

OPERATION: MILITARY KIDS Deployment Cycle Support **Yellow Ribbon** Youth Outreach Activity Guide

Pre-deployment & Mobilization





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OMK Idol

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Self Esteem
- ★ Coping with stress

Activity Overview

Sing songs with new friends and discover the next OMK Idols!



Shout out!

Have you ever wanted to be on American Idol? This is your chance to sing! We will help you with the tunes, using Disney songs and patriotic tunes everyone knows. Nobody is eliminated, but our panel will decide on 'Who is the next OMK Idol'!

Get Ready

Roles for Uniformed Service Member

- Be an 'OMK Idol' judge
- Introduce yourself to the audience and share your musical 'likes' during the activity

Roles for Peer Volunteers

- Work with the youth on their songs
- Help boost youth confidence

Roles for Volunteers

- Coordinate youth and keep them focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of boom box, video camera and microphone
- Talk about how to teach the songs and about being respectful

Preparation Time: 1 hour

Space: Mobile Technology Lab/ Large room

Do Ahead

1. Schedule use of OMK Tool Kit
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC)
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of Mobile Technology Lab.
6. Read activity, set up the room with stage and tables.



7. Make contestant numbers for youth.
8. Copy Parent Letter and song sheets.
9. Download some American Idol highlights from www.youtube.com
10. Test the sound system and make sure it works.
11. Set up the video camera and make sure it is working.

Get From OMK Tool Kit

- Boom box with Disney Tunes/Patriotic Music
- Microphones
- Large American Flag

Procure Supplies

- Box of props. These can include: scarves, hats, gloves, pieces of material, strings of beads, heels, just about anything 'BIG' and shiny that you might have at home.
- Folding table
- Index cards, large and small
- Bags of suckers
- Video Camera (Mobile Technology Lab)

Background

Youth love music! Youth especially love music that resonates with what is going on in their lives. While loved ones are deployed, youth find it hard to tell others what they are feeling and cope with the experiences that they encounter at school and at home. Gaining the confidence to sing in front of a group and having fun with others who share the anticipation and experience of deployment can help youth share their feelings. OMK Idol will help youth overcome the embarrassment and fear of singing in front of an audience and 'judges', and to gain the confidence to stand up and speak out for themselves in their community.

Have your MFLC circulate and interact with the youth during the activity.

Set Up Your Space

(10 Minutes)

Set up a stage area with an American Flag as a backdrop and a table for the judges. Get the camera ready and loaded. Download some American Idol highlights from www.youtube.com and have that playing on the computer stations as the youth enter. Have a volunteer greet each participant to OMK American idol.

WHAT TO DO

OMK Idol

Introduction

(15 Minutes)

How many of you watch American Idol? It is always great to see how the contestants improve with each try they get to sing a song. They gain confidence and share a part of themselves with every performance. It is scary for everyone at first, when they have to sing in front of an audience, but it can be fun too!



Everyone will get a chance to be an OMK Idol and sing a song to the judges and the rest of the Operation Military Kids. We will be videotaping our episode and maybe you will see it on troop tube soon!

Icebreaker

OMK Star (15 Minutes)

Have everyone stand in a circle. Pass the microphone and sing your name and belt out the first line of your favorite product jingle or commercial!

Activity 1

(90 Minutes)

Today is patriotic song day. You may sing a patriotic song of your choice or you can use our song sheet. When you arrive in front of the judge, remember to state your name, your age, your loved one's name and unit, and the name of the song you will be singing.

1. Hand out the song sheets and contestant numbers.
2. Tell them they can have 20 minutes to grab some props and practice.
3. Remind them that **EVERYONE** will sing for the first round.
4. When it is time to start, seat the judges and introduce them with the microphone.
5. Have the judges introduce themselves and their 'Musical' experience.
6. Pick a number out of a hat or randomly choose the first contestant.
7. Have the judge prompt the kid to state their name, age, loved one's name and their unit. Then have them announce the song they will be singing.
8. Everyone will sing a song. At the end of each song, everyone should clap.
9. Judges should ham it up, but always give a "thumbs up."
10. After each person is done, hand them a sucker.
11. Everyone is a winner!
12. After youth have completed the first round, do a second round if they want. Not everyone has to participate during this round.
13. Optional: if you have time, watch the tape.
14. Facilitate the 'Talk It Over' section.

Talk It Over

(15 Minutes)

Reflect:

What was the most surprising thing you learned about yourself by singing in front of other youth?

How did singing your song make you feel?

How did you work with others to do a better performance?

Why did you select the song you did?

How did having to select a "patriotic" song make you feel?

Process:

What was the most challenging part of being an OMK Idol?

What was the most challenging part of singing your song?

If you were to do this again, how would you do it differently?

How does music help express feelings, emotions?



- ★ **Generalize:** What did you learn about others by being an OMK Idol?
How do you think being a participant in OMK Idol is important to how you communicate and share your daily life and feelings?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings?
- ★ **Apply:** How can you relate singing your song to the work of your deployed loved one?
How can you use these skills in other situations?
Why was being an OMK Idol important to you?
What are other positive ways that you can share your feelings?

Enhancement

Find ways to sing more often. This can be at your place of worship, school or by forming a singing group with friends. Think about writing your own songs. What would you sing about? Think of other ways, types of music, and words that can be combined to express feelings.

Closing

Performing a song in front of an audience, by yourself, can make you feel good and be a good way to express your creativity. Use may want to use singing to express how you are feeling about the upcoming deployment of your loved one. Try your singing skills at home and compose songs to express your feelings. Remember, music of any sort can be a powerful force to lift your spirits while your loved one is mobilized.

Share your music, your playlist, or your next song with your family, friends, and loved one. Use the Internet to send videos of yourself singing and to share your musical abilities. You will be surprised at how much they appreciate your effort. When you communicate and share with others about how you are feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



OMK Idol

Dear Family,

Today your Operation Military Kid became an OMK Idol! They did an awesome job of singing patriotic songs and having fun. Youth love music, especially music that resonates with what is going on in their lives.

When Service Members are deployed, youth find it hard to tell others what they are feeling. Gaining the confidence to sing in front of a group and having fun with others who share the anticipation and experience of deployment, can help youth talk about their feelings. OMK Idol may help your youth overcome the embarrassment and fear of singing in front of an audience and 'judges'. In participating in OMK Idol, we hope your youth feels more confident to stand up and speak out for themselves in their community.



We hope they continue to use music and songs to express and share their feelings and gain confidence to stand up in embarrassing and stressful situations at home, in their schools and in their communities. Your youth were wonderful!

Thank-you for bringing your youth to this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach Activity.

Best regards,

Conversation Starters:

- Who do you think is your hardest audience?
- What is your biggest fear?
- What is the one talent you are most proud of?
- Who is your harshest judge?
- What is your favorite band? Why?





OMK Idol Song Sheet

America, The Beautiful Lyrics by Katharine Lee Bates - 1913

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America! God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness,
And ev'ry gain divine!

O Beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

AMERICA My country, 'tis of Thee Lyrics by Samuel F. Smith – 1832

My country, 'tis of Thee,
Sweet Land of Liberty
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let Freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet Freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our fathers' God to Thee,
Author of Liberty,
To thee we sing,
Long may our land be bright
With Freedom's holy light,
Protect us by thy might
Great God, our King.

Our glorious Land to-day,
'Neath Education's sway,
Soars upward still.
Its hills of learning fair,
Whose bounties all may share,
behold them everywhere
On vale and hill!

Thy safeguard, Liberty,
The school shall ever be,
Our Nation's pride!
No tyrant hand shall smite,
While with encircling might
All here are taught the Right
With Truth allied.

Beneath Heaven's gracious will
The stars of progress still
Our course do sway;
In unity sublime
To broader heights we climb,
Triumphant over Time,
God speeds our way!



Grand birthright of our sires,
Our altars and our fires
Keep we still pure!
Our starry flag unfurled,
The hope of all the world,
In peace and light impearled,
God hold secure!

Yankee Doodle Lyrics

Father and I went down to camp,
Along with Captain Gooding;
And there we saw the men and boys,
As thick as hasty pudding.

Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

There was Captain Washington
Upon a slapping stallion,
A-giving orders to his men,
I guess there was a million.

And then the feathers on his hat,
They looked so' tarnal fin-a,
I wanted pockily to get
To give to my Jemima.
Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

And then we saw a swamping gun,

Large as a log of maple;
Upon a deuced little cart,
A load for father's cattle.

And every time they shoot it off,
It takes a horn of powder;
It makes a noise like father's gun,
Only a nation louder.

Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

Other songs to sing: Star Spangled Banner,
Stars and Stripes Forever, God Bless America,
The Halls of Montezuma, The Battle Hymn of
the Republic.

**If you have Internet access, you can look
up more lyrics!**





Setting Down Roots

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Nurturing Relationships
- ★ Communication

Activity Overview

Participants will learn basic tree knowledge and receive a tree to plant with a Service Member.



Shout out!

Come and discover the world of trees! Participants will discover what trees have to offer us and bring a tree home to plant with a Service Member. Participants will also have a brief instruction in how to communicate with a deployed Service Member.

Get Ready

Roles for Uniformed Military Personnel

- Discuss with the youth the significance of communication with Service Member
- Assist in lesson plans

Roles for Volunteers

- Assist with management of class behavior
- Assist with putting on tree discs
- Assist with snacks
- Assist with card making

Activity Orientation for Volunteers: ½ hour

- Go over instructions for planting a tree, when youth ask
- Go over how to make tree discs and cards

Preparation time: 1 hour

Space: Indoor space and outdoor space to plant tree (if available)

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for more markers, embellishments and scissors.



6. Contact local DNR or US Fish and Wildlife Forester and request planting instructions and trees to plant that are indigenous to your area or locate a source of alternate indoor trees like bamboo, palm, fir or fig etc. in your area and ask for donations.
7. Type up index-card size planting instructions that will be sent home with youth and their tree.
8. If able, contact site coordinator regarding the possibility of planting one tree in honor of the group.
9. Order Tree Discs from Nature Watch - <http://www.nature-watch.com/cgi-bin/naturewatch/201s.html>.
10. Make copies of handouts.
11. Choose a snack that is a by-product of trees.
12. Cut cardstock to 4" by 5".
13. Make copies of Parent Letter.

Get From OMK Tool Kit

- None

Procure Supplies

- Snacks
- Trees – 1 per kid
- Tree Discs – 1 per kid
- Permanent markers
- Cardstock
- Washable markers
- Shovel
- Pots for trees if planted for indoor use

Background

Trees provide many products that we use on a daily basis. As participants learn the basic knowledge trees, they will also learn about how as their tree grows when the Service Member is deployed, so will they. Planting a tree or nurturing a tree in a pot, with the Service Member will not only provide an activity for them to do together, but will provide a talking piece for them during deployment. Youth can take pictures of their tree and themselves to send to the Service Member. Planting and nurturing a tree is a significant ceremony to honor a loved one and as the tree matures, it will provide us with many resources in our environment, whether outdoors or indoors.

Set Up Your Space

Indoor space should allow adequate room for the youth to present, sit in a circle and have enough room to do the activities. If available, outdoor space with trees for a nature walk and room to plant a tree in honor of the youth would be a great addition to session.



WHAT TO DO

Setting Down Roots

Icebreaker

Tree Discs (15 Minutes)

- Pass out tree discs and permanent markers to youth.
- Instruct them to count the number of rings on their tree disc. They will use this information later.
- Have the youth decorate the disc with their name.
- Assist youth with tying the disc around their necks with the string provided.
- Have youth sit in circle and introduce themselves.

Introduction

Trees (15 Minutes)

1. Introduce counting rings on trees from the Talking Trees handout.
2. Ask youth to look at their tree discs and count the number of rings again.
3. Around the circle, have the youth say how old their tree was at the cutting.
4. Ask, are there other markings on the disc that tell us a story about the tree? Did you count the same number of rings as you did when you first received the disc?

Activity 1

Tree Snack (30 Minutes)

1. Ask youth to list products that they get from trees.
2. Write the list on a poster paper for all to see.
3. Pass out snacks.
4. Pass out My Couch is a Tree? handout as they are having snack and discuss.

Restroom Break

(10 Minutes)

Activity 2

Trees and Me (20 Minutes)

1. If you are able to have a Forester join the group, have their Forester discuss the Forestry career and how to plant the tree. If you do not have a Forester, talk with the youth about the trees that they will receive. Tell them – this tree is for you and the Service Member to plant together before they are deployed. Take a picture of yourself with the tree to send with the card that we are about to make. Throughout the time of deployment, you can take care of the tree that you planted together and send updated pictures of you and your tree (If session takes place in winter, youth can plant the tree in a large planter indoors until weather permits healthy outdoor planting).
2. Introduce Uniformed Military Personnel. Have them discuss the importance of communication with the Service Member.

Activity 3

Honor Cards (20 Minutes)

1. Pass out cardstock and have the youth fold it in half to make card.
2. Instruct them to make a card for their Service Member to honor them with the planting of their tree.
3. Use Talk It Over questions to stimulate discussion for the group.



Talk It Over

- ★ **Reflect:** What did you learn about trees today?
What products were you surprised to hear come from trees?
What did you learn about trees that you did not know before?
How did you feel about making the card for your Service Member?
- ★ **Process:** Why are trees important to learn about?
Why is it important that we communicate with our Service Members?
What are some ways that you can communicate about your tree to your Service Member?
- ★ **Generalize:** What will it mean for you to have communication back from your Service Member?
How is taking care of the tree like taking care of a relationship with your Service Member?
What help will you need from others to keep communicating with your Service Member?
What do you and your Service Member need to keep your relationship healthy and growing while you are apart?
- ★ **Apply:** Why is this important to your life?
What have you learned about yourself today?
How can you use those skills at home or school?
What are other ways that you can keep your relationship growing?

Enhancement

- Forester – Invite a DNR Forester into your activity to talk about trees and careers
- Visit the National 4-H Forests of Fun website for more resources - <http://www.4-hcurriculum.org/projects/forestry/>
- Take a nature walk

Closing

(10 Minutes)

As you go today, remember all the wonderful things that we get from trees. We use tree products every day. It is important that we take care of trees and plant trees to ensure that they are always around. You will also receive a tree and instruction card for you to use as you plant your tree with your Service Member. Take care of the tree and take pictures of it and you to send in the mail or through e-mail. Tell your Service Member about your tree and about you! They want to know how you are both doing. Thank you for being here!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. "Forests of Fun." Follow the Path: Level 1. Washington D.C.: The National 4-H Council, 2004, revised 2008. Pages 5, 30.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Setting Down Roots

Dear Family,

Today we learned about trees, how they grow, and what they give to us. Each youth received a tree to bring home and plant with the Service Member as a reminder while they are away. The youth also made a card honoring the Service Member, which can be sent when the deployment takes place. Please help your youth plant the tree according to the attached planting instructions.

If you are unable to plant the tree at your residence, contact community resources to ask if your family can plant the tree. Check with schools, city/county parks or local nursing homes for other tree planting opportunities. Your local Forester may also have ideas.



Thank you for having your youth come to our program! Not only does this project help provide knowledge about trees through an activity for the youth and Service Member to do together before deployment, but it also reminds them of the importance of remembering the Service Member while they are away and offers a communication piece between your youth and the Service Member.

