



Important Contacts

Keep this list of Important Contact information handy during each event.

OMK Tech Discovery Curriculum Point of Contact

(General, overall kinds of questions about the curriculum)

Name: _____ Phone: _____

OMK Tech Discovery Tool Kit Point of Contact

(Specific questions/issues that can't be resolved on-site and must be resolved for the continued implementation of this activity; schedule Tool Kit pick-up and return; inventory; etc.)

Name: _____ Phone: _____

Military Event Point of Contact

(Questions about the event, venue, accessibility, security, etc. specific to the location and audience)

Name: _____ Phone: _____

Volunteers Recruited for this Activity Implementation Team

Name: (Tech Vol) _____ Phone: _____

Name: (Uniformed Service Member) _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

The OMK Tech Discovery Curriculum was developed at the University of Minnesota Extension Center for Youth Development through a partnership of the Department of Defense, Office of the Secretary of Defense, Military Community & Family Policy, Office of Family Policy/Children and Youth and the United States Department of Agriculture, National Institute of Food and Agriculture, Institute of Youth, Family and Community, 4-H National Headquarters under Kansas State University special project number 2010-48713-21882.

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Military Kids Cereal

More than 30 Minutes

Any Number of Youth

Props

- Paper
- Markers/crayons/colored pencils
- A container to represent a cereal box would be helpful, scissors, tape

Description/Instructions

1. Divide into groups of 3-4. Ensure each group has the supplies listed above. If a box is available for each group, you will also need to provide scissors and tape so that they will be able to cover their box with the paper provided.
2. The challenge is to create a military kids “cereal” and the box that will market its “benefits” for military kids.
3. Review with groups the kinds of things usually included on a cereal box: picture, things that are included to make you stronger/more healthy, source of nutrients, how it tastes, special features and endorsements, etc.
4. Encourage groups to be creative!

Military Kids Cereal

5. Have groups create a 30 second commercial using their new cereal box to promote their cereal to the large group.
6. Convene the large group for the commercial presentations and the Reflection/De-Brief.

Reflection/De-Brief

- How did your group get started on the task?
- Did everyone have a role?
- What can you do to help everyone be able to make contributions to the group effort?
- What kinds of commonalities did we hear from the groups?
- What are some of benefits of being a military kid?
- What kinds of things are good “nutrients”/supports for military kids?
- How do you find those kinds of support in your family? With your friends? In your community?
- What can you do to add more support to your “diet?”

Notes

Guiding Youth Behavior

Your opportunity to work with Military young people is a privileged position. Military Families are trusting you to provide educational programs in a safe environment for their youth. And much of creating that positive learning environment begins with you, the adult in charge. Your attitude, demeanor, words and actions will be a signal to the youth of your sincerity and willingness to help them become resilient through the deployment of their parent or loved one. Therefore, it is important that our discussion about youth behavior begin with pointers that you, the adult, can do to set the right environment for learning.

- Establish an environment of trust, respect, fun and caring; blend firmness with caring and respect
- Work cooperatively with youth, families, Military staff, community partners and others in a courteous, respectful manner demonstrating behaviors appropriate for a positive role model
- Model the kind of behavior that you want with the youth: commitment, listening, open to new ideas, anger control, honesty, cooperation, etc.
- Use good communication skills
 - Get down on their level
 - Use an approachable voice
 - Use open-ended questions:
 - “How do you take care of your electronic equipment at home?”
 - “In other words, are you telling me that?”
- Show interest in the individual youth; try to talk with each of the youth individually at some point during the activity; participate in the ice breakers to help you get to know the kids and them to get to know you; demonstrate that you’re interested in them
- Be open and honest with the youth; kids like to be around adults that are comfortable with themselves and know their role (you are not their peer or parent)
- Maintain your calm and respectful demeanor when youth share their feelings and emotions
- Do not argue with or nag the youth; Do take time to carefully explain
- Share more positive and encouraging comments than negative
- Do not make threats you cannot or will not carry out. Better yet, do not make threats at all. When the occasion demands, act swiftly and decisively.
- Recognize that verbal abuse, physical abuse or committing criminal acts are not tolerated. Abusive behavior towards youth or other adults including failure to provide adequate health and safety measures, care or supervision, emotional maltreatment, verbal or physical abuse will not be condoned.
- Know that sometimes the best response is to ignore a behavior
- Demonstrate your belief that the youth can do it; youth like and trust adults who believe in them and that they can be successful
- Remember, the only behavior you can control is your own. Give youth the opportunity to develop their sense of self-control and decision-making by giving them choices in response to their behavior. The choices you offer must be structured within limits and must be acceptable and legitimate. This will help avoid power struggles. Try to resolve conflicts in a positive way.
- Represent yourself and any organizations you represent with pride and dignity, behave appropriately, exhibit good sportsmanship, and demonstrate reasonable conflict management skills
- Be a role model for the youth in how you handle group behavior; help the youth develop behavior that is respectful, cooperative, safe, inclusive and open to new ideas.

Reasons Youth Misbehave

(from University of GA Certified 4-H Overnight Chaperone Handbook)

While misbehavior may come in all shapes and actions, the primary reasons youth will act out generally fall into the following groups.

Attention:

Youth who feel left out or not part of the group will misbehave for attention. Either redirect the behavior, ignore the behavior, and/or impose logical consequences. Keep in mind that youth given attention for positive behaviors are less likely to misbehave.

Power:

Youth who feel out of control will try to gain control of the situation by controlling the actions in the room. Youth given the opportunity to feel empowered to make decisions will be less likely to misbehave.

Revenge:

Youth who feel badly about themselves may hurt others. Working towards a positive self-image and providing opportunities for success, begins to eliminate these behaviors.

Inadequacy:

Youth who feel that they are not up to par with the rest of the group will act out to prevent continued failure. Again, work towards offering lots of opportunities for achievement and provide positive reinforcement. Keep in mind, that from time to time, misbehavior will occur because of inadequacy from circumstances beyond your control—the youth is hungry, tired or afraid. While you may not be able to change the circumstances, you can understand the misbehavior's cause.

Imitation:

Youth may imitate those around them including adults. If the adults in the group are not following the rules, the youth may not either.

Test:

Youth want to know if you are willing to do as you say. Kids want and need limits and will test adults to see if those limits will be imposed. Talking about taking action does little good. Be warm but firm in imposing the consequences that have been established.

“Research consistently shows that for youth to succeed at developmental stages, one factor must be present: Consistent support from, and monitoring by, an adult who sees their mistakes, loves them anyway, and still expects them to do well and to do good.”

- University of Georgia 4-H

OMK TECH DISCOVERY

You are the key to making each of these youth experiences a welcoming, safe, positive learning environment. But don't expect to be perfect. Just expect and work toward improvement and it will come; you will be much more likely to experience the rewards and joys of working with youth.

References

Jordan, J, *Certified 4-H Overnight Chaperone Handbook*, University of Georgia College of Agricultural and Environmental Sciences Cooperative Extension Service, Athens, Georgia, 2003

Klumpp, M, *4-H Volunteer Leaders' Series: Positive Approaches to Behavior Problems*, University of Arkansas Division of Agriculture Cooperative Extension Service, Little Rock

McLeod, Fisher, Hoover, *The Key Elements of Classroom Management*, Association for Supervision and Curriculum Development, 2003

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