you learned about water resources?
 - What did you learn about the role the different forms of water and the role plants play in the water cycle?
 - How might the different forms of water, roles and cycles of water be like your family?
 - How do these roles and cycles change during deployment?
 - What strengths do you bring to helping others succeed in your group? In your family?

- ★ **Apply:**
 - What can you do on a daily basis to preserve water resources?
 - How can you advocate for important resources in your community? In your family?
 - How can you be a better team member at home?

Enhancement

- ★ **JOURNALING:** Ask youth to journal about their understanding of water and to write of one fact they hadn't known before this activity.

- ★ **EVALUATION:** Have youth design three questions that might be asked of adults or older youth about water. The questions should focus on items that were addressed in the lesson. Knowledge of those answers will be important to showing their understanding of the lesson.

Water Experiments & Water Fun!

Closing

Cooperation when working with others is very important. When you think about the water activities that you participated in, what type of cooperation did you see happening with the partners or teams? Why is it important to cooperate and communicate with others? Did you see any times where people did not cooperate? If people didn't cooperate with one another, what would we find happening with groups? Cooperation is an important skill for each of us to practice. It means that we are to learn to work with others – sometimes we don't always get our way or achieve what we thought we should, but by working with others, there is a chance to learn from others and a new way of working. We need to get along with others, and by learning to cooperate and share and support other's ideas, we can accomplish great things.

Water is very important to us in everything we do. We need to take care of that water and make sure there is enough for our children when they grow old. If all the water we have today was around when the dinosaurs roamed the earth, that means we need to protect this valuable resource! We can have fun with water, like we saw in the activities, but we also need to remember to protect water and teach others about conservation.

Snack Have water, fruit and crackers

Parent Take-Home Piece

Today your child learned about water and the importance of water in everyday activities. Water is important to protect and keep clean, but also is a source of recreation and fun, especially on a hot summer day. Protecting our water is a goal, as well as understanding how important water is for each of us every day.

They also learned about cooperation and team building. Cooperation is an important skill for each of us to practice. It means that we are to learn to work with others – sometimes we don't always get our way or achieve what we thought we should, but by working with others, there is a chance to learn from others and a new way of working. We need to get along with others, and by learning to cooperate and share and support other ideas, we can accomplish great things.

Credits/Sources

www.epa.gov

Lesson plan developed by: Kia Harries, Regional 4-H Extension Educator; University of Minnesota Extension, 2007

Water Experiments & Water Fun!

Operation: Military Kids is a partnership of Army Child and Youth Services, USDA National 4-H Headquarters, Boys and Girls Clubs, The American Legion, Child Care Resource and Referral, Minnesota Department of Education and the University of Minnesota Extension. Operation: Military Kids is funded by the 4-H/Army and Kansas State University Youth Development Project #2003-48558-01716.

OMK Experience: Wildlife Detective

Grade Level: K-7th

Number of Participants: 5-30

Project/Life Skills

- ★ Gathering information (observing)
- ★ Analyzing (identifying, comparing, discussing)
- ★ Managing feelings
- ★ Concern for others

Activity Overview *Learn how to track and find animals. Make connections between the animal worlds and how people respond to situations.*



Time Needed for Volunteer Training: 20 minutes

Lesson Time: 4 hours

Prep Time Needed: 20 minutes

Space Needed: Indoors/ outdoors; need large space and tables.

Get Ready

Roles for Volunteers

- Help make animal tracks and assist youth with molds.
- Assist with insect activity by helping with construction of compound eyes.

Roles for Uniformed Military Personnel

- Talk about, or lead, discussions on observation skills and how to notice things in your surroundings. This might include details about a suspicious vehicle, a sign in nature to indicate something has been disturbed, etc.
- Share a story of a situation you experienced while you were in the military.

Volunteer Training Needed

- Ability to work with K-7th graders.
- Read through the activity ahead of time.

Do Ahead

- Cut straws in half. Prepare handouts: Hand & Tracks, Animal ID and Make a Mammal from Call of the Wild, 4-H bulletin, *used with permission, University of Minnesota Extension Service* ©BU-5762-S

Wildlife Detective

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Equipment

- Insect backpack (compound eye, and mouth parts): *avail. in Regional Centers or toy/nature stores**
- Rubber animal molds*
- Rubber animal scat*
- 3 ice cream pails
- 3 spoons
- Tablecloths **assortment available from Acorn Naturalist*
- Scissors
- *Call of the Wild*, 4-H bulletin
- Who Pooped in the Park? (book by Gary Robson)

Supplies

- 8# Plaster of Paris for approx. 15 animal molds (*have extra plaster available in case mixture sets up too quickly or you need to use more to firm up a mixture*)
- **For each youth: (set of handouts – Parent, Tracks, Animal ID, Mammal):**
- Plastic straws cut in half – 15 per person
- Masking tape – to wrap set of straws
- 1 plastic container (such as cool whip container or margarine tub)

Snack

Berry juice and trail mix

Background

When exploring the environment around us, there are many things to notice about insects and animals. Just like people, there are many differences in how insects look and the shape of animals' feet. Today we'll explore the differences and do some activities that help you to notice these differences and understand how important those differences are.

Most adult and some immature insects, such as nymphet grasshoppers, cockroaches, bed bugs and cicadas have compound eyes. These eyes are called compound because each eye is made of thousands of smaller parts called facets. Each facet forms a small part of the entire image. Each of the dragonfly's compound eyes consists of over 28,000 facets.

Introduction Activity/Icebreaker:

'Me' Tracks

I would like everyone to trace your hand on a piece of paper. What do you notice about your hand? Does it look like anyone else's in the group? Are your fingers long or short? Do you have fingernails? Our hands are similar to animal tracks because they tell something about us, too. Take a look at your hand or the hand you traced on paper and tell the group one thing that you can do with your hands that you think an animal or bird can do with their feet. What do you have in common with birds and animals?

Wildlife Detective

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WHAT TO DO**Wildlife Detective****Animal Tracks**

1. **Let's look at the handprint/animal/bird tracks handout.** Tell me what you see...lots of similarities, but also differences. You can see how many toes or talons. You can tell if it has claws. Front and back feet are often different. When you look at tracks, you need to pay attention to those similarities and differences as they will help you to tell the animals or birds apart.
2. **Another way to help you look at tracks is to look at how far apart the tracks are.** This may help you to know what the animal was doing - running or walking. Animals walk in three different ways. One way animals walk is to **stride**, which is the distance between footprints. Try walking slowly across the snow or sand. Measure the distance between your tracks from one toe tip to the next. Now try running. Your stride should have gotten a lot longer. Stride is a clue about how big an animal is. You will also discover tracks of animals that **hop**. When rabbits, squirrels and mice hop, the front feet land first. Then the back feet come down in front of the front feet. Put your hands down and try to hop that way. You will also notice from tracks that some animals look like they are **tightrope walking**. Foxes and coyotes often walk in a very straight line. The back feet step right on top of the front foot tracks. Bend over and walk on your hands and feet. Try to copy the straight line of fox and coyote tracks.
3. **Pass out the picture page to students.** Here are some clues they must listen to in order to identify the animals.
 - This animal has little front paws that are almost like hands, so they can open many things that other animals can't. It likes to dip its food in water before eating it so it is easier to chew and swallow. - 3 *Raccoon*
 - This animal has a broad, paddle-like tail, webbed hind feet and orange front teeth. Its big teeth are like sharp chisels. It uses its tail as a warning by slapping it on the water. This animal can stay underwater for 15 minutes without coming up for air. - 2 - *Beaver*
 - This animal sometimes looks like a beaver, but look at his tail - it has a thin, hairless tail (like a rat) and has partly webbed back feet. 6 - *Muskrat*
 - This animal looks like a dog and runs with its black-tipped tail pointed down, unlike other members of the dog family. 7 - *Coyote*
 - This animal has black and white stripes on the head and has long front claws. It digs a new home every day. 1 - *Badger*
 - This animal is a small, rust colored member of the dog family. It has slender black legs and white tail tip. 4 - *Fox*
 - This animal is black and white and waddles. It protects itself by spraying an attacker with a bad odor. 5 - *Skunk*
 - When this animal is scared, it flashes the white underside of its tail (flag) and runs away. When this animal is young, it has spots to keep them camouflaged. 9 - *White-tailed Deer*

Wildlife Detective

- This animal loves nuts and often climbs trees to find them. It has a long bushy tail and often sits on its hind legs and looks at you when you get too close. 8 – *Squirrel*

4. **Now we will each make our own animal track out of plaster of Paris.** You could make tracks when you are out in nature using this plaster as well. Mix plaster according to directions on bag. (You want the consistency to be the same as pancake batter.) Allow students to choose a mold of an animal or bird. Fill the mold with plaster and let sit. Provide students with a plate and ask them to write their name on it. When the mold is dry, students can remove the track from the mold and take the mold with them on the plate for transportation.

Coordinator Reminders

Plaster of Paris can dry quickly – it is better for it to be moister when mixing it – so it can be poured easily. Allow time for youth to do other activities before taking their tracks home – as it will need time to dry in the mold and then set.

Plaster of Paris can be a mess to clean up. Cover tables with tablecloths and provide access to wash hands.

5. **What do animals do when they are scared?** They hide. Do you often see many animals in the woods while you are walking? Or even driving around? Animals that are not used to people tend to hide – behind trees or bushes, or they make a den or hole – so that you can't see them. Sometimes they even only come out at night, when people aren't around. In the animal world, it is called "**Freeze**" – when they stop where they are and don't move; "**Fight**" – when they defend their territory and fight with others; or "**Flight**" – when they run away to avoid what has scared them." It's important for us to recognize that animals are like people. What do you do when you are scared? Do you freeze? Fight? Or run away? Sometimes we'd like to hide and other times we might cry, or we might feel angry too.

- We need to remember that our feelings can sometimes make us act differently toward other people. We should talk with one another and tell them how we are feeling. We should also ask others how they are feeling so we can talk with them and help them feel better.
- Sometimes these feelings of being scared, or feeling sad come because we are thinking about things happening to us or to other loved ones. We need to remember that if we talk about these things with others, they can help us too.

6. **Animals leave their tracks to show us** that they have been in the area, but they also leave other signs. Signs are clues about animals. A sign is anything you see that tells you where an animal has been and what it was doing. Signs could be spider webs, feathers or nests. Scat are "droppings" from animals and often contain pieces of food the animal could not digest. Scat tells a story, about which animal was there and what it had eaten.

Wildlife Detective

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7. **Let's take a look at the scat samples here.** What can you tell about the scat that you see? Can you tell what the size of the animal is? Is it obvious what the animal eats? Can you tell how fresh the sample might be?
8. **Let's read this story "Who Pooped It?"** and learn more about scat.
9. **Tracks and scat can tell us a story about an animal,** there are other clues about animals to be observant of. What might these clues be? Insects also leave us clues.
10. **Let's take a look at the mouths of insects.** What do you notice about the mouths of insects? Not all of them look the same. Let's explore the different ways that insects use their mouths. Some use them like suckers, while others siphon, some chew and yet others sponge.

11. Insect Mouth Types

Chewing: Beetles, Grasshoppers, Crickets, Cockroaches, Dragonflies, Lice

Piercing-sucking: Mosquitoes, Aphids, Fleas, Leafhoppers

Siphoning: Moths, Butterflies

Sponging: House flies, Fruit Flies

Mouth Type	Insect with the Mouth Type	Food	Where Found
Chewing			
Piercing-Sucking			
Siphoning			
Sponging			

11. Insects also use their eyes differently than other animals do. In this activity, we'll explore what insects see when they look through their eyes. Cut a handful of soda straws in half and hold them so they fit in a circle formation. Wrap the straws tightly with masking tape to they will hold together. You have just made a model of an insect eye. When you and I look at a tree or person we see one complete tree or one complete person. Insects see their world divided into a thousand parts.

- 12. Now we are going to create a mammal.** What is a mammal? Looking at this activity, you are going to design your own mammal, by adding different features. After completing this mammal, think about what type of habitat your mammal needs to survive. If you need a house and a bed to sleep in, what does your mammal need?
- 13. Follow activity in *Call of the Wild*, pgs. 28-29, (Make a Mammal worksheet) and pgs. 38-39 (animal parts to create the mammals).**

Talk It Over

- ★ **Reflect:** What was your favorite part about the wildlife detective activity? What skills did you learn to make it easier to observe signs in nature, such as animal tracks or scat? What about insects? What did you learn about yourself by being a wildlife detective? What did you learn about others?
- ★ **Process:** What was the hardest part of the activities? How did working together help you be a better wildlife detective? What surprised you about the activities? What do you feel is your strongest detective skill? Have you ever experienced the “Fight” or “Flight” feelings when you are scared? How have your reactions changed since the deployment of your loved one?
- ★ **Generalize:** How are mammals and the way they live, similar to your life? How can you use your skills to observe, identify and compare animals that you learned being a wildlife detective, when you are at home? What strengths do you bring to helping others be successful?
- ★ **Apply:** What did you learn about what your deployed loved one might be experiencing by doing these activities? How can you use the skills learned today to let your deployed loved one know how you feel? How can you be the “Family Detective” while your loved one is deployed? What can you do to engage and discuss issues with your family when you observe clues that things might be changing? How can you be supportive of your family when things change?

Wildlife Detective

Closing

We are mammals too, and our tracks, what we eat and the waste we produced have an impact on the world. There are many lessons we learn from observing the world around us, identifying the elements in our environment, comparing these elements and then discussing them with our friends and the adults around us. Because we are human, we also can think and change our initial reaction to situations. For example, when you are scared, do you freeze, fight or run away from the problem? It's important for us to know how we react and remember that by talking with others, we can change our reaction and we might not be so scared.

Snack Have berry juice and trail mix.

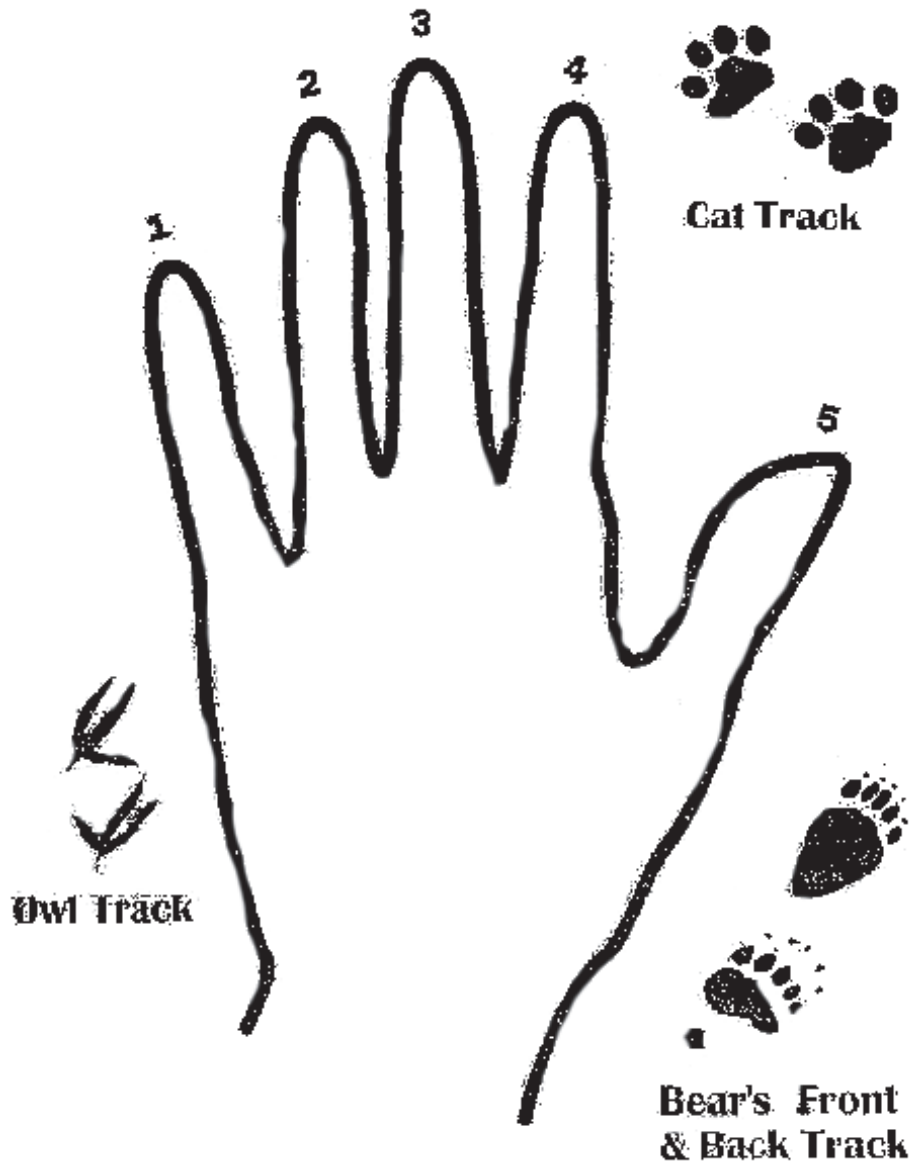
Parent Take-Home Piece

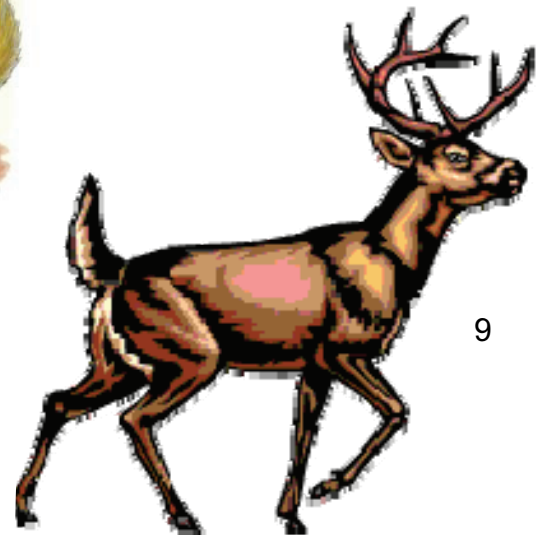
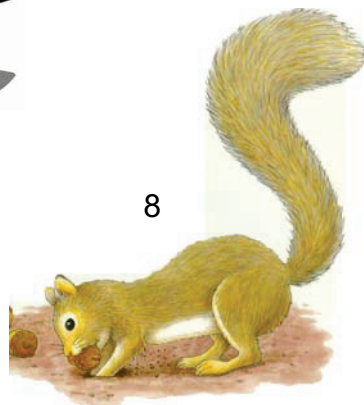
Today your youth explored animals and insects found in nature and looked at some of their behaviors. While learning about animals, exploring their tracks and scat, and how the mouths of insects work, youth were able to think about how they are similar to animals and insects with communication and behaviors. Animals often experience the need to “freeze, fight, or flight” when in danger or feeling threatened. We explored how we often feel those same feelings, and how when we talk with others or share our feelings, we can feel better. Communication is important to all of us and how we get along with others, just like animals.

Credits/Sources

- Call of the Wild, 4-H bulletin, *used with permission*, ©University of Minnesota Extension Service ©BU-5762-S
- Acorn Naturalist catalog, pg. 67-68; www.acornnaturalists.com
- Who Pooped in the Park? Author: Gary D. Robson, Illustrator Elijah Brady Clark, ISBN 1-56037-320-2, Far Country Press, P.O. Box 5630, Helena, MT 59604 800-821-3874 www.farcountrypress.com

Lesson plan developed by: Kia Harries, Regional 4-H Extension Educator; University of Minnesota Extension, 2007





Wildlife Detective

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Like birds, mammals are warm-blooded. Their body temperature stays the same even if the air temperature changes. Warm-blooded raccoons can be active during cold or hot weather, while cold-blooded snakes stay curled under cover. Warm-blooded animals must eat more than cold-blooded animals to keep their temperature even.

Mammal Parts

Arms, legs, feet, hands, and tails are important body parts to mammals. When animals have special body parts to help them swim, fly, dig, or run, they often lose the ability to do other things. Bats can fly, but they aren't good at walking on land. You can move on land, but you can't hang from the ceiling of a cave!

The arms and legs of mammals come in all different shapes and sizes. As mammals have adapted to different kinds of

habitats, their arms and legs have changed. Bats have arm and finger bones that spread out to make wings. Horses and deer have long, slender legs for running quickly. Dolphins have arms that shortened to flippers to move them through water.

The hands and feet of mammals are adapted to their lifestyle. Beavers have flaps of skin between their toes and fingers to help them swim. The feet of the American bison have a hard material to help them walk on rough, uneven ground. Both a river otter and you can hold food, branches, or tools in your paws!

Most mammals have tails. Tails help an animal balance, protect itself, and communicate. Gray squirrels use their tails for balance to climb high trees. Porcupines swing their prickly tails at attackers. White-tailed deer raise their tails to let other deer know there is danger.

Make a Mammal

Make a mammal! You will need:

- Scissors
- Paper
- Glue
- Mammal Parts Worksheet (see page 29).

Make your own mammal by choosing parts from the mammal parts worksheet. Use the space on the next page to put your mammal together. Name your mammal, and fill in the blanks below. (See end of book for Make A Mammal Parts.)

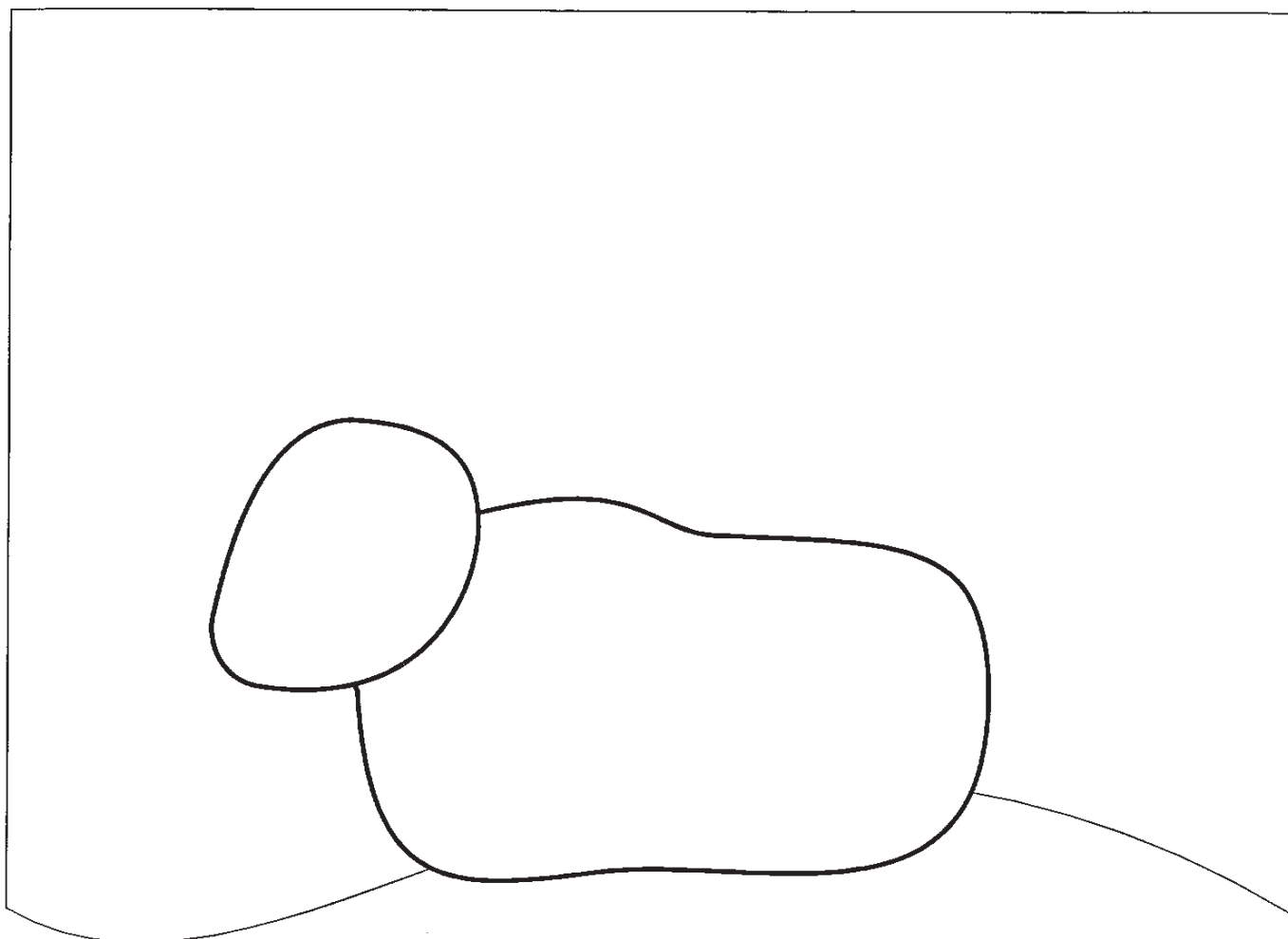
Mammal name: _____

Where it lives: _____

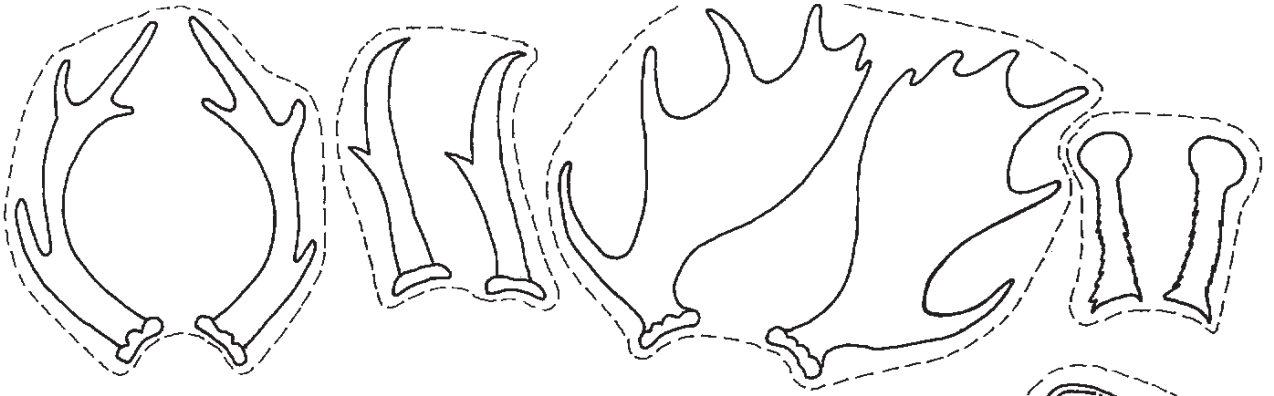
What it eats: _____

Write something about your mammal that makes it special:

MAKE - A - MAMMAL WORKSHEET



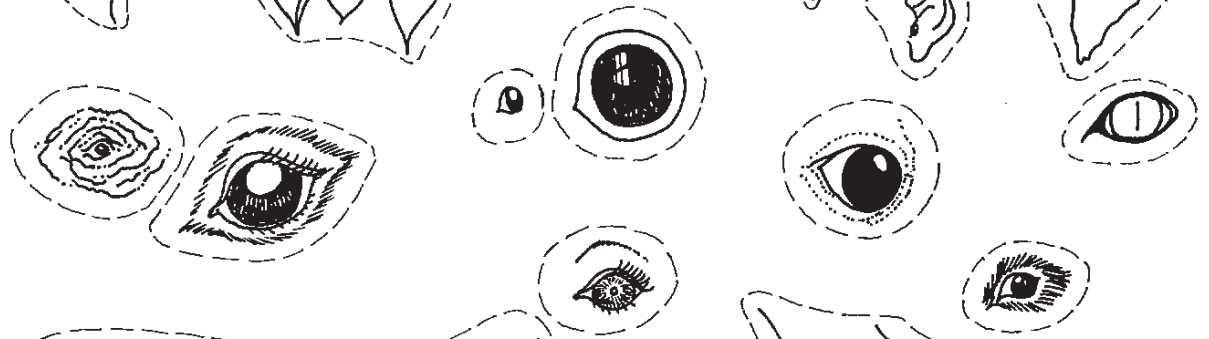
ANTLERS AND HORNS



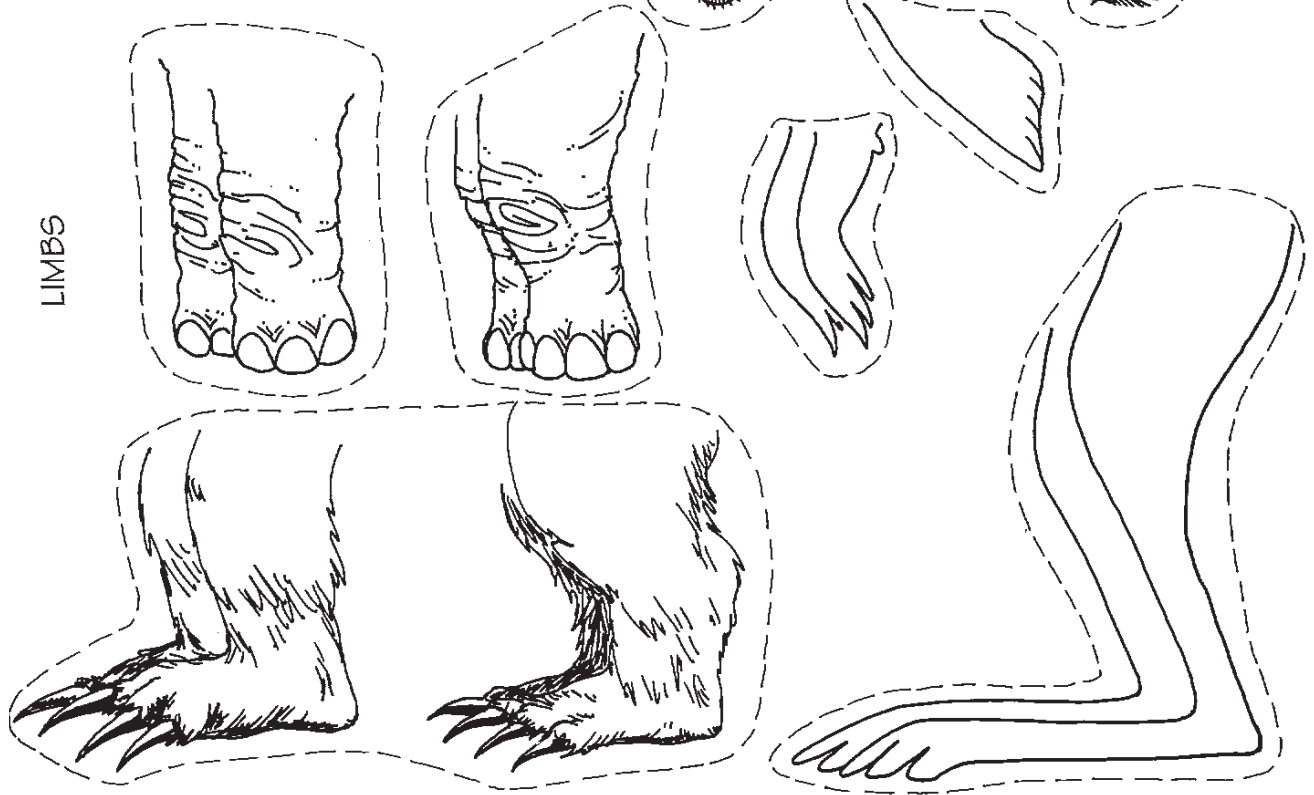
EARS

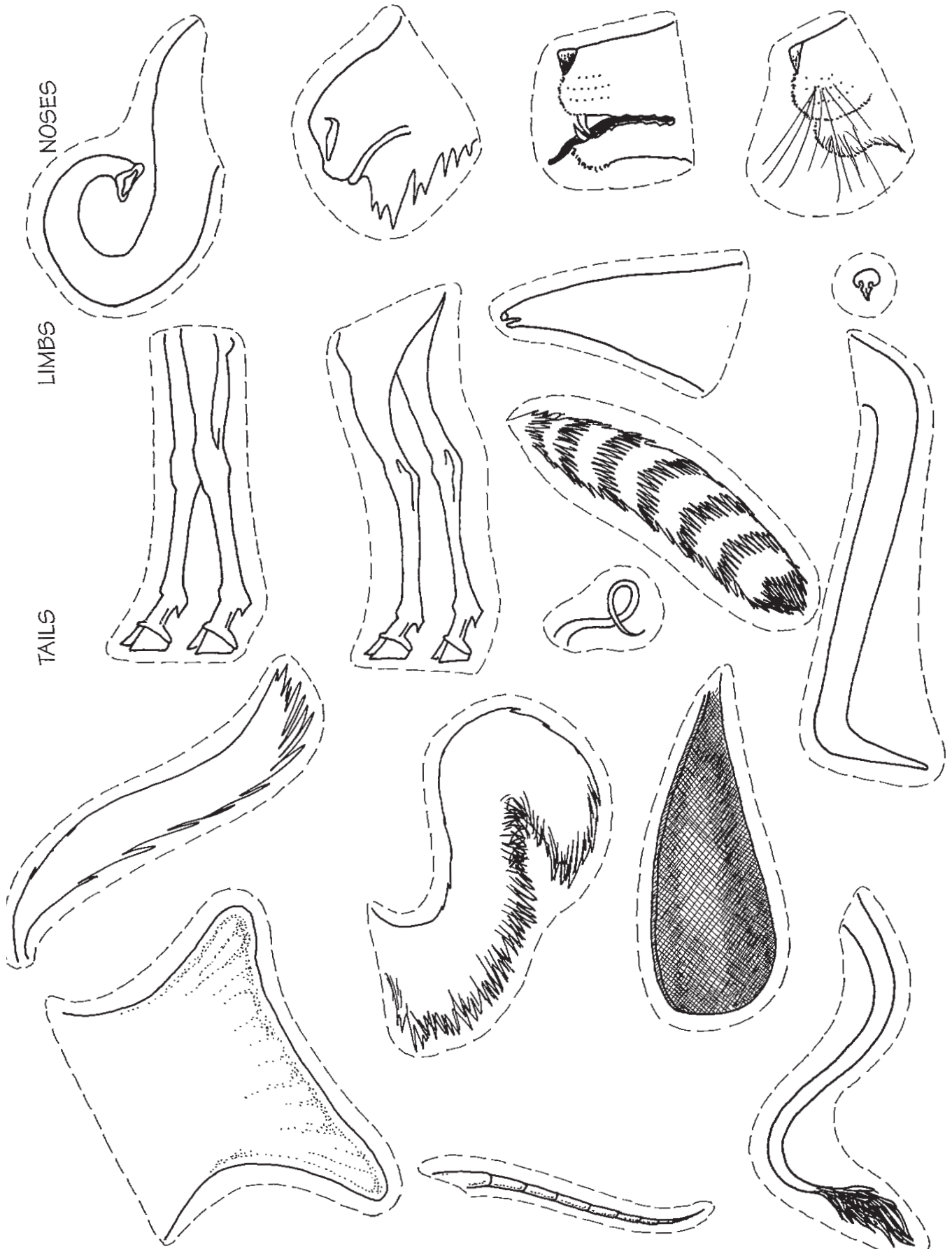


EYES



LIMBS





OMK MOBILE TECHNOLOGY LAB



OMK Mobile Technology Lab Experience: Welcome to the Mobile Technology Lab!

For your *Operation Military Kids Experience*, you will have the opportunity to use an *OMK Mobile Technology Lab* to create keepsakes for the deployed loved ones in your lives.

In order to use the lab wisely and efficiently, we would like you to bring some things from home.

These items will be returned to you

They will be downloaded, scanned or copied for use on projects in the MTL.

- ★ **Photos:**
Digital images on CD or flash drive
Prints that you want scanned
- ★ **Video:**
Transferred to CD or flash drive
- ★ **Documents that you want scanned:**
Journal entries, awards, special documents
- ★ **Music or audio:** Watch for copyright protection!
- ★ **Original poetry, stories or drawings.**



ZoomAlbum

3x3 photo albums with 12 images & words to carry in uniform pocket

Hallmark Card Studio

Cards, calendars and magazine covers printed

KID PIX Deluxe

Drawings printed

Pinnacle Studio

Video editing of digital images brought from home

MS Word and Publisher

Banners, Stickers and newsletters printed

- ★ All images brought will be covered under the photo release signed by parent and youth.
- ★ Everyone will have 90 minutes to utilize the resources in the MLT.
- ★ Bring a flash drive or CD to store your projects to show your friends and family or continue work on the project at home.
- ★ You may have an opportunity to use other software or do other projects at other OMK events, but due to the limited time available in the lab, we will need to focus on these technology projects.

Welcome to the Mobile Technology Lab

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OMK Mobile Technology Lab Experience: Recommendations for MTL Software & Set-Up

- ★ All software used for activities are on the desktop.
- ★ All other programs are accessed through 'programs' menu.
- ★ All computers should be imaged the same.
- ★ Label **EVERYTHING!**
- ★ Find password: For example:
 - **Username: MTLUser/ Password: Minnesota**
- ★ Pre-select and load clip art, images and other resources to folder on the desktop. This should include: OMK Logo, 4H Logo, Flag images, All Military insignia, branches and Unit images.
- ★ Confirm wireless network connectivity of all devices before testing.
- ★ Set up a wireless data storage device to use for all projects.
- ★ Set up an 'Internet Explorer Home Page' that will come up every time if there is Internet access. (Yahoo? Google?)
- ★ Check to make sure that all drivers are correct and working with the devices.
- ★ Have separate, labeled supply boxes for all supplies. This is critical for inventory and efficiency. After each MTL deployment, supplies should be re-stocked and ordered.
- ★ Inventory of the MTL components should be conducted during break-down of lab. See Lab manual and then modify list to fit each MTL.
- ★ Have all activities and support documents in binders with spine labels for easy access, and place in bin to travel with the MTL. Each binder should be tabbed by software and age. Sign-up sheet masters should be in the front of the binder.
- ★ Label **EVERY** cable, connection and if possible, color code each device.



Software programs and folders that should be on the desktop:

- ★ Encarta
- ★ ZoomAlbum
- ★ Hallmark Card Studio
- ★ Kid Pix Deluxe
- ★ Pinnacle Studio 9
- ★ MS Publisher
- ★ MS Word
- ★ Digital Camera Software
- ★ Internet Explorer
- ★ Folder for resources & templates (Patriot cards, clip art, logos of each military branch and unit, OMK logo etc...)

Mobile Technology Lab Recommendations

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OMK Mobile Technology Lab Experience: Rules and Regulations

- ★ Use of the computer or Internet to engage in any activity which constitutes violation of local, state, and/or federal law, including, but not restricted to, copyright law, is strictly prohibited.
- ★ Internet Files may **NOT** be downloaded to and stored on the computer's hard drive.
- ★ Use of the Internet for social networking, entertainment or instant messaging is prohibited. E-mail may be accessed with permission of the lab supervisor.
- ★ Supervising staff is available to help with problems, offer suggestions or answer questions.
- ★ Please use resources wisely. Print only when appropriate.
- ★ Store all files on Flash drives or CD's.
- ★ No Food or Drink is allowed near the computers.



Mobile Technology Lab Rules and Regulations

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OMK Mobile Technology Lab Experience: Wisdom

- ★ Youth know more about computers, software and technology than we do.
- ★ The mission of the MTL is to mentor and assist youth in positive communication with their deployed loved one.
- ★ Each experience will help facilitate positive communication.
- ★ The human connection of the volunteer and the discussions following the activity are just as important as making a finished product.
- ★ It is critical for the 'Mobile Technology Lab' to be tested and operating when the youth arrive. All instructions for 'set up' are in the 'Mobile Technology Lab Manual'. In addition, there are basic instructions for some of the software, the scanner, the digital camera and the printer. You can find a copy of the manual in the MTL in the lab transport containers.
- ★ Review the activity **BEFORE** the youth arrive.
- ★ Do the activity yourself and show what you did as an **EXAMPLE** of the activity. (This will also serve as a good introduction to the group.)
- ★ Never be afraid to say "I don't know, lets see if we can work on this together."
- ★ Positive Humor Works. Never use NEVER for a NO. Use: No, because—
- ☺ **Fun can be productive and meaningful—
But you may need to remind them to stay on task—**



Mobile Technology Lab Wisdom

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OMK Mobile Technology Lab Experience: ZoomAlbum Step-by-Step Basics

- ★ Organize your digital or scanned photos by following the on-screen instructions for selecting, dragging and dropping.
- ★ Make sure the 1st picture in the ZoomAlbum is of the youth.
- ★ Add captions to each photo. You can choose where the caption is placed, the font and the color.
- ★ Each print area is square, so you will need to use the *'Crop and Zoom'* tool on the right side of the main menu.
- ★ Remember to *'Save As'* so that you can print your ZoomAlbum
- ★ Printing the photo is simple, but you will need the MTL coordinator to test the printer settings and do a test sheet. Before you print, raise your hand and let the coordinator know you are ready, so that they can load the paper.
- ★ Follow the folding instructions on the back of the printed sheet. You will soon have a 12 picture photo album in the right order!
- ★ If you need help, raise your hand.



Zoom Step by Step Basics