Thank you for allowing your youth to participate in the session today. If you have any questions about your youth's experience, please feel free to call me at _____.

Sincerely,



Conversation Starters:

- Let's walk around our house and identify what we have that comes from trees.
- What types of trees do we have in our neighborhood?
- Talk together about how the youth will write about the tree and themselves to the Service Member (take pictures of youth and tree, talk about how the tree has changed, etc.).



CHAPTER
1

Know Your Trees

Talking Trunks



Forestry Skill:
Aging trees by counting their rings

Life Skill:
Interpreting information

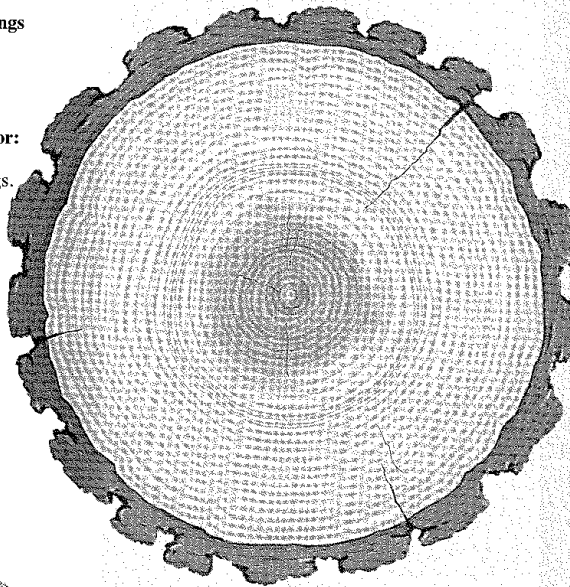
Success Indicator:
Ages trees by counting the rings.

Education Standard:
Characteristics of organisms

Most of the large trees you see are much older than you — and even older than your parents and grandparents! How old? See if you can find the answer. In this activity, you will examine a tree's rings and use your interpreting skills to estimate its age.

Take a Hike!

On the diagram of the tree trunk below, draw a line to the ring that was added when you were born and record the age of this tree trunk.



Tree Talk

Tree Ring

Age

Tall Tales (Talk it over with your helper)

Share

How did you tell how old the tree was when it was harvested?

Process

What can you learn by studying a tree's rings?

Generalize

If you planted a tree today, what important events would you like to mark in the life of the tree?

Apply

How does knowing how much history a tree has lived through help you understand how time passes?

Budding Knowledge

Finding the Age of a Tree

A **tree ring** is added under the bark each year — the greater the width of the ring the better the growing conditions.



My Couch Is a Tree?

You may not like the sound of depending on a tree for your next meal, but in this activity you'll use your learning skills to find the many different products, even the things we eat, that come from the forest.

Take a Hike!

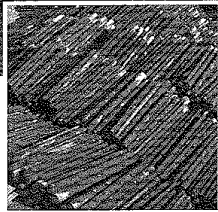
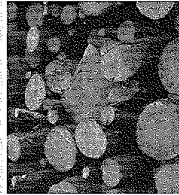
Complete the word find to see just a few of the products that come from trees and other plants in the forest.

Forestry Skill:
Realizing the many products that we get from our forests

Life Skill:
Learning to learn

Success Indicator:
Completes the word find.

Education Standard:
Characteristics of organisms



Tree Talk

Forest products



The cashew is not actually a nut.

Forest Products Word Find

Z R A L L I N A V F A D D S
B A L L O O N D A C D M N P
M A K T Q S A O C O C O F E
A M S A A W E O O L A U U N
P W U E S B A R C A B T R C
L A T S B S L L O W I H N I
E K R H H A F E N E N W I L
S P A P E R L X U U E A T B
Y D I D O H O L T K T S U R
R L L B N E O O B E S H R U
U K I O A J R Y M A D L E M
P R N A I S S T T S T L I U
V O G T P O A M R A T I U G
H C O F F E E B E A N T E P
W C L I N C O L N L O G S A
S K C I T S N O M A N N I C

Forest Product Word Bank

Balloon	Door	Paper
Baseball bat	Floors	Pencil
Boat	Furniture	Piano
Cabinets	Guitar	Railing
Cocoa	Gum	Table
Coconut	Lincoln logs	Vanilla
Coffee bean	Maple syrup	Walnut
Cola	Mouthwash	
Cork	Mushrooms	





Safety Comes First!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Health/Safety
- ★ Analyzes Situations & Information
- ★ Making Decisions
- ★ Safety skills related to fire, first aid, telephone, and internet safety
- ★ Personal Safety related to managing self



Activity Overview

Practice decision-making skills in everyday situations that help youth recognize how to be safe and enhance personal strengths.

Shout out!

Have fun while learning to be safe! Through play and practice, you will look at First Aid, Fire, Telephone, and Internet safety. You will find that it is easy to be safe!

Get Ready

Roles for Uniformed Military Personnel

- Set up and help lead activity stations such as First Aid
- Share experiences

Roles for Volunteers

- Set up and clean up activity stations
- Share experiences
- Assist youth, especially youth with special needs

Activity Orientation for Volunteers: 1 hour

- Ability to work with K-5th grade youth
- Read through curriculum and supplies needed at stations
- Become familiar with specific activities to be led

Preparation time: 1 hour

Space: Indoor, classroom size space to set up activity stations.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Bring in volunteers early to train.
4. Schedule a Military Family Life Consultant (MFLC).



5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
7. Read instructions on activity stations.
8. Collect supplies & set up activity stations.
9. Make copies of handouts/Station directions.
10. Make tent cards with activity station names.
11. Print Parent Letter.

Get From OMK Tool Kit

- Balls and games

Procure Supplies

- Bell/Whistle to indicate time to change stations

Station 1-First Aid

- First Aid Kit per youth
- Check with local resources (physician, pharmacy, etc.) for donated supplies.
- Clean and dry container or self-closing plastic bag, labeled as First Aid Kit
- Band-aids
- First Aid cream
- Tweezers
- Alcohol Wipes
- 2" X 2" Gauze Pads
- Roll of Adhesive Tape

Station 3-Telephone Safety

- 2 telephones

Station 4-Internet Safety

- Piece of paper and pencil per participant

Station 5-Kitchen Safety

Facility oven or bring in microwave to cook mini pizzas.

Mini Pizza (ingredient for 6-8 youth)

- 1 can of refrigerated baking powder biscuits (substitution could be English muffins)
- 1 can pizza sauce
- Shredded cheese
- Toppings of your choice (olives, pepperoni, onion, etc.)

Optional: Collect a few props to show as examples related to scenarios

- Host this station in a kitchen facility, using facility examples for safety lesson
- If oven isn't available, check with local appliance dealer for use of microwave oven for this station

Background

A change in family structure may lead to the situation of unsupervised youth being home alone. Often times many families are caught unprepared. Being home unsupervised is a demanding



responsibility. Few youth have the broad knowledge or wealth of experience required to handle most adult responsibilities. Through this activity, youth will gain decision-making experience and skills related to personal safety.

Set Up Your Space

Volunteers set up their stations. All look for risk factors in the space; doors, broken chairs, electrical outlets, danger to younger youth, security etc. As youth arrive, use balls and games from the Military Recreation Kit for physical activities.

WHAT TO DO

Safety Comes First!

Icebreaker

What's Different? (15 Minutes)

Purpose: To test everyone's powers of observation while learning to notice things about individuals. Group size: 6 – unlimited

1. Everyone finds a partner and introduces him/herself.
2. Give the partners 30 seconds to inspect each other, taking note about things about their hair, clothing, jewelry, etc.
3. Have partners turn back to back and quickly change one to two things about themselves. For example: remove earrings, change nametag location, and put a pencil in their pocket.
4. Have partners turn back around and name what the other person changed.
5. Have everyone change partners, introduce himself or herself and repeat the activity.

Reflection:

1. How many changes were you able to identify with your first partner?
2. Was it easier to identify more changes with your second partner? Why?
3. Why might being able to recall these changes be important to personal safety?



Activities by Station (30-45 Minutes per station)

(3 Hours)

(Signal with whistle/bell when it's time to switch stations every 45 minutes)

Station 1 – First Aid

Introduction

This activity will help youth identify and practice using items in a First Aid kit to treat minor injuries that often occur in and around the home. Injuries occur with fairly high frequency in and around the home as a result of playing or doing household chores. Knowing something about First Aid in these situations is very important. It sometimes can make the difference between a lesser injury and a more severe one.

First Aid is what one does at once when an accident or sudden illness happens. This can be done for oneself or for someone else. An emergency is a situation in which there is a real or potential threat to someone's health or safety, and the youth is not expected or unable to handle the situation alone. If the situation is life threatening, youth should contact emergency officials immediately. First Aid training helps young people develop the safety consciousness needed to handle a non-emergency situation.

1. Make a First Aid Kit

This is not a complete First Aid kit. Other items can be added.

Check with local resources (physician, pharmacy) for additional supplies.

- Clean and dry container or self-closing plastic bag, labeled as First Aid Kit
- Band-aids
- First Aid cream
- Tweezers
- Alcohol Wipes
- 2" X 2" Gauze Pads
- Roll of Adhesive Tape

Discuss with participants what each supply might be used for in a non-emergency situation.

2. Practice First Aid scenarios using extra demonstration items.

Scenario 1: A youth has a small burn on the back of their hand. Have the youth give first aid to the imaginary burn. How should this be treated? (Immerse burned area in cold water immediately for a minimum of 5 minutes. Apply First Aid cream on the burn and cover with a band-aid.)

Scenario 2: One of the youth has a nosebleed. Have the youth give first aid to this imaginary nosebleed. How should this be treated? (Pinch the nose gently for five minutes, do not blow your nose or it could start to bleed again.)

Scenario 3: Cut on finger that is bleeding really badly. Have the youth give First Aid to this imaginary cut finger. How should this be treated? (Place gauze on the cut and apply direct pressure on the cut. Hold hand in the air above heart level. If still bleeding, apply second



piece of gauze, continuing to hold above heart level.) Once bleeding has stopped, apply First Aid cream and band-aid.

Be sure to show wound to an adult.

Scenario 4: Some youth have been playing football and one person was hit in the stomach. He's breathing funny and his face is turning blue. Is this an emergency? What do you do in case of emergency? (Emergency! Call for medical assistance immediately and follow their directions. Have someone stay with the victim until medical assistance arrives.)

Questions

1. What is the difference between an emergency and when you can administer First Aid?
2. Whom would you call in case of emergency?
3. Do you have a First Aid kit where you live?
4. Do you know where to find the First Aid kit?
5. Where else might you find a First Aid kit?



Station 2 – Fire Safety

This activity will help you identify and practice using items in fire safety help you practice real situations using role-play.

Introduction

The possibility of having a fire while you are home alone is frightening. Fire is a major cause of death in the home among school age youth. Reducing injuries and deaths due to fire requires you to know both how to prevent fires and what to do in case of a fire.

The most probable cause of home fires are those that are started with accidentally playing with matches, or lighters, grease on the stove becoming too hot or electrical cords on home appliances.

Questions:

1. What would you do if something in your room were on fire?
2. Have you ever been part of an accidental fire? How did you react?
3. How many of you have smoke detectors?

Smoke alarms or smoke detectors can detect a fire during its early stages. Once flames break out, there is only an average of four minutes to escape before being overcome by smoke. Smoke detectors need to be checked to make sure the battery is working. It's a good idea to do this annually on the same date. Many families check their detectors on January 1 of each year. Many also write the date the battery was changed on a piece of tape and place it inside the detectors cover.

Home fire extinguishers are important to have as part of your home safety. Raise your hand if you know where your fire extinguisher is where you live. When you get home, locate your fire extinguisher.

How many of you have a family planned escape route for your home? This is an identified plan of how to leave your home in case of a fire. Each room should have a safety route to escape. Identify a place for the family to meet well beyond the house where everyone is to gather once they have left the house. These can be places at the neighbors or other location away from the house. All family members and frequent visitors (your friends) should know where this location is so you can locate each other.

Practice Fire Safety Situations

Scenario 1:

It's a good idea for your family to have a fire escape plan and to practice it.

- Share a plan that you may follow to escape from your bedroom
- Where would your family meet? (Neighbor's house, tree across the street)
- What would be your second escape plan if the fire were outside your bedroom door?

Response: It's important that families have an escape plan as well as an identified location to meet. Many local fire departments have stickers that you can put in the bedroom window of younger youth or special needs persons. It signals to the fire personnel that there might be someone in that room who would need assistance to get out.



Caution the youth to feel the door/door handle before opening it to escape. If it's hot or if there is smoke coming in under the door, do not open it. Take a blanket from your bed and stuff it under the door to help prevent smoke from coming into the room. Then open a window as an escape route. If you can't open the window, take a chair or something else strong and break the window. Shout loudly to attract attention, calling for help. It's a good idea for families to have a fire ladder that hooks over the windowsill with rungs that drop down as part of the second escape route plan.

Scenario 2:

In most communities, contacting emergency response is as simple as 911.

Do you call 911 from inside your home? (Not if there is a fire! Escape and go to a neighbor's house, or use a cell phone.)

Response:

The key is to call from outside your home or from your neighbors

Do not hide in a room or a closet; get out of the building even when you are scared.

Remember to get yourself and your family members out first and NEVER go back in for a pet.

Scenario 3:

When calling 911, what type of information will the 911 operator ask you to share?

Response:

- Full name of the caller
- Address of emergency
- Type of emergency
- Directions to your home
- Number calling from

Questions:

Do you know the address of where you live? Street/county road address and city?

Do you know your telephone number? It's important to learn this information in case of an emergency. Practice using the phones, pretending to call 911 Emergency. (A volunteer could pretend to be the dispatcher taking the call and should ask questions about the emergency, if they are still in the home, etc.)

Scenario 4:

Now we will read a question and several answers. We will ask for the best response. I will read all of the choices first and then read them again. When I read them the second time, give me thumbs up if you think the answer is a good one, thumbs down if you don't think it's a good one, and an open hand moving side to side, if you are not sure or think you need more information. (Repeat the directions.)

What if you were putting out a grease fires on your stove and your potholder catches on fire? Should you...

- a. Throw it outside.
- b. Drop it and run to a neighbor's house.
- c. Drop it and stomp on it.
- d. Drop it in the sink and run water on it?



Response: Oil and grease fires can be extinguished by cutting off the oxygen supply. Dropping it and stomping on it will cut off the oxygen supply.

Discussion:

Often putting a lid on the burning pan and shutting off the heat source will extinguish the fire. Flour, baking soda, or a fire extinguisher will extinguish the flames. Remember, water and oil do not mix so putting water on it will only cause the oil to bubble up more and you might be splattered with hot oil/grease.

Scenario 5:

You are at home alone and your toaster starts on fire. What should you do?

- a. Call your neighbor to help you.
- b. Blow on the fire until it goes out.
- c. Try to slap the fire out with a kitchen towel.
- d. Unplug the toaster and carefully watch to make sure nothing else starts on fire.

Response:

Burning toast in the toaster can be extinguished by cutting off the heat source. This is done by unplugging the toaster.

Scenario 6:

You are cooking in the kitchen and your sleeve catches on fire with a small flame. You should...

- a. Stop, drop, and roll.
- b. Try to slap the fire out with a towel?
- c. Blow on it until the fire goes out.
- d. Run outside and yell for help.

Responses: Stop, drop and roll until the fire is extinguished.

Why would you not slap the fire out with a towel?

Why would you not blow it out until the fire goes out?

Would running outside to call for help be wise? When might that be wise?

Scenario 7:

You see a fire or smell smoke in your house. You should ...

- a. Go upstairs to get your gerbil and then exit the house.
- b. Call out names of others at home and get out.
- c. Hide in a closet until someone comes to get you.
- d. Get out and go to a neighbor and call 911 emergency.

Responses: Call out names of other people at home and everyone leave the home.

Do not try to go retrieve your pet. Why would that be? You could be killed trying to retrieve your pet. Why not hide in a closet? The smoke and fire will kill you in the closet.

A second acceptable answer is to get out and go to the neighbors to call 911.

Optional activity: Bring in a fire extinguisher and have the youth practice using this tool.

Remember that most fires can be prevented. The dangers of fires in at home situations are very real. It's important to know what to do in the case of a fire. You may want to talk your parent or guardian when you get home to ask about your escape plan and how they would react if a fire occurred.



Station 3 – Telephone/Cell phone Safety

Introduction

Telephone calls to parents and friends provide answers to questions and provide reassurance. When emergencies arise, the phone provides immediate contact with those who can help. It's advised that you and those you live with develop a list of emergency phone numbers and post this by the phone so they are readily available should you ever need them.

There are sometimes when a phone call can make us feel uncomfortable. This station will provide you with telephone skills to use when you are home alone. If you have an answering machine, it's a good idea to let it screen your calls when you are home alone. We are now going to role-play some scenarios with the telephone.

Scenarios

Talk about the following scenarios, allowing the youth to play the parts and give responses.

Scenario 1: The telephone rings and you are expecting it to be your neighbor, so you answer it. The person on the phone asks if your parent is home. You don't recognize the voice. What would you say? (One should never admit to a stranger that they are home alone. You would want to tell the caller that your parent is busy and cannot come to the phone at the present time.) Ask if you can take a message or a phone number so they can call them back.) What are other answers or reasons you could use?

Scenario 2: The telephone rings and you let it go to the answering machine. No one is speaking, but before the phone disconnects you hear someone say, "Yep, it's a good time, no one is home." What would you do? (This is the time to call your local police or sheriff and report what just happened. They would rather come to your home and check out a presumed situation than get a call later that something happened. When you call them, be sure to identify yourself and say that you are home alone, then tell them what you heard on the phone. They will tell you what you should do. Don't hang up until you are told to or until emergency personnel arrive.)

Scenario 3: While Julie is home alone, the phone rings and she answers it. A strange man begins talking. He tells her that he loves her and lots of other weird things. She hangs up the phone right away. Shortly the phone rings again. What would you do if you were Julie? (Julie should not answer the phone. When it stops ringing, she could call her parent or local law enforcement for advice. If the phone has caller ID, do not erase the number as that will help the call.)

Scenario 4: Pretend you are home alone. The phone rings, and the answering machine picks up. It's Mrs. Gray, the school nurse calling about updating your health information. You know the answer to what she is asking. What do you do? (Even though Mrs. Gray is a trusted adult, and one you know, it's best to let an adult call her back with the information.)

Reflection

1. Did any of the situations we talked about make you feel uncomfortable? Why?
2. Is there ever a time that it would be OK to answer the phone and let the person calling know you are home alone?



Station 4 – Internet Safety

Introduction

The use of the Internet connects us with friends and resources rapidly. How does the Internet help us? While it's a wonderful tool to use, it also has its dangers. As we do the activities let's think about what could be dangerous about Internet use; what are rules you might follow to be safer on the Internet at home; and are we any safer on the Internet at school or the library than we are at home? The activities we are going to do now should enhance your ability to recognize dangers on the Internet. We need to remember that the Internet is a tool to be used correctly. If it isn't used correctly, it could be a tool that gets one hurt.

Who Do I Know/Who Knows Me?

- Give each person a piece of paper and a pencil.
- Have each write their name on the left-hand side of the page about halfway down.
- To the right of their name, have them draw three lines.
- Now it's time to meet others in the group. Ask three people in the group to write their names on one of the lines.
- Ask the same three people to draw three lines from their name and write the names of three of their friends, one on each line.
- Each person should now have their own paper.
- Ask: "Do you know all of the people whose names are written on your page?"
- Ask: "If each of the last nine names on your diagram gave your name to three of their friends, how many people would now have your name?" (Twenty-seven people.)
- Ask: "Would it be a good idea to talk to all of these people on the Internet? Why?" (No, because you don't know most of them. Because you don't know them, you shouldn't trust them.)
- Ask: "How would you feel if one of the people you don't know contacted you online?" (Confused, uncomfortable.) www.NetSmartz.org

What rules do we have to help us stay safer on the Internet?

Discuss what Internet safety rules they would follow in the following situations.

Have the youth complete the sentences below, then briefly share answers from the group.

- If I come across any information that makes me feel scared, uncomfortable, or confused, I will...
- If someone online asks me for a picture of myself, I will...
- If someone I first "met" online asks me to meet him or her in person, I will...
- If someone online asks me for my personal information, I will...
- If I see any messages that are mean or make me feel scared, uncomfortable, or confused, I will...
- If I receive a file over the Internet from someone I don't know, I will...
- In order to set up rules for going online, I will... (Discuss any additional rules the group would like to add to their list.)

Reflection Questions

1. What are some of the real dangers of Internet use?
2. How can you avoid the dangers?
3. Who can help you set up your Internet use rules?



Station 5 - Kitchen and Food Safety

How do you know that our food is safe to eat? How do we protect ourselves from accidents in the kitchen?

Kitchen safety and food safety are important issues for all youth, but especially for those who are in the kitchen without adults. Prevention strategies and awareness can help avoid kitchen accidents and food poisoning.

Scenario 1:

If you spill in the kitchen what should you do?

Response:

If you spill, clean it up. Spills left cause many of the slips and falls in the kitchen. Shoes left untied, can cause a person to fall. This would be particularly dangerous in the kitchen if you were carrying a sharp or breakable object or a pan of hot food.

Scenario 2:

If you are carrying a knife or scissors, what's the best way to carry this item?

Response:

Always carry a knife or scissor at your side with the blade pointed down. If there is a protective cover on the knife or scissor, leave it on until you get to the place where you're going to use it. Always walk, don't run when carrying a sharp object. When you are putting away a knife or scissors always put the knife blades in their protective covers before putting them away.

Scenario 3:

You are using a knife and drop it, what should you do?

Response:

Don't attempt to catch it, in fact it is safer to jump back so it doesn't land on your foot. Once it has landed on the floor or counter, wash it off with soapy water and then continue to use it. Be sure you are picking it up by the handle, not the blade. Also remember always use a cutting board and cut away from yourself. This is true when using a carrot peeler too.

Similarly, if you need to get something that you cannot reach, don't stand on an open drawer or jump to reach it. Use a sturdy step stool to prevent the fall.

Scenario 4:

You're cooking noodles in a pan on the stovetop. Is there a certain way the pan should be on the stove?

Response:

Always turn panhandles in toward the center of the range when cooking. If the handles are left pointing out, someone may come by and bump them. This could cause the contents to spill and the person might get burned by the hot water or hot noodles. Also, be very careful when you're going to drain hot water from noodles. Do this in a colander at the sink. Use a potholder to move the pan from the range to the sink, carefully raising the lid of the pan away from you to prevent a steam burn. Pour the contents into the colander. You can then transfer it to the serving dish or back to the pan if you're adding a topping at this time.



Scenario 5:

You are going to lift a lid off a pan on the stove; do you need a potholder?

Response:

Always use potholder when handling hot pots. Lift lids away from your body, allowing the steam to escape before checking the contents of the pan. Use utensils that have wooden or plastic handles as metal handles will conduct the heat and burn you.

Similarly when using the range, do not turn the burners on until you are ready to heat the food. Be sure to turn all burners off when you are done cooking. It's a good habit to turn them off before removing the pan.

Mini Pizza Activity

Ingredients:

- 1 can refrigerated baking powder biscuits
- 1 can pizza sauce
- Shredded cheese
- Toppings of your choice, sliced thin

Instructions:

1. Wash hands.
2. Press out biscuits to form crusts for mini pizzas.
3. Place on cookie sheet, one-inch part.
4. Spoon pizza sauce over the top, to within ¼ inch of outer edges.
5. Place favorite toppings on sauce.
6. Top with cheese, being careful not to have cheese extended over edges.
7. Bake at 375 degrees for 8 to 10 minutes.
8. Adaptation if you don't have an oven on site. Use microwave oven with English muffins. for crust and cheese for topping. Be sure plates are microwave safe.

Kitchen safety messages:

1. Wash hands with soap and water.
2. Wash counter space with soap and water.
3. Assemble all ingredients and supplies prior to creating pizza.
4. Preheat the oven.
5. With clean hands, form the pizza crusts from the biscuits and place on cookie sheet.
6. If you use pizza sauce from a can, be careful of sharp edges.
7. Put extra pizza sauce in a proper storage container. It should be used within 3 days or placed in a freezer for longer storage. Don't place the sauce in the refrigerator in the original can.
8. Slice toppings using a knife and cutting board. Show the proper way to cut with a knife, cutting down on the cutting board, not up against the thumb. Toppings that could be included are ham pieces, olives, and pepperoni.
9. Shred cheeses using a grater. Show the proper way to grate cheese, away and down, being careful not to get fingertips too close to the edge.



10. While pizzas are baking, discuss the proper storage or refrigeration of any left over ingredients. Wash utensils.
11. When pizzas are done, be sure your youth uses a potholder to remove. **Caution** the youth that the food is hot and needs to cool momentarily prior to eating.

While the mini pizzas are baking:

Food safety is an important key to prevent food poisoning. Many cases of food poisoning are unrecognized because the symptoms are mild like having stomach flu. They often occur long after the food is eaten. Make sure to keep cold food cold; put them in the refrigerator, keep hot food hot.

Discussion

What are some important things that you do to keep food safe at home?

1. Wash your hands and food surfaces often.
2. Wash your hands with soap and warm water for 20 seconds before and after handling food. Wash your hands before you make or eat a snack or meal, after playing with pets, and after using the bathroom.
3. Rinse fruits and vegetables with running tap water before you eat them.
4. Always use clean knives, forks, spoons, and plates.
5. Use a clean plate to put cooked foods on. Don't place them on the same plate that held raw meat, poultry, or fish.
6. Only put food on clean surfaces. Don't put your sandwiches or snacks on a dirty table or counter.
7. Keep your backpacks and books off the table or counter.
8. Look for signs that indicate that food isn't safe to eat. Check the color, the odor and the appearance.
9. Wash the tops of all cans and bottles before you open them.

Optional Activities and additional information found at:

http://www.fsis.usda.gov/Food_Safety_Education/For_Kids_&_Teens/index.asp



OPTIONAL BREAK

(10-15 Minutes)

Include physical activity such as: Frisbee, 4 squares, basketball, or soccer.

Talk It Over

(20 Minutes)

- ★ **Reflect:**
 - What are some of the important safety concepts you learned today?
 - What was your favorite part about these safety lessons?
 - What ideas surprised you? Why?
- ★ **Process:**
 - How can you feel safer at home while your loved one is deployed?
 - What was the hardest part of the activities today?
 - Why was it so difficult?
 - What suggestions would you have for the other safety day programs?
 - How can working together make things safe?
- ★ **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?
- ★ **Apply:**
 - What strengths do you bring to your family to help them be safe?
 - How did you learn about yourself by learning about safety?
 - How can you be responsible for the safety in your family?
 - How can you be a better team member at home?
 - What can you do to express your needs for safety while you are alone on in groups?
 - “What” did you learn about yourself by learning about safety?
 - What can you do to express your safety while you are alone “or” in groups?

Enhancement

Station 1 - First Aid

- Partner with local doctors, nurses or EMTs for the first aid section

Station 2 - Fire Safety

- Partner with the local fire station for a professional presentation on escape routes and fire safety or fire extinguisher demonstration. Many have Hazard Escape Houses that they would bring for the youth to explore and learn correct ways of escaping from a burning/smoke filled house
- Home fire safety information:
http://www.fsis.usda.gov/Fact_Sheets/Fires_and_Food_Safety/index.asp

Station 4- Food Safety

- Utilize the USDA food safety activity booklets:
http://www.fsis.usda.gov/PDF/BFS_Activity_Book_Color.pdf
<http://www.foodsafety.gov/~dms/cbook.html>
- Visit kitchen with youth and identify some safety features to beware of while working in facility
- Partner with a local restaurant to use their donated resources to create mini pizzas



Closing

Personal safety is very important to all of us. Knowing how to be able to provide the correct response to the scenarios in this program will aid in real situations. Remember not to panic, and to react quickly and correctly to any of situations as we practiced today.

Credits/Sources

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National 4-H Cooperative Curriculum System, Inc. First Aid in Action. Washington, D.C.: The National 4-H Council, 2005.

Procedures for Emergency Care. South Central MN Emergency Medical Services.

Activity developed for Operation: Military Kids Deployment Cycle Support Experience Yellow Ribbon Youth Outreach by: Kimberly Asche & Shirley Doering, 4-H Extension Educators, University of Minnesota Extension Center for Youth Development, 2009.



Safety Comes First!

Dear Family,

Today we practiced safety issue concepts with your youth.

The safety issue scenarios were a great way to identify safety issues and how to respond to different situations. We recognize that there are many changes happening in families as deployment of a Service Member nears. In some cases, this means parents are beginning to consider the possibility of having youth care for themselves before or after school rather than being cared for by others. Many of the safety concepts covered in this lesson are the foundation to learning self-care concepts. Youth who gain confidence in their own abilities are less likely to be afraid or make mistakes that could lead to personal injury.



Help your youth talk about the safety elements covered today. You may want to review your family fire safety escape route. Maybe you would offer suggestions regarding key family kitchen safety guidelines, for example, which appliances the youth can use without adult supervision. Have them share the different scenarios covered and the recommended action steps regarding Internet safety and telephone safety.

Thank you for helping your youth participate in Operation Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach Activity. If you have any questions about today's activities, please feel free to contact me at _____.

Best Regards,



Conversation Starters:

- What is our family meeting spot outside our home?
- What do we do in case of a fire in our home? What are our escape routes?
- How do you know how to trust people on the internet?
- What are the real dangers of internet use and how can you avoid the dangers?
- Are there any family safety guidelines you would like to talk about?
- Who is your designated safety contact person, should you not be available?
- How do you decide who you can trust on the internet?

Safety Comes First!



Scrapping and Laughing

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: up to 100

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Sharing and Nurturing Relationships
- ★ Stress Management
- ★ Resiliency

Activity Overview

Youth will create a scrapbook that they will fill in while their Service Member is deployed and learn to relax with laughter and yoga.



Shout out!

Come laugh with us! We will learn how to lose stress by laughing. We will also make a scrapbook that youth can journal or draw in during the deployment. The scrapbook will give the Service Member an inside view of their youth while they were deployed.

Get Ready

Roles for Uniformed Service Member

- Share a funny story about their youth or something funny that happened during deployment
- Help youth bind their scrapbooks

Roles for Volunteers

- Help set-up the scrapbooking tables and clean-up after
- Work one-on-one with youth who need additional help
- Assist Uniformed Service Member with the assembly of scrapbooks
- Supervising the making of Tension Putty-helping youth mix their putty to the right consistency

Activity Orientation for Volunteers: 1 hour

- Overview on scrapbooks and how to assemble them
- Introduction to laughter and yoga and other youth relaxation techniques

Preparation time: 1 ½ hours

Space: A large space with tables and chairs an open area to view a projection screen..

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional embellishments, markers and scissors.
6. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system.
7. Purchase scrapping supplies. Should have one page per week the deployed Service Member will be gone. Err on the side of caution and include extra pages-you do not want the youth to have false expectations about when their Service Member is coming home and they can always scrap the homecoming on the extra pages. The Army generally deploys for 12 months, or 52 weeks; Marines for 9-10 months, or 36-40 weeks; Navy for 3-6 months, or 12-24 weeks; and the Air Force deploys for 6 weeks. However, the Air Force often deploys multiple times in a year so it is good to put in extra pages for their potential multiple deployments.
8. View Laughter Yoga DVD and be familiar with the concept and exercises.
9. Set up the room so as to have two distinct work areas; one with tables and chairs for scrapping the other area open so that youth can see the TV or projection screen when the Laughter Yoga DVD is played.
10. Copy the Parent Letter.
11. Have scrapping supplies on each table so youth have access to all the goodies.

Get From OMK Tool Kit

- Boom box with fun music
- 3-hole punch
- Laughter Yoga DVD
- Body Part Debriefing Bag

Procure Supplies

• Garbage bags (one per youth-can probably be saved and used again)	• Chip board (old cereal, cracker, etc boxes) in 8 ¼ x 8 ¼ squares
• 8x8 paper (enough for one sheet per youth per week of deployment plus 5-10 extra sheets per youth)	• Brass brads (3 per scrapbook)
• Glitter	• Water (and cups)
• Glue	• Bubbles
• Stickers	• Ziploc bags (one per youth)
• String	• Plastic spoons
• Markers, crayons, and/or paint (and brushes and water cups)	• Elmer's glue
• Themed paper	• Borax
• Binders (one per youth)	• Warm water (consider having a thermos with water in case there isn't water at the site)
	• Snack

Background

A deployment can seem like a long time and often it is all the little things that are missed that the Service Member and family most keenly feel. The youth are going to make a scrapbook with a page a week for the length of the deployment. The idea is that each week the youth chooses



something to write about, draw about, or include so the Service Member is still a part of the youth's daily life. Things to include could be a fall leaf, a concert program, game stats, pictures, etc. When the Service Member comes home, the youth and Service Member can sit down together, look at the last year of the youth's life, and start reconnecting.

The second part of the day involves laughter. Laughter is a great way to reduce stress and to exercise. The youth will do yoga to learn some new techniques have fun and relax. Since deployments are stressful times, it is great to have some de-stressing techniques at the youth's disposal. After yoga, the group will talk about and practice some other ways to reduce stress.

Set Up Your Space

Set up the room so as to have two distinct work areas; one with tables and chairs for scrapping the other area open so that youth can see the TV or projection screen with the yoga DVD. Have scrapping supplies on each table so the youth have access to all the goodies, it makes it easier for youth to work if they have all they need handy. Make sure the open area is clear for yoga. After yoga, have the youth sit in a circle and share other relaxation techniques. Have music playing as the youth enter the room.

WHAT TO DO

Scrapping and Laughing

Icebreaker

Musical Garbage Bags (30 Minutes)

1. Give each of the youth a garbage bag.
2. Have them dance/jump around while the music plays.
3. When the music stops, they need to sit on their bag. Explain that that if the game is too easy that you will take away a few of the garbage bags.
4. Explain that the youth still need to dance/jump and sit on a bag when the music stops. Do not explain further; let the youth figure it out themselves. (The youth should share their garbage bags with others.)
5. Continue eliminating garbage bags until only one is left. (Or more if there is a huge crowd.) The youth should eventually figure out that they need to open their garbage bag so more youth will fit.
6. This is a good way to get youth talking and interacting!

Activity 1

Scrapbooking (1 ½ Hours)

1. Start by giving each youth two pieces of chipboard; one for the front cover and one for the back cover. Have the youth decorate them. (And put their names on them somewhere.)
2. Give each youth one sheet of paper for each week their Service Member will be deployed, plus a few extras in case there is an extension. (The youth can always put homecoming memories in the book with the extra pages.)
3. Tell the youth that they are going to have a scrapbook page for each week of the deployment. Each week the youth should think of something they want to include in their scrapbook like: a fall leaf, a concert program, game stats, pictures, etc. Have them do some predecorations on the pages; themed paper for holidays or seasons, etc. Encourage them to get most of the pre-work done now so during the deployment they can focus on what they want to include in the scrapbook and do not get overwhelmed.



4. When the youth are done, have them take their scrapbook over to the Service Member for binding with brass brads.
5. Allocate about an hour-and-a-half for this but have some alternative activities for youth who finish early and have to wait: legos, k'nex, balls, jump ropes, hula-hoops, etc.

Break & Snack

(15 Minutes)

Activity 2

Yoga (2 Hours)

1. Gather all the youth together in the open area. Explain that you are going to do Yoga. Yoga is traditional yoga with a twist.
2. Make sure all the youth can see the TV or projection screen. Start the video and go around encouraging youth to participate.
3. When the DVD is over, have a water break.
4. Then sit in a circle in the open area and discuss/practice other relaxation techniques youth can use during the deployment and other stressful times in their lives.

Relaxation Techniques:

1. Start by asking the youth what stress is. When everyone's weighed in, try to combine the definitions into one. Share that combined definition with the group. Explain that there are many ways to relieve stress, is one, and below are more ways.
2. **Blowing Bubbles:** Blowing bubbles is very calming for youth. Plus, other people such as younger youth think the bubbles are fun, so it relaxes them.
3. **Breathing:** Have youth practice some breathing exercises. Point out that breathing is something they can do wherever and whenever they are stressed because it's private. Have the youth breath in a deep breath and hold it to the count of three. Then let out their deep breath and hold it for the count of three. Repeat as needed until the youth get the idea and feel comfortable doing it on their own.
4. **Stretching:** Youth can do these easy stretches to help relax. Have youth sit on the floor with their feet straight out in front of them. Have the youth touch their toes and then reach up to the sky. Have them repeat this 5 times. Then have youth stand up and reach down towards their toes. Allow gravity to pull their arms and head down, stretching the neck and back. Remind youth to go slow and be careful; you don't want any injuries!
5. **Muscle Relaxation:** Have the youth lie on their backs. Have them close their eyes and follow your directions. Have them relax their feet, feeling them drop to the ground and resting, then have them do their legs, torso, hands, arms, cheeks, mouth, and forehead. Have them lie there for a minute feeling relaxed. Tell them they could do that at home to de-stress themselves.
6. **Tension Putty:** Give each youth a plastic bag and a spoon (have them share if there's not enough.) Have them put one spoon of Borax in the bag and fill it 1/3 full with warm water. Seal the bag and mix. Have youth dump in glue bit-by-bit, mixing while they go until they get their own tension putty.

All told, Yoga and the relaxation techniques should take about 2 hours.



Talk It Over

Use the Body Part Debriefing Bag found in the Tool Kit. Try to ask the easier questions of the younger youth and the more complicated ones of the older youth.

NOTE: Please be sensitive to the unique circumstances of your group. Units or families with Wounded Warriors may be uncomfortable with the body part models.

- ★ **Reflect:** **Heart:** How did you feel when you arrived today? How do you feel now?
 Stomach: What was easy about today? What was challenging?
 Eye: Do you think your Service Member will like the scrapbook? Why or why not?
- ★ **Process:** **Ear:** Did laughing make you feel better? What happened once you heard someone laughing?
- ★ **Generalize:** **Brain:** What is one thing you learned today?
 Smiley Face: What did you think about today? Did you meet any new friends who you are going to keep talking to after today?
- ★ **Apply:** **Hand:** How is what you did today going to help you during the deployment? Who can you have help you with your scrapbook and relaxation exercises at home?

Enhancement

1. **Stress balls:** Take a balloon and stuff it inside another balloon so the balloon wall is doubly thick. Fill the balloon with rice or flour through a funnel. Tie the balloons and squeeze; now, you have made a stress ball!
2. April is National Humor Month.

Closing

Today we started preparing for when your Service Member deploys. Maybe you have been doing lots at home to get ready for the changes their leaving will bring or maybe you just found out they were going to be gone. Either way, I hope what we did today helps make you even more prepared for their departure.

Please fill in your scrapbook throughout the deployment. Feel free to put multiple things on each page for each week. The laughing exercises and other relaxation techniques are not just for the deployment; they are to help you anytime you feel stressed. Make sure to take time and relax throughout the deployment!

Credits/Sources

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist, 2009.



Scrapping and Laughing

Dear Family,

Today we made a scrapbook for your youth to fill out while their loved one is deployed. There is one page per week. Help remind your youth to fill in the page with stories, pictures, game stats, playbills, etc. Even a fall leaf is a great thing to include. When your Service Member returns, help schedule some time so that your youth and Service Member can sit down together and go over what has happened over the last year. It will help them start reconnecting.



We also did laughter yoga and talked about different things youth can do to relax during stressful times. We made Tension Putty and practiced different stretches and breathing that can help with relaxation. Encourage your youth to share all the different relaxation exercises we did and try to make time throughout the deployment to relax together.

Thank you for coming today and bringing your youth. Operation Military Kids calls Military Kids Hidden Heroes because they serve their country just like their Service Member. I appreciate your service on the home front with the family-you are a hero just like your Service Member and youth.

Sincerely,



Conversation Starters:

- Do you feel stressed now? How? Do you think when mom/dad/sibling/etc deploys your stress will lessen or increase? Why?
- When I feel stressed I _____.
- What else can you do when you feel stressed?
- Did you meet any new friends? How would you like to stay connected with them?



Over Here and Over There

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Caring
- ★ Empathy
- ★ Nurturing Relationships
- ★ Sharing



Activity Overview

Youth will learn about the countries of Iraq and Afghanistan through a variety of activities including games, map discovery, foods, stories and more! They will learn about some of the work that Service Members might be involved in while deployed. They will explore ways to stay connected to their Service Member during their deployment. There are more activities in this lesson plan than you will probably have time to do. You may pick and choose which activities you'd like to do based on your time with the youth.

Shout out!

Have you been wondering what it will be like “over there”? Together we’ll discover more about the countries of Iraq and Afghanistan. We’ll explore where they are located, the weather and the foods. We’ll talk about their culture, stories and games. We’ll also learn about the work our Service members do and how to play “Night Catch” using constellations in the sky.

Get Ready

Roles for Uniformed Service Member

- In Activity 2, briefly describe what soldiers might do during their training. Describe the geography or weather where you were and show which country you served in on the map or globe
- Talk about your experiences in the country you served. Bring photos or slides to show, if desired. Bring items from the country if you have some, such as currency, food labels, souvenirs, etc
- Read one of the “Soldier Stories” to the youth
- Read Night Catch to the youth
- Assist with other games

Roles for Volunteers

- Read one of the “Soldier Stories” to the youth
- Help set up and clean up each activity
- Assist with each activity as needed
- Read Night Catch to the youth
- Share facts about the countries from the “From Kids To Kids” section



Activity Orientation for Volunteers: 1 hour

- Read through entire lesson
- Familiarize yourself with some of the facts about life in these countries by reading the stories and “From Kids to Kids” pages. Locate Iraq and Afghanistan on a world map or globe.

Preparation time: 15 minutes 1-3 days ahead of event to make raisin drink

If baking Naan ahead of event, 2-3 hours of prep time.

General prep: 1-2 hours (adjust supplies and increase number of volunteers with larger groups)

Space: Indoor space with access to tables, access to electricity

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab for a laptop or bring your own
7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to show DVD images.
8. Make Raisin Drink 1- 3 days ahead of OMK event.
9. Print copies of US and world maps, and maps of Iraq and Afghanistan for Activity 2.
10. Print SkyMaps for Activity 5.
11. Highlight SkyMaps with highlighters if group is younger than 3rd grade.
12. Print Parent Letter.
13. Print copy of Soldier Stories from Appendix so they can be read to the group.
14. Optional: Print the “From Kids to Kids” pages as a take-home handout-1 per family.
15. Optional: Leader may print off a copy of the currency of Iraq and Afghanistan for the youth to view at: www.kmmcoinsandcurrency.com under “Currency Sets.”
16. If desired, obtain a book about constellations and stories, such as Kids Book of the Night Sky by Ann Love and Jane Drake. (Kids Can Press LTD) from your library or bookseller.
17. Decide ahead of time how you would like to do the Naan Bread making activity #3.
Option 1 is to have the youth make the Naan bread dough in a baggie, then later in the lesson fry it in an electric frypan and eat it. Option 2 is to make the Naan bread dough in a baggie and take it home with the directions and let the families bake it at home. The leader will then want to make a batch of Naan prior to the OMK event and bring it so that the youth can taste the bread during the event. Although frying the bread during the OMK event is not completely the real way to bake Naan, it will approximate what it looks and tastes like. Another option, particularly for those who live in larger cities, rather than the leader baking it him/herself ahead of time, would be to purchase Naan from an Asian or Indian market or restaurant.



18. Find the time difference between where you live, and the country where Service Members may be deployed.
19. Set up space for Activity 1 so it is ready to play as youth arrive.

Get From OMK Tool Kit

- Book: “Night Catch” by Brenda Ehrmantraut

Procure Supplies

Icebreaker

- Golf balls, 1 per youth
- Large marbles, 4-5 for each youth
- Chalk or yarn/string to make circles on floor
- Masking tape-1 roll

Activity 1

- Printed copies of: a world map for youth to draw on and printed copies of maps of Iraq and Afghanistan (see world map in Appendix. All maps may be downloaded free for this purpose at www.nationalgeographic.com/xpeditions then under Atlas maps)-1 per youth
- Larger maps of Iraq and Afghanistan, if possible
- Thin line markers or crayons
- Globe if possible. World map. Any globe or map needs to show lines of latitude

Activity 2

• Electric fry pan	• Plain non fat yogurt
• Extension cord	• Olive oil or vegetable oil
• Measuring cups: 1 cup and ½ cup sizes (2-3 of each, more for a group larger than 20)	• Butter -1 or 2 sticks depending on size of group
• Measuring spoons: 1/4 teaspoon (3-4 if possible, more for a group larger than 20)	• Large and small bowls for flour, salt, baking powder
• Gallon size zip lock baggies-1 per youth plus some extras	• Spoons for scooping flour and yogurt
• Wax paper-about 2 foot piece for each youth	• 2 plastic or metal spatulas for flipping the bread if you are cooking on site rolling pin(s)
• Ingredients for Naan Bread (see recipe for amounts needed for your size group):	• Paper plates
• Flour	• Napkins
• Baking powder	• Small paper cups
• Salt	• Bread knife for cutting Naan Bread
	• Plastic knives-about 10
	• Plastic tablecloths to cover work area

Activity 3

- A beautiful looking “jewel” necklace to use as a prop in the story
- Optional: 1 “jewel” to give to each youth (available at craft stores or could be ordered from a supply company such as Oriental Trading Co. (www.orientaltrading.com))
- Optional: other costume or prop items for the story (baby doll, crowns, apron, etc.)



Activity 4

- Printed copies of SkyMaps from www.skymaps.coms. (1 per youth)
- Yellow or blue highlighters
- Book: Night Catch by Brenda Ehrmantraut

Activity 5

- Foods from Iraq and Afghanistan (see description below)

Activity 6

- Computer and LCD projector access (if Service Member is going to show photo slides, or if using photo slides on CD)

Background

When you hear that your parent or other Service Member will be deployed to somewhere else in the world, what do you think? Youth have many questions about what this will be like for their Service Members, and for themselves, and their family members, here at home. They wonder about safety, what their Service Member will be doing, and often, what that new place looks like. Having some knowledge about this new place and what life might be like for their Service Member gives youth some comfort or sense of power over the unknown.

In this lesson, youth will:

- Learn about the geography, weather, housing, seasons and time difference of where their Service Member will possibly be deployed
- Understand some of the work done by Service Members in these places
- Learn about what life is like for youth and adults in these countries (is it the same or very different from their own life?)
- Hear about how Service Members stay safe while they are deployed

Set Up Your Space

- Prior to arrival, set up the play space for the marble game Bojol Baazi commonly played by youth in Afghanistan. Use masking tape or yarn to tape circles of 3 ft. diameter on the floor. You will need 1 circle for approximately 6 youth
- As youth arrive, invite them to join in the marble game Bojol Baazi commonly played by youth in Afghanistan on the floor
- You will also need tables to work at for some of the activities

Marble Game-Bojol Baazi (Rules)

1. Give each youth 3-4 large marbles and a golf ball as they enter the room.
2. Place marbles on the diameter line.
3. From outside the circle, players take turns rolling the golf ball to hit other marbles outside the circle.
4. Players collect any marbles they knock out until all marbles have been knocked outside the circle.
5. The player who has collected the most marbles wins.



WHAT TO DO

Over Here and Over There...

Icebreaker

Going Exploring!

After all youth have arrived, checked in and had a chance to try a round or two of Bojol Baazi, gather everyone together in a circle.

Introduction

Today we're going to explore some new parts of the world and discover what it might be like in two of the countries where Service Members might be deployed. (If appropriate, ask the youth if they know where there Service Member will be serving.)

I know when I think about someone I love going to a new place, I have all sorts of questions. Later on, we'll have a chance to find out about new things. First, let's get to know who's here with us right now!

This game is called "Going Exploring!" I'd like you each to think about this "If you were going exploring or going on a trip, what is one thing you'd take with you? Let's pretend that you already have any PEOPLE along with you that you want. So, I'm asking you to think of an object or thing you'd take...maybe it's your favorite toy, your pillow, a book, a favorite snack, or something else. (Allow time for youth to decide.)

1. Let's have _____ start. (You might ask the uniformed Service Member to start things out, or you can be the first person).
2. I'd like you to say your name, then what item you'd bring with you on your trip.
3. Then the person to your right will say their own name and their item, plus say the name and item of the person who went before them. (Have the first person begin, and help them with prompts as needed.)
4. After everyone has shared, you can ask if there is a youth who thinks they could remember everyone's name and have them try it. This can be determined based on age and size of group.

What are some games you like to play outside?" (Allow youth a short time to share answers.) When you got here, you had a chance to try the game Bojol Baazi. This is a common children's game in Afghanistan, but they don't play this game with marbles and golf balls. The name of the game is Bojol Baazi and those words mean "anklebone game". Youth in Afghanistan play this game with the anklebones of sheep. Lamb meat is one of those foods commonly eaten in Afghanistan, so youth collect the anklebones when their parents buy or cook lamb.

This is one example of something that is different for us in the United States and youth in the countries of Afghanistan or Iraq. Today we'll be learning many different things about life in these countries."

Return to playing Bojol Baazi if the youth have not all had a chance to play the game.

Activity 1

Where in the World Is...??

You will need copies of maps of the world, Iraq and Afghanistan.
You will also need larger maps of Afghanistan and Iraq, if possible.



1. Find your state-what state do you live in? Color the state or draw a picture of yourself in that state.
2. The youth may know that their Service Member will first be deployed somewhere in the US (perhaps for training). If the youth know where that is, have them color that state a different color and discuss in general what Service Members do during this time. The Service Member present can talk about this.
3. Talk about where the countries of Afghanistan and Iraq are in the world, using the world map. Using a globe for this purpose is also helpful. Ask the youth if they can find these countries on the map, and if they have heard anything about these countries...what the weather is like, the landscape, etc. If you have youth with a Service Member serving elsewhere, you can help them locate it on the map. Point out the lines of latitude and compare the latitude of Iraq and Afghanistan with where the youth live in the US or other large cities in the US. Depending on the age of the group, you can discuss how the climate may be similar in similar latitudes, along with other factors that may influence the climate. With an older group, you can let the youth know we will talk more about latitude when we do Activity 5 on exploring the night sky here and over there.
4. Use the printed maps of Iraq and Afghanistan to talk about where their Service Member will be stationed. This map can be taken home so that the youth and their Service Member can look at the location on the map. The parent letter will ask the parent to look at the map with their youth and “star” the city/area if known. If serving in other locations, additional maps can be printed from the website. Again, this activity may be modified based on ages of the youth.
5. Optional: Talk about the time difference from where you live to Iraq or Afghanistan. Explain this using time concepts familiar to the youth, for example: “If you get up at 8 AM, it will be _____ for your Service Member” or “When you go to the bed, it will be _____ for them.”

Transition:

Let’s listen to a Soldier Story telling us about some of their experiences while deployed. (Choose one or more to read).

Next we’re going to journey to the country of Afghanistan by finding out about a food that is common in that country.

Activity 2

Making Naan Flat Bread

Introduction

Naan (\ 'nān, 'nan\) is flat bread commonly eaten in Afghanistan and in many Middle Eastern countries. Today we’ll get a chance to try making this bread and we’ll taste test it! Naan is a round, flat bread. Often it is filled with cooked vegetables and rolled around them. Naan is also eaten with lamb meat or soups, or eaten plain.

Recipe for Naan

Naan (For a large batch for a group)

Makes 8-10 Naan (approx. 8-10 inch circles)-enough for 25-30 youth to sample

- 4 cups flour
- 1 teaspoon baking powder



- 1 teaspoon salt
- 2 cups plain low fat yogurt
- ½ Tablespoon olive oil or vegetable oil (approximate-for oiling the bowl)

Mix all ingredients in a large mixing bowl. Knead dough on a floured surface until dough feels smooth and elastic. Form dough into ball and place in oiled bowl, covered with a towel, to rest for at least an hour. After resting, take dough out and cut into 10 equal pieces. Then follow directions below beginning with step 12.

Naan “In a Bag”- (For individual youth to make their own)

1. Each youth needs 1-gallon size zipper top baggie.
2. Measure 1-cup flour and put in baggie.
3. Measure ¼ tsp. baking powder into baggie.
4. Measure ¼ tsp. salt into baggie.
5. Mix by squishing the bag gently.
6. Measure and add ½-cup plain low fat yogurt.
7. Gently squeeze air out of baggie and zip shut.
8. Mix dough by squishing the baggie until dough is well mixed.
9. Continue kneading the dough for about 5 minutes in the bag OR
10. If possible, take dough out of bag and place on floured surface, such as piece of wax paper. Knead for 5 minutes, sprinkle additional flour onto dough if needed as you knead.
11. Form dough into ball and put back into baggie. Let sit for 1 hour.
12. When ready to bake:
Heat a large frying pan or griddle with a non-stick finish. Put approx 1 Tablespoon of olive oil (or vegetable oil) into pan. Heat oven to 500 degrees.
13. Take dough out of baggie and form the ball into a flat, round shape. Dough should be flattened to less than ¼ inch thick, about 8-10 inches across. Use a rolling pin if available.
14. Place dough on hot griddle and cook over medium heat for about 3 minutes. It will puff up in places or all over, and there will be some black-brown spots on the bottom.
15. Slide a spatula under the Naan and transfer it to the oven, directly onto the rack, for a minute or two, just until it puffs up and begins to color lightly on the top.
16. **Note:** Putting the Naan in the hot oven, then flipping the over to broil setting for about 30 seconds, then back to 500 degrees-works well for getting it to puff up and brown nicely. You will have to experiment with your oven.
17. Remove Naan from oven and brush lightly with melted butter if you like.
18. Serve breads hot, fresh from the oven, or let them cool and wrap them up for later use. You can serve them whole or cut them into triangular pieces.
19. To reheat, wrap in aluminum foil in packets of four or five breads and put them in 350 degree oven for 10-15 minutes or until hot.

Source: www.recipezaar.com Recipe #203261

Note: To cook Naan with only an electric frypan for this OMK event, you may need to flip the Naan over after cooking the first side, just to ensure it is fully cooked. The bread will not be as puffy as it is when using a hot oven.



If you have decided to make the dough and cook and eat it at the OMK event, you will need to use other activities while the Naan is resting/rising for about 1 hour.

Gather the youth for “Legends and Fairy Tales.”

Activity 3 **Introduction**

Legends and Fairy Tales

Every culture and country has its stories-famous fairy tales, legends or other traditional stories that may date back hundreds or even thousands of years. Often the legend or fable has a moral-a lesson we can learn from it. Let’s think about some fairy tales or fables we know.

What are some of your favorite fairy tales or bedtime stories? (e.g. might include: Snow White and the Seven Dwarves, Cinderella, Sleeping Beauty, Anansi the Spider, legend of Paul Bunyan and Babe the Blue Ox, Aesop’s Fables such as The Tortoise and the Hare, The Boy Who Cried Wolf, etc.)

Youth all over the world have favorite stories or legends also. This is true for the countries of Iraq and Afghanistan as well. Let’s hear one of the legends told in Afghanistan. It is called “The Necklace of Life.”

- See Appendix for a short play of “The Necklace of Life”
- Youth can take the roles of the various characters and read through or act out the play by reading the script
- An alternative method is to have several of the staff or volunteers take the roles and read the story to the youth
- Use props as desired

After reading the play, engage in a brief discussion about the story:

1. What did you like about this story?
2. Did this story have a lesson or a moral to be learned? What was it?
3. Did you notice things that were similar in this legend to some of your favorite stories or fairy tales? (Answers might include similar characters like a prince, king, princess, a “wicked” character, good overcoming evil, etc.).

Activity 4

Sharing the Night Sky

You will need the Sky Maps of the night sky for the month. These should be downloaded and printed on a color printer, one per youth, and prior to this event. Go to: www.skymaps.com.

Introduction

One really fun thing you can share with your Service Member while they are deployed is looking at stars in the night sky. The US, as well as Iraq and Afghanistan are all in the northern hemisphere, or north of the equator. This means that the stars we will see at night will be pretty similar to what our parent or other Service Member will see when they are deployed. (Leader can modify this discussion if they are working with youth who have Service Members deployed to countries other than Iraq and Afghanistan). Before your Service Member leaves on their deployment, you can view the night sky at home and pick out special stars that each of you can look for no matter where you are!



Today we'll get to pick out a few of these that are pretty easy to find. But first, I want to share a story of a youth who had a parent serving far away and how they shared the night sky. This story is called: Night Catch by Brenda Ehrmantraut.

1. Read Night Catch by Brenda Ehrmantraut. (This is a great role for the Uniformed Personnel or a volunteer, if they are given a chance to read it beforehand so that they can read it with the youth with expression and good eye contact. You could also ask older youth in the group to read it over ahead of time then take turns reading the story to the younger youth. It is important to make sure that whoever reads is well prepared, expressive and can keep the youth engaged in the story with a good reading voice.)
2. Discuss the story.
 - Do you think a game of catch like this is something you could do with your Service Member?
 - What stars or constellations do you think you might share with your Service Member that you can look at while they are gone?
 - What are some other fun ways you might stay connected with a Service Member while they are gone?
3. Have uniformed Service Member talk about their own experience of the night sky while they were deployed. (Many Service Members have reported that the night sky is so incredibly bright in Iraq and Afghanistan, and they have just loved to star gaze because you could see so many more stars than in the US. This is primarily due to the lack of "light pollution." This means that since there are fewer large cities and the countries are more rural and use much less (or no) electricity, the night sky is darker and stars appear brighter.)
4. Ask the youth some or all of the following questions to get the discussion started!
 - Have you ever gone outside after dark and looked at the stars?
 - Were you at home or somewhere else when you did this? (e.g. camping in the wilderness)
 - What was that like? What did you see?
 - Are there any specific stars you like to find? (Some common answers that youth are familiar with include: North Star (Polaris), the Big Dipper, Little Dipper, Milky Way galaxy, planets like Saturn, Jupiter, the moon, etc.)
 - Does anyone know what we call it when the stars seem to make shapes in the sky? (constellations)
5. Hand out SkyMaps. (If your group is mostly younger youth, it will be helpful ahead of time to use a yellow highlighter and highlight several of the key constellations they could look for with their Service Member)
6. Look at the list of "Objects Easily Seen with the Naked Eye" list on the SkyMap to determine which stars or constellations you will highlight. This will change depending on the time of year you are using this lesson. Simple choices will include: Polaris (the North Star), and Big and Little Dipper (Ursa Major and Ursa Minor).
7. Choosing a constellation that has a myth or legend attached to it can be a fun way to make the constellations come alive. (A good source of some of these stories is The Kids Book of the Night Sky by Ann Love and Jane Drake.)
8. Talk about the constellations.



9. Let the youth know you will be sending home a parent letter that will explain the SkyMaps and about choosing a star to share while your Service Member is deployed.

10. Optional, based on youth's ages:

Changes in Latitudes:

- Using the globe, help the youth locate where they live and their latitude.
- Show them how the globe uses the lines of latitude and longitude as ways to pinpoint exactly where certain things are—cities, landforms, etc. Then, using the globe or a US map with lines of latitude, find what other US cities are at the same latitude.
- Show the equator, and explain that in general, the closer you are to the equator, the hotter the temperature will be, and the farther you are from the equator, the cooler it will be. This varies, of course, by elevation and other factors.
- The differences in latitude will also affect where constellations are found in the night sky, but families will still be able to pick out a constellation to share.
- Next, help the youth find the countries of Iraq and Afghanistan and identify the latitude. Write on the board or paper on the wall:

- ★ Latitude of where we live
- ★ Latitude of Iraq or Afghanistan

Activity 5

Sampling Foods from Iraq or Afghanistan

As a group, share some simple foods common in these countries.

- **Naan bread** (Afghanistan)- Naan is a flat bread commonly eaten in Afghanistan and in many Middle Eastern countries
- **Raisin Drink** (Afghanistan)-On hot days, youth may be served a special drink. Raisins are soaked in a bowl of water for several days, then the youth drink the juice and eat the raisins

Recipe for Raisin Drink

1. Place 2 cups golden raisins in a 2-quart jug.
2. Fill with cold water, cover, and place in refrigerator for 2-3 days before serving. The longer it sits, the sweeter it becomes.
3. After 2 or 3 days, pour the water into cups to serve.
4. You may add some of the raisins to the cups and eat them along with your drink. (You may substitute regular (dark) raisins. The drink will be a darker color.)

Dates- Date palm trees are found in many areas of the Middle East, and are very common in the river valleys of Iraq. Chopped or whole dates can be purchased in grocery stores. Youth are often surprised by their sweet taste.

Activity 6

From Kids to Kids: What is it like over there?

Introduction

Some 3rd grade students in Fridley, Minnesota helped to research information about these countries so that youth of deployed Service Members might know a little more about what it would be like for their Service Member serving in that country. They had many questions and



wondered many things about what these two countries are like. (See the Appendix pages “From Kids to Kids” for some interesting facts that they discovered!)

Leaders of this event may use these facts in a variety of ways:

- Read them ahead to familiarize yourself and share the information with the youth throughout this 4 hour lesson
- Ask volunteers to take different sections and briefly share with the group
- Ask older youth to read a fact out loud to the other youth
- Create a guessing game using the information and play it with the youth
- Print out copies of “From Kids to Kids” pages as a handout for youth to take home and talk about with their families and Service Member

Activity 7

Service Member Stories

- Six short stories in the Appendix help to tell the youth what the Service Member experienced while deployed, or about work that the Service Members do while they are deployed
- You can use them throughout the lesson, having volunteers read them to the youth
- You may also come up with other ways to use the stories, so adapt as you’d like to meet the needs of your situation

Activity 8

Slide Show (Optional)

Show slides or photos of Iraq or Afghanistan. If possible, the Service Member present can use their own slides or photos. You may also use the photos on the CD, supplied by Captain Jackie Stenger, MN National Guard, who served in Afghanistan.

Talk It Over

★ *Reflect:*

What are some of the new things you discovered about Iraq or Afghanistan today?

What are some questions you have about the country where your Service Member will be serving? (You could make a list on flip chart paper of these questions.)

Was there anything you learned today that surprised you?

★ *Process:*

Why were today’s activities and lessons an important/useful thing to do or learn about as you get ready for your Service Member to deploy?

What suggestions or ideas do you have for someone else who wants to learn about Iraq and Afghanistan?

Has anyone here had a Service Member who served in one of these countries before now? What is something your Service Member learned about that country while they were there?

What made this a good experience for you?

Did you learn any “life skills” today that will help you during the deployment? (explain that a life skill is a skill you have that helps you in your everyday life, such as caring about others or helping out in your community, talking through problems, etc.)

What did you learn about things Service Members do while deployed?



- ★ **Generalize:** Why is it important to learn about other countries or other cultures?
What is an interesting fact you learned about another country today that you could share with your family? Why is it important for your family to know this?
Do you most enjoy writing, drawing or talking about things that you are doing? Can you think of a picture you could draw and send while your Service Member is away? (What would it be a picture of?)
What one or two things would you most like your loved one to write to you about (or draw you a picture of) while they're away?
- ★ **Apply:** Tell us one great idea you got today that will help you stay connected with your Service Member.
What is one thing you will share with your Service Member about where they will be going?
What are some ways you can learn more about where your Service Member is going?
Why were today's activities important during this time of your life?

Enhancement

- Learn the Arabic Alphabet: If you are at a site that has computers and Internet access, youth can learn about the Arabic alphabet at the website: www.funwitharabic.com The "Alphabet Song" can be shown to help youth see that the alphabet song concept is similar in other parts of the world.
- Learn a new game: "Chism Putukan" translates as "Little Eye Hiding" and is similar to "Tag" or "Hide and Seek" in the US. This game is played by youth in Afghanistan. When the seeker spots someone hiding, the seeker yells out "Mah!"

Closing

Having a parent or another Service Member leaving for a deployment can be scary. It helps when you know more about some of the places, people and foods that they might encounter. Today we've explored some of those places your Service Member might be deployed.

Think ahead and talk with your family about how you can stay connected to your Service Member to help make deployment less scary. Give your Service Member some ideas of things you'd like to know about once they arrive there. Pick a star or constellation to watch from home and have your Service Member look at the same constellation.

Most importantly, we hope you and your Service Member can identify ways to share your day-to-day experiences while you're apart.

Your Service Member is a hero and today you've heard some examples of the many good things military personnel do while deployed. But, you and your family are heroes too, because you support each other while your Service Member is away.

We're so glad you could be here today! It was fun to learn together!



Credits/Sources

See Appendix for complete list of sources.

Special Acknowledgement:

- Mrs. Darri Becchetti and her 3rd grade students at R.L. Stevenson Elementary School in Fridley, MN
- Captain Jackie Stenger, Blaine, MN-Minnesota National Guard
- Peter Mendygral, Public Outreach Coordinator, U of MN Dept. of Astronomy

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anne Stevenson, 4-H Extension Educator and Amber Runke, 4-H/OMK Program Specialist, University of Minnesota Extension Center for Youth Development, 2009.



Over Here and Over There

Dear Family,

Having your Service Member leave for a deployment in a new place can be scary for youth. Today we've explored a little bit about some of those places. We looked at where the countries of Iraq and Afghanistan are in relation to where we live. They also discovered some interesting new things about another country, such as different foods, customs, and even legends. We also learned how soldiers have helped youth to get school supplies, clothing and medicine.



Talking with your family and youth about what it might be like during deployment is important. If you can stay connected to your Service Member regularly, it may feel a little less scary for youth. Use a world map to show where your Service Member is deployed, and have the Service Member tell the youth about what they see. Ask your youth to think of questions about some of the things they'd like to know, write them down for them and have your Service Member send the answers once they arrive.

Today your youth also heard the story "Night Catch" by Brenda Ehrmantraut. This story was about a Soldier and son that have to say goodbye during a deployment. The father and son love to play catch, and so they choose to use the star Polaris (North Star) for their nightly game of catch. Sharing the Night Sky is just one way for a Service Member and youth to stay connected during a deployment as the sky will look very similar in Iraq and Afghanistan as it does in the U.S. Your youth will bring home a SkyMap, showing the night sky and objects that can be seen with the naked eye. A new SkyMap is available each month, free to download at www.skymaps.com. Print out some sky maps for the first few months of your deployment, then talk with your youth about what things you can each look for while you are gone. This is a fun way to play "Night Catch" with your family.

Today we also tried some simple foods commonly found in Iraq and Afghanistan. These included: Naan Bread, flat bread, a traditional raisin drink, and some dates. Attached is a recipe for Naan to try it at home. Your youth may also be bringing home some Naan bread dough, which we made today. Directions on how to cook it are attached as well. Dates from date palm trees are particularly common in the river valleys of Iraq. They can be easily found in grocery stores. Many youth have never tried them and are often surprised by their sweetness!

Throughout the various activities today, your youth gained some important life skills in sharing, empathy, nurturing relationships and sharing. Most importantly, we hope you and your youth can identify ways to share your day-to-day experiences while you're apart. Talking as honestly as you can about your feelings helps your youth understand that it is okay to feel scared, happy, lonely, proud and uncertain at various times. Perhaps you can explore together some of the questions they have about "over there." Libraries are great sources of children's books about different countries and cultures.



Thanks for helping your youth participant in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience! We hope your youth enjoyed their OMK experience today!

Best Regards,



Conversation Starters:

- What's the most interesting thing you learned about Iraq and Afghanistan?
- From what you heard today, what part of your life is most different from youth in Iraq or Afghanistan?
- What are three things you wonder about the places I'll be going while deployed?
- Would there be something you'd like me to take along to the new country to give to some youth there?
- Would you like to eat Naan bread every day?
- What star or constellation should we both look for at night?
- Do you have any questions about what Iraq and Afghanistan are like? If so, let's find the answers!



Over Here and Over There



Recipe for Naan - Flat Bread

Naan is flat bread commonly eaten in Afghanistan and in many Middle Eastern countries. Naan is a round, flat bread. Often it is filled with cooked vegetables and rolled around them. Naan is also eaten with lamb meat or soups, or eaten plain.

Source: www.recipezaar.com Recipe #203261

Naan (For a large batch for a group)

Makes 8-10 Naan (approx. 8-10 inch circles)-enough for 25 youth to sample

- 4 cups flour
- 1 teaspoon baking powder
- 1 teaspoon salt
- 2 cups plain low fat yogurt
- ½ Tablespoon olive oil or vegetable oil

Mix all ingredients in a large mixing bowl. Knead dough on a floured surface until dough feels smooth and elastic. Form dough into ball and place in oiled bowl, covered with a towel, to rest for at least an hour. After resting, take dough out and cut into 10 equal pieces.

When ready to bake:

1. Heat a large frying pan or griddle with a non-stick finish. Put approx 1 Tablespoon of olive oil (or vegetable oil) into pan. Heat oven to 500 degrees.
2. Form each piece of dough into a ball, then flatten into a flat, round shape. Dough should be flattened to less than ¼ inch thick, about 8-10 inches across.
3. Place dough on hot griddle and cook over medium heat for about 2-3 minutes. It will puff up in places or all over, and there will be some black-brown spots on the bottom.
4. Slide a spatula under the Naan and transfer it to the oven, directly onto the rack, for a minute or two, just until it puffs up and begins to color lightly on the top.
5. **Note** : One method that works well is putting the Naan in the hot oven, then flipping the over to broil setting for about 30 seconds, then back to 500 degrees-this works well for getting it to puff up and brown nicely. You will have to experiment with your oven.
6. Remove Naan from over and brush lightly with melted butter if you like.
7. Serve breads hot, fresh from the oven, or let them cool and wrap them up for later use. You can serve them whole or cut them into triangular pieces.
8. To reheat, wrap in aluminum foil in packets of four or five breads and put them in 350 degree oven for 10-15 minutes or until hot.



Appendix

Dear Operation Military Kids:

We wondered a lot about what it would be like in Iraq or Afghanistan, so we researched these things to tell you about.

We found it was really interesting to learn about other countries, and we found information in books, on the internet, and from sending our questions to soldiers who had been in these countries.

We also learned that things keep changing in these countries as the war and rebuilding efforts continue, for example people are working very hard to help build schools so kids can go to school again.

We hope this will help you while your Service Member is over there.

Sincerely,

The 3rd graders in Mrs. Darri Becchetti's class at: R.L. Stevenson Elementary School in Fridley Minnesota- *Ben, Alexandra, Daegia, Skyler, Sawyer, Evan, Alex, Teagan, William, Jorge, Yesenia, Gabe, Caleb, Alexis, Shadin, Gracia, Shelby, Breanne, Jeremiah, Jacob, Grace, Noel, & Barbara*



From Kids to Kids...

What we learned about Iraq and Afghanistan

How big is the country and how many people live there?

The population of Afghanistan is about 31,057,000.

Size or Area: 250,000 square miles. It is about the size of the state of Texas.

The population of Iraq is 26,761,000.

Size: 169,000 square miles. It is a little larger than the state of California

The population of the United States is about 307, 212,000

Size or Area: 3,718,711 sq miles (or 9,631,418 sq km.).

What are the cities and rural areas like in Iraq and Afghanistan? Are there big cities or is it mostly villages or small towns?

Afghanistan

The Hindu Kish Mountains cover almost two-thirds of Afghanistan. These mountains have some of the tallest peaks in the world. A large desert stretches across southwestern Afghanistan. It's capital city is Kabul. Most Afghans live in small villages. They usually do not have running water or electricity. In villages people walk to places they need to go. Some have bicycles. They may use donkeys to carry heavy loads.



Iraq

Most of Iraq is hot and dry. Iraq has two large rivers, the Tigris and Euphrates, which flow through central Iraq toward the Persian Gulf. The rivers supply water for drinking and farming. The western part of Iraq (almost one-half of it) is dry and rocky desert. Few people live in this part. Most of Iraq is flat and low, except in northeastern Iraq where there are rolling hills and mountains. Some parts of Iraq have huge underground oil fields. The capital city is Baghdad. Two thirds of the population live in cities.

Do they have four seasons? What is the weather like there?

Iraq has two seasons-summer and winter. Summer starts in May and ends in October. Summer is hot and dry. Winter is cooler and starts in December and ends in March. It is often rainy and cold during winter, but they don't get snow.

Afghanistan has cold winters that last from December to April. Summer lasts from May to November. It is warm in summer. Cold weather brings rain in the low elevations and snow in the high elevations, so it depends a little on where you are. Overall it is very dry.

Both countries have sandstorms. Strong winds blow sand into clouds that swirl over the land. It is very hard to see during a sandstorm.

Do they have air pollution?

One of the biggest environmental problems Iraq faces is air pollution. It has also become a problem in Afghanistan's major urban areas because people burn wood to stay warm and people use a lot of cars in the cities.

What are their homes like?

In Iraq, homes are made of bricks and mud. They have flat roofs made of metal. Sometimes on hot nights in summer they will sleep outside on their roofs. There are more apartment buildings in cities.

In Afghanistan, most people live in small villages. Most of the homes are made of mud and mud bricks. Often there is a tall mud wall around several homes. There may also be apartment buildings in cities. We learned many of the larger buildings were bombed during the years of war but some new buildings have been built.

What languages do they speak?

Iraq has two official languages: Arabic and Kurdish. About 80% of the people speak Arabic as their first language. Kurdish is most often heard in northeastern Iraq.

Afghanistan has two primary languages: Pashtu and Dari. They are written in Arabic script. Arabic is written and read from right to left.

Some English words that are derived from Arabic, are: algebra, giraffe, coffee, and cotton.



How would you ‘Hello’ in their language?

Here are a few common phrases:

<u>English</u>	<u>Iraqi Arabic</u>	<u>Dari (Afghanistan)</u>	<u>Pashto (Afghanistan)</u>
Hello	Marhaba	salam aleikum	as-salem aleikum
What is your name?	Shu ismak?	-	
Please	Minfadlik	lotfan	lutfan
Thank you	Shukran	tashakor	tashakor OR sta na shukria
Goodbye	Ma’ assalama	khoda hafez	da khoday-pe-aman
Yes	-	bale	ho
No	-	nay	na

What is their religion?

Iraq: The major religion is Islam, practiced by 97% of Iraqi’s. The other 3% are Judaism, Christianity and other.

Afghanistan: Islam is the religion of 99% of the people. About 84% are Sunni Muslim and about 15% are Shiite Muslim.

Do they have churches?

Most Iraqis and Aghanis are Muslims. Muslims follow the religion of Islam. They pray in buildings called Mosques. Often the Mosque is the nicest building in the town. Many Muslims pray five times a day.

What is their money like?

Leader may print off a copy of the currency of Iraq and Afghanistan for the youth to view at: www.kmmcoinsandcurrency.com under “Currency Sets.”

Iraq currency (money) is called dinars. It takes about 175 dinar to equal one American dollar. There are bills of 50, 100, 250, 500, 1000, 5,000, 10,000 and 250,000 dinar. They do not have coins.

Afghanistan currency (money) is called afghani. It takes about 49 afghani to equal one American dollar (but this changes).

We also learned that sometimes people trade for things rather than using money.

Do they have cars or bikes? How do they get around?

In the large cities, they do have cars. They also have minivans and busses in the cities, and bikes. In the rural villages they usually do not have any cars. In rural areas, donkeys, horses and camels are better transportation than cars. They also use camels because they are useful in the deserts. (In 2002, a good camel in Afghanistan cost about \$500 in US dollars). Mostly people walk!

Do they have electricity?

In Afghanistan, the bigger cities usually have electricity. As rebuilding continues, this is more common. The majority of Afghans live in small villages so they don’t have electricity. They use wood and dung to build fires to heat their homes and cook food. In Iraq, even in the cities, there



is often a lack of electricity due to damage from the wars. They may have it but It might not work all the time.

Schools

We decided to research schools because we thought you might want to know what their education is like and how their schools compare to yours.

Afghanistan:

In the villages, there are very few schools. Some were wrecked in wars. If there are buildings, they are made of mud and bricks and youth often sit on the dirt floor. They don't have desks like we do, or computers or nice decorations on the walls. In some places, youth sit outside in the dirt and do their lessons with sticks in the dirt or on a slate. Boys and girls almost always are in separate places for school. Under the rule of the strict Taliban in the 1990's girls could not go to school and women could not work. This changed when the Taliban lost power in 2001. People value education. They work very hard if they have the opportunity to go to school. The right to go to school is a great privilege for them. Many schools have been started for girls. Soldiers have helped to bring school supplies from the US for youth and teachers in Afghanistan. Prior to the 20th century, education was not a high priority in this country of farmers and shepherds. But today learning is a high priority, and many people in Afghanistan see the value of helping all youth learn to read and write and become educated so they can help their country. A great story about building schools in Three Cups of Tea –Young Reader's edition, by Greg Mortenson. It tells the story of how Greg and others are building schools in Pakistan and Afghanistan.

Iraq:

Prior to 1980, Iraq had some of the best-educated citizens in the Middle East. Six years of education was required. The government paid for all educational costs from elementary school through college. Through almost three decades of war and economic sanctions however, the education system was badly weakened. Schools have been destroyed, leaving the country with little money to buy supplies or pay teachers. Now about 50% of youth learn to read and write. Schools are overcrowded. Some schools do not have electricity and water. Some youth drop out or quit to work to help support their families. Some fear for their safety so they do not go to school. Schools for girls are less common than for boys. There is a lack of teachers as well. Education is a big challenge for the new government of Iraq.

Kids and Families

What is a day of a kid's life like in Iraq or Afghanistan?

Some youth go to school. They like to play games similar to tag and chase each other around. Most youth like to play soccer, and they play it with whatever they can find for a ball (sometimes a tin can). Flying kites is once again enjoyed by youth and adults in Afghanistan. (Flying kites was banned under Taliban rule, as were balloons.) They might listen to music. Youth also help out their family. They may walk to the village well to get water for their family. Sometimes this can be one mile or more to get there! In Afghanistan, the youth might collect cow dung from the fields. They bring it home by carrying it in large baskets on their backs. They dry it and families use the dung for fuel for their cooking fires. Some youth might work with their father at a market stand. In the larger cities, TV is more common.



Do they have holidays like we do?

Ramadan is celebrated by most Muslims. Ramadan is usually in October, and lasts for about a month. (The Islamic calendar is a lunar calendar, so Ramadan starts on a different day each year.) Muslims fast, or go without eating, from dawn to dusk. Fasting helps remind each Muslim that poor, hungry people suffer every day. It is a way to practice their beliefs. After dusk, families gather to eat and visit. Extended families are usually together. At the end of Ramadan, the feast of Eid-al-Fitr takes place. This celebration lasts about three days. Muslims go to the mosque, prepare special meals and visit with friends.

Every spring, Afghans celebrate Now Ruz. This festival marks the first day of spring. It is the first day of the new year in Afghanistan.

Birthdays: Afghan families honor a new baby seven days after it is born. On the sixth day, the family names the child. Friends and family members may bring gifts. In general, youth do not celebrate birthdays; many youth do not know the day they were born, only the season in which they were born.

What are families like?

Households often include the father and mother and children, along with grandparents and sometimes cousins or aunts and uncles. In both countries, men lead their families. They are mainly responsible for earning the family income. Mothers are responsible for cooking, cleaning and taking care of the children. In some families, husbands and wives do the farming together. Children do many chores to help the family. Family members are very loyal to each other and do not want to do anything that would dishonor their families. Children are loved by their families.

The people of both countries are known for their friendliness and willingness to help others. Afghans are known for their kindness to strangers. They always will offer tea or food to a guest, even if they are poor.

How do people get clean?

Most people in the villages would bathe in a nearby river. They may also wash using water they've brought from a well.

What clothes do they wear?

It depends a little on where they live. Some clothing is very similar to ours. Most men and boys wear loose fitting, light weight clothes, such as baggy pants and shirts, to stay cool. Men generally wear a hat or head covering too. Some men wear long thin robes. Muslim women and girls generally wear the hijab, a head covering or scarf, which covers their head. Women may wear a burqa, an outer dress that covers their body over their other clothing.

Are there stores like grocery stores or toy stores?

In larger cities there are stores but we discovered they are very different than stores we have in the US. They have small shops or markets where they may buy clothing or food. In rural areas, it is common that women make the fabric and the clothing from sheep's wool or other things. Many families grow their own vegetables or fruit. They grow rice and wheat for bread, and these are the most common thing they eat. They may grow vegetables or buy them at the



markets. They may eat meat from sheep or goats. Pilau is a dish in Afghanistan, it is made of rice and vegetables or meat. They might have squash, carrots, eggplants, spinach or potatoes. They may drink cow, goat or sheep milk. Cities have a larger variety of fruits and vegetables available to them. They don't have toy stores. Any toys they have are usually homemade or sometimes the children get a gift of a toy from a soldier.

What is a soldier's day like?

The soldiers we wrote to told us this: "The days are long – 12 hours or more a day, 7 days a week. The day starts with PT (exercise) and breakfast, followed by work. We get lunch and dinner before our day is done. We eat foods that are pretty much like what we eat in the US. Each Soldier has a different job so each person's day can include many different things. After our work is done then we get a little bit of down time to take care of any personal needs, such as communicating with people back home. (To communicate, we use phone, email, and letters. We like getting letters from home!) Then it's off to sleep in order to get ready for the next day."

Summary:

We learned a lot about people in these countries. We learned that for most youth, their lives are very different than ours. We have a lot of stores and we have really nice schools. We don't have to worry about mines or a big war in our country. We learned that kids over there like to do many things we like to do—run around outside, be with their family, play with friends. We also learned that soldiers over there help the country in a lot of different ways, and that soldiers also help each other stay safe. We hope our research will help you to know a little more about these countries.





Over Here and Over There

Legends and Stories

The Necklace of Life – A Legend from Afghanistan

Background: One thousand years ago, Afghanistan was part of a trade route. Traders passed through the country looking for treasure. Stories of their adventures were told year after year. As in many cultures, history is told through storytelling. Many legends date back hundreds or thousands of years. Afghan legends are often about magic and treasure.



Characters:

Narrator	Fairy 1	Woman
Farmer	Fairy 2	Woman's daughter
Farmer's Wife	Fairy 3	King
The farmer's daughter	Fairy 4	Prince

Narrator: Once upon a time in a small village in Afghanistan, a farmer and his wife had just had a baby girl.

Farmer: I'm not pleased that it is a baby girl. I wished for a boy so he could work in the fields. My dear wife, I want you to take your daughter outside and kill her.

Narrator: But she could not bring herself to kill her daughter. The farmer's wife placed the girl in the dark basement in the house.

Farmer's wife: Shhhhh, dear one. Mama will help you when she can. Please stay quiet.

Narrator: The girl grew sick and pale in the days that followed. One day, four fairies found the girl. They each gave her a gift.

Fairy 1: (placing a necklace around her neck) To you, dear girl, I give the necklace of life. With it, you will always be healthy.

Fairy 2: I give you the gift of laughter that will make flowers fall at your feet.

Fairy 3: I give you the gift of the power to cry tears of emeralds.

Fairy 4: For my gift, I will cast a spell over the ground, so it will turn to gold bricks everywhere you walk.

Narrator: When the girl was older, the farmer's wife went to see a king. She told the king about her daughter.



Farmer's wife: ...and she can cry tears of emeralds! Also, the road turns to gold where ever she steps.

King: I should very much like to meet her.

Farmer's wife: I will bring her to you soon.

Narrator: So two days later, the farmer's wife hired a woman to take her daughter to the king. But the woman stole the necklace of life and put it on her own daughter. She hid the farmer's daughter. She said to her own daughter:

Woman: Now I will take you to the king, and the prince will be sure to marry you because you wear the Necklace of Life!

Woman's daughter: Oh, thank you mother! You are so kind to let me borrow the necklace so I can marry the prince.

Woman: You're welcome. I will take you to the king now.

Narrator: So the woman took her own daughter to the king, trying to trick him. But the king and his son were not fooled.

King: You fools! This girl cannot cry tears of emeralds nor do bricks turn to gold where she steps. This is not the real girl! Take her away and bring me back the real girl!

Narrator: The woman and her daughter left, and the king and the prince searched far and wide for the real daughter of the farmer. They finally found her in an empty castle. Since her necklace had been stolen she had fallen into a deep sleep. The prince kissed her and she awoke. The prince put the Necklace of Life around her neck, where it belonged.

Farmer's Daughter: So it is true. You are the prince my mother told me about. I feel strong again with the necklace around my neck.

Prince: (laughing) It is true. You are very beautiful, and very brave, and I would like to marry you at once.

Narrator: The two got married soon after that and lived happily ever after. They were surrounded by flowers, emeralds, and golden bricks- their lives filled with laughter and good health.

Source: Afghanistan by Barbara Knox, Capstone Press, 2004.

Story adapted into play format by 6th grader Katie Stevenson. Fridley, Minnesota, 2009.



Over Here and Over There

Service Member Stories

What do soldiers do and how do soldiers help people in Iraq and Afghanistan? Here are a few stories from soldiers we know or have read about.



Story 1

Hello...I am a Sergeant First Class in the Army National Guard. I have recently returned from an almost two yearlong deployment in Tikrit, Iraq. Most of the time I was in Iraq it was hot and dry. For a short three months a year it is cold and rainy. I even needed my long underwear then! The Soldiers are kept safe in Iraq because they wear all kinds of protective equipment. Our daily uniform included an ACU (Army Combat Uniform) with body armor, helmet, protective eyewear and boots. The days are very long...We usually worked twelve hours a day, every day of the week. We got up, exercised, ate breakfast, went to work, had lunch, worked, had supper and then got some personal time to relax or communicate with our Service Members at home. I communicated through e-mails, phone and letters (which were the best). I loved getting letters from home!

Story 2

Hello everyone...I am a Captain in the Army National Guard. In the last 4 years I have been deployed twice, once to Bagram, Afghanistan and once to Baghdad, Iraq. The people in Iraq and Afghanistan are people just like us. They do similar jobs to ours, like being merchants, police, mechanics and trash collectors. They wear glasses and makeup, ride bikes, play soccer and go to school. I was surprised to find out that a lot of them actually spoke English too! In a lot of cases, the whole family lived together in one small house (including parents and grandparents). Luckily, they do have electricity and plumbing in most cases. I missed my home while I was gone, but I know that I was helping Iraq and Afghanistan to rebuild their countries.

Story 3

Greetings...I am a First Sergeant in the Army National Guard. Last year I was deployed to Afghanistan for one year. While I was in Afghanistan I got to learn a lot about their culture and the way they live. The men wear loose fitting, lightweight clothes and usually a vest and hat. Most women will wear a burqa, which is a piece of clothing that covers the body from head to foot with only an opening for the eyes and hands. Usually, they go shopping at outdoor markets and in shops alongside the road. They worship in churches that are called Mosques and celebrate Muslim holidays like Ramadan. They eat lots of rice, lamb and goat meat, which they usually cook over an open fire. The kids go to school, but most of the schools and books that they have were built and donated since the Americans arrived. Our mission is to help the people build a stable government and help them to be self-sufficient.



Story 4



Hi...I am a Captain in the Army National Guard. I was recently on a one-year deployment in Afghanistan. While I was in Afghanistan I helped on a few different humanitarian missions. One time we worked with the Korean Hospital so that families were able to come in to visit a doctor and then received coats, hats, socks, toys and other items from the Soldiers. We partnered with the hospital on another occasion when we handed out food to the families. On another mission, I got to go to an all girl's school and hand out donated school supplies like pencils, books and notebooks. Before the Americans started helping with schools, some kids didn't even have a school to go to. And if they did go to school, they sat on the ground and did lessons in the dirt with sticks or small slates and mud. The Afghani people were so appreciative to the Americans and couldn't thank us enough for the support we have given them.

Story 5

Kick for Nick—One Soldier's Story

Nick Madaras was a soldier fighting in the Iraq War. He was from Wilton, Connecticut. He loved soccer. When he was in high school, he played soccer on his high school team. When he was stationed in Iraq in 2006, he could really see that the youth loved soccer and were talented at it. Soccer is the only sport that everyone plays. There is a little volleyball and basketball in schools, but people all seemed to love soccer. Nick felt bad for the youth because they would use anything they could find for a ball, which was often an old tin can. While home on leave, Nick collected soccer balls to take back for the youth. After he started this project he got killed by an explosive device in September, 2006. After he died, Nick's family and friends created an organization to honor his memory. They called it "Kick for Nick." They collect soccer balls and have some other soldiers give out balls to the youth of Iraq. When the soldiers do this, they first tell the youth about what a great person Nick was, and that Nick would be happy to see them kicking their own soccer ball. Now many people all over the country donate balls or uniforms to the "Kick for Nick" project, and youth in these countries can have more fun playing soccer. As of May, 2009 they have collected more than 21,000 soccer balls so far! If you want to know more about this project or want to donate, you can go to the website his family has created: www.kickfornick.com.

This summary was written by 3rd grader Ben Stevenson, based on the following article:

Lownds, Joan. "Legacy of PFC. Nick Madaras spreads in Iraq." May 14, 2009. Wilton Bulletin.com. Retrieved from www.acorn-online.com/joomla15/ on June 2, 2009.

Story 6

Helping to Save the Baghdad Zoo

In March of 2003, US coalition forces entered the war in Iraq. By April, there was intense fighting in and around the city of Baghdad. The Baghdad Zoo is very near many of the large presidential palaces and the other government buildings of former dictator Saddam Hussein. When US led coalition forces reached the city, the grounds of the Baghdad Zoo became a major battlefield. The Baghdad Zoo was once one of the largest zoos in the Middle East, housing 600



animals. The animals had been rather poorly fed prior to the start of the war. After the fighting, many of the animals escaped, some died, and many were injured and starving and filthy. Some were stolen for the exotic animal trade. The zookeepers were gone and looters had stolen everything from food to cleaning supplies. Soldiers were involved in many aspects of saving the Baghdad Zoo. They helped to find animals that had wandered off and protect people from the wild animals. They assisted officials from wildlife conservation organizations such as WildAid to help the animals. US Army Captain William Sumner was the military officer in charge of the Baghdad Zoo and he joined the team to help improve security and stop looters. He worked for 14 months helping the zoo to survive and rebuild. Many soldiers assisted the wildlife experts in repairing animal enclosures, keeping looters out of the zoo area, and finding food for the animals. The large cats (e.g. lions) needed about 10 pounds of meat a day. Zoo workers sometimes had to travel 60 miles (100 kilometers) to find donkeys to feed to the lions, and they also got bones from local markets and buffalo meat imported from India. The zoo reopened to the public on July 20, 2003 following improvements by US Army engineers and others. 86 animals were at the zoo, including all 19 of the surviving lions.



In November, 2009, a new book for kids will be published. It's called Saving the Baghdad Zoo: A True Story of Hope and Heroes. US Army Captain William Sumner is the co-author. There is also a great book for grown-ups about saving the Baghdad Zoo, called Babylon's Ark: The Incredible Wartime Rescue of the Baghdad Zoo.

Sources:

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Story 7

Saving the Books of Iraq

This is the story of Iraqi librarian Alia Muhammed Baker, who worked in Basra, Iraq. It is 2003, and Alia has grown worried given the increased likelihood of war in her country. She worried about what would happen to the books of her library. She was determined to preserve the irreplaceable records of the culture and history of her country. When her own government refused to help, Alia began a courageous and extremely dangerous task of spiriting the collection to safety herself, book by book. Her friend, a restaurant owner near the library, helped her, as did her husband and other friends. They carried the books to her home and her friends' restaurant. This strong, intelligent Iraqi woman hid more than 30,000 books. Her commitment to knowledge and history caused 70% of the books in the Basra library to be saved from destruction before the historic library building burned to the ground nine days later. Her story has been told in the books: Alia's Mission-Saving the Books of Iraq by Mark Alan Stamaty and The Librarian of Basra: A True Story from Iraq by Jeanette Winter. These books are great stories to share with young people of all ages. Alia's Mission also briefly describes the assistance given her by Military Personnel.



Over Here and Over There

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Patriotic Weaving

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 15-20

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Citizenship
- ★ Sharing

Activity Overview

Weave a patriotic bracelet (or bookmark) from red, white, and blue yarn on a cardboard loom.



Shout out!

Show your pride in the red, white, and blue by sporting this easy-to-weave bracelet! Not into bracelets? It also makes a patriotic bookmark. Make one for yourself and one to give a friend.

Get Ready

Roles for Uniformed Service Member

- Share what the colors red, white, and blue represent to you
- Assist the younger youth in their weaving project

Roles for Volunteers

- Assemble supplies
- Assist Special Needs youth
- Assist in tying off ends when weaving is completed

Activity Orientation for Volunteers: 1 hour

- Go over instructions for weaving the bracelet or book mark
- Assist the leader in preparing weaving kits (Directions below)

Preparation Time: 2 hours

Space: Indoor or outdoor setting and tables.

Do Ahead

1. Locate OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Kit – Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
6. Cut cardboard looms, size 4" X 12". (Cut from sturdy cardboard, cardstock paper is not durable enough.) Cut one for each participant.



7. Wind rug *warp* (you can also use string or lightweight crochet thread) around the cardboard loom long ways, until you have 10 evenly spaced threads on the front of the loom. (The warp threads should be evenly spaced about 1/8th inch apart.) Secure ends on the back of the cardboard loom with tape.
8. Cut yarn into 4-yard lengths. This is the *weft* thread, the working thread.
9. Secure one end of the weft yarn on the backside of the loom with tape.
10. Thread opposite end of yarn through a plastic yarn needle (your shuttle), pulling about 12 inches of yarn through the needle.
11. If time allows, weave in an over/under pattern for about ½” on the loom. Do not pull so tightly that the sides are drawn toward the center. This starts the project for the youth, making it easier for them to understand the project process.
12. Make up examples of bracelet/bookmark ahead of time.
13. Google “Military Stories” or search your local libraries for stories to share with the youth in case you do not have a Service Member helping with your session.

Get From OMK Tool Kit

- Music CD of Patriotic Music/calming music
- Boom box

Procure Supplies

- Masking tape
- Cardboard (cut ahead for looms)
- Rug warp or string/crochet thread – approximately 2 yards per loom
- Red, white, and blue variegated yarn- approximately 4 yards per youth
- Plastic yarn needles – one for each youth
- Scissors
- Extension cord
- Optional: buttons for embellishment, such as flags, hearts, stars, etc

Background

Change happens to all of us. Sometimes we plan for the change, other times it happens unexpectedly. Often we think we are the only ones affected by change. When we take the opportunity to share how change is affecting us, we often learn that others have been affected in the same way. The activities in this lesson, give us the opportunity to discuss the changes we are experiencing.

Weaving time is talking time. Have the MFLC and the Service Member circulate during the time the youth are weaving.

Set Up Your Space

(15 Minutes)

Volunteers set up the area with tables and chairs for the youth to work at. Set out the weaving kits. Have patriotic music playing and an American Flag standing on the table. Check the area for risk factors in the space; doors, broken chairs, electrical outlets, danger to the youth, security, etc.



WHAT TO DO

Patriotic Weaving

Icebreaker

Yarn Web (15 Minutes)

Webs show the connections between people and things.

1. Have youth stand in a circle.
2. Leader holds the ball of yarn and explains that the purpose of this activity is to give each person a chance to state their name and share one of the changes they or their family are experiencing. (If the youth seem uncomfortable in sharing changes, have them share their favorite patriotic song.)
3. Before beginning, remind them that when they get the yarn ball, they will continue to hold onto their section of yarn before passing the ball to the next person.
4. The first person (generally the leader) holding the ball of yarn says his name and shares a change their family is going through (or his favorite patriotic song).
5. Hanging onto the end of the yarn, the ball of yarn is then tossed to someone else, who gives their name and tells of a change (or their favorite patriotic song).
6. Remind them to hang onto their section of yarn as they toss the yarn ball to another person.
7. This continues around the circle until everyone has been introduced and had the opportunity to share.
8. The leader or the MFLC can then concludes the activity by comparing the yarn web formed to the following:
 - The strings touching as they cross over each other can be compared to the connections we can build with those who are having some of the same experiences during the preparation time for deployment of a Service Member
 - It can represent the new connections we make.
 - Ask, who is a new person who might now or will become a part of your life? (Good examples might include new people we meet if we had to move to a new community, a new person who has come over and offered their help by mowing the lawn, the coach of the summer baseball league who offered to help with transportation for a youth, so they could continue to be a part of the team etc.)
 - The end of the string that you are holding can represent your role in your family. It might represent new responsibilities for you, such as doing jobs that you were not responsible for before deployment.
9. Have the youth carefully lay the string down and ask one of the helpers and carefully rewind the yarn ball. It will be used again for closing.

Activity 1

Bracelet/Book Mark Weaving Project (60 Minutes)

Introduction:

I have a riddle for you today. What do July 4th and this bracelet have in common? (Answers may vary from “there is a lot of red, white, and blue seen in each,” to “they could represent pride associated with the Fourth of July.”) Red, white, and blue items represent American pride. On July 4 we celebrate our freedom as a Nation. How many of your communities hold a celebration at this time? What are some of the things that take place during



this time? (Community picnics, parades, dances, carnival rides or fireworks might be a few of the answers.)

Wearing the red, white, and blue bracelet or using the bookmark, is one way we can show our patriotic support to those who continue to defend our freedom and a reminder of your family's need to be strong even when you're separated during deployment. In addition, it is a great way to show how your family is woven together and sticking together through deployment.

It also serves as a reminder to us and to others that we acknowledge and appreciate the sacrifices that our deployed Service Members make, defending our freedom. It is appropriate that we show our support for those who are defending America's freedom at all times, not just on the Fourth of July. What are some other ways that you can show your support? (Examples include flying the Flag, wearing a Flag pin, attending Memorial Day services, etc.)

Today we are going to be weaving on cardboard looms. You will be making either a Bracelet or a Book Mark from the variegated yarn. The pattern we are going to follow is a simple one. We will be weaving over two threads, under two threads for the entire piece.

Weaving can be lots of fun and relaxing. (Be sure each one has a weaving kit.)

1. The first step has already been done for you. We have wound the "warp" thread on your loom. These are the threads you will be weaving over and under to create your pattern.
2. We have already attached the "weft" yarn to your loom also. It is threaded through a plastic yarn needle that will serve as your "shuttle," allowing you to weave over and under and pull the weft yarn through the warp threads.
3. We have begun the weaving process for you. You will be working in a simple pattern. Row one is weaving under two, over two, under two, over two and under two.
4. Row two is just the opposite. You will weave over two, under two, over two, under two and over two. These two rows make up your entire pattern and will be repeated until the end of the piece is reached.
5. It is important that you "pack" your work after weaving a couple of rows. To do this you will use your fingers to push the yarn you have woven closer together, making it tighter. You control the tightness of the weave. If you pack it really tight, you will not see any of your warp threads, only the weft. If you pack it loosely, you will see both the warp and weft threads. If you do not pack, your piece will be very loose and flimsy.
6. Continue weaving and packing until you come to the end of your loom.
7. **CAUTION:** DO NOT pull the yarn so tightly when you begin the new row to distort your edges. Try to keep these as even as possible.
8. **Be careful:** When you reach the area where the yarn is doubled through your needle, be sure to adjust it so you are weaving with only the single yarn, not the doubled or it will be more difficult to finish off your project.
9. Consider having music playing in the background while the youth are weaving.

When one or more have completed the weaving:

1. To finish, you have now woven your piece to the desired length. Now you need to anchor your weft thread by tying it off. To do this, you will first tape 5 inches (what is remaining if less) of your weft thread to the back of the loom.
2. Carefully cut in the middle of the warp threads **ON THE BACK SIDE OF THE LOOM.**
3. Remove your piece from the loom.



4. You now need to anchor the warp threads and the end weft threads or your piece will unravel.
5. To anchor the weft and warp threads, across each end, tie two threads next to each other in a knot, knotting tightly to the last row of weft threads. Continue across the ends of the piece.
6. Repeat tying two threads together, treating the two threads you tied together in the previous step as one.
7. If you are going to use your woven piece as a bookmark, trim the tied ends 1 inch from the knots. This will give you an inch of fringe. Do the second end the same way.
8. If you are going to use your woven piece as a bracelet, tie the two ends together to form a circle. Be sure you make it big enough to slip over your wrist. Cut the extra off, again leaving only an inch of warp threads remaining.
9. Embellishment – If you wish, you can tie beads or decorative buttons on to personalize your bracelet. Use some of the warp thread and your yarn needle to sew the button in place, being sure to wrap around one or more of the warp thread or weft yarns. Finish off by knotting on the backside of the bracelet. Button embellishments do not work well on the bookmark.
10. Return your cardboard loom and yarn needle to the appropriate place.
11. Share your patriotic bracelet and bookmark with others. Share with them what patriotism means to you. If you made a second one, who would you give it to and what would you tell them?

During the weaving process, have the Uniformed Service Member share stories.

They might share about what patriotism means to them. What do the colors red, white, and blue represent to them? What makes them proud to be an American? Why did they choose to be in the military?

Talk about changes. Ask the youth to share stories about their family's role and how it has changed since they heard about their loved ones deployment. If there is not a Service Member working with you, ask a veteran to come and share their experiences, share Military stories, or share what you have found on the Internet or at the library. Look for humorous stories that are appropriate. Also, have the MFLC circulate and confer with the youth.

Talk It Over

(15 Minutes)

★ **Reflect:**

What did you enjoy about the yarn web activity?
What did you enjoy about the weaving project?
Did you enjoy hearing the military stories?
Which ones did you like?

★ **Process:**

What are other ways you have shown your patriotism?
Did some of the stories sound like any your family could tell about being in the military?
Do you have a favorite story you like to share with others?
At home, are there jobs you will be asked to do or can volunteer to do that you normally do not do?



- ★ **Generalize:** Were you able to identify similar experiences where you expressed your patriotism?
What did you learn about communicating with others?
- ★ **Apply:** What have you learned about yourself?
What have you learned about ways that people help each other?
If you made a second bracelet or bookmark, who would you share it with?
What would you tell them about the weaving project?

Enhancement

You might want to incorporate this into your discussion while the youth are weaving. Look for other red, white, and blue items in your community? What time of the year do you remember seeing more of them? (July 4th, deployment and mobilization, and reintegration times) Are there other symbols that represent American Pride or American Freedom?

Closing

(15 Minutes)

Repeat the **Yarn Web Icebreaker** activity for a closing. This time have them again say their name and one additional task they have been asked to do, or could volunteer to do, at home during the time their family is preparing for deployment.

Close with:

Today we began with an activity that gave you the opportunity to share about the changes in your life. We also noted in our icebreaker how the yarn overlapped many times, weaving a web. When we work together, the web had strength. What is going to happen if the web becomes disconnected? (To illustrate this ask one or two to leave go of their yarn.) The web no longer holds its shape, it is no longer a tight web.) Our goal is to keep the web tight. How can we do that? (Someone else would have to pick up the dropped yarn.) The same is true if one person slacks off at home.

We talked about some additional responsibilities you might be asked to do, or volunteer to do, during deployment. One of the family changes during deployment is the shifting of responsibilities to another person. So to keep our web tight, (have those who dropped the yarn before pick it up again) we have to pick up the task that the deployed person was doing or pick up the task of the person who picked up the deployed person's task.

Sometimes it seems that we are being asked to do a lot more. Sometimes we feel overwhelmed and wonder why they have to do more. If you start to feel that way, talk with your family about your feelings, maybe it can lead to a responsibility shift and someone else can do what you were doing and you can pick up some of their responsibilities. Remember the goal is to keep the web tight.

Once the discussion is completed, have a helper go around the circle and cut the web between each person and tie it to their back pack or loosely around their wrist as a reminder of the connections and stories they heard and how everyone needs to work together to keep the web tight during deployment. (Ask one of the helpers to rewind the yarn ball, tying the cut ends together as they rewind it.)



Credits/Sources

Google “*Military Stories*” for some optional stories.
Spider Web Activity – Source unknown

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Shirley Doering, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Patriotic Weaving

Dear Family,

Today we made a red, white, and blue patriotic bracelet or bookmark. We wove this on a cardboard loom with variegated yarn. We talked about ways we show our patriotic support and how wearing the bracelet they made can be one of those. While weaving, we shared some of our family stories and heard others from Service Members.



We also made a web out of yarn and talked about the how the strings touching as they cross over each other can be compared to the connections we can build with those who are having some of the same experiences preparing for the deployment of a Service Member. It can also represent the new connections we make as we find other youth who understand that they are not the only ones experiencing some life changes, nor are they the only ones being asked to accept more responsibilities.

Assure them that if they feel overwhelmed about their new responsibilities that as a family you will talk about them and maybe be able to do some responsibility shifts. Encourage your young person to wear their patriotic bracelet as a symbol of support for those being deployed.

Thank you for helping your youth participate in Operation: Military Kid Deployment Cycle Support Yellow Ribbon Outreach Activity.

Best Regards,



Conversation Starters:

- What are your top 3 household chore picks? Why?
- What makes a strong family?
- What do you think would be the worst job in the world? Best job?
- What does being loyal mean to you?



Secret Codes

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Critical thinking

Activity Overview

Create a secret code and a 'code wallet' with a picture of you and your Service Member to send secret notes after mobilization.



Shout out!

Have you ever wanted to be a secret agent? This is your chance to develop a secret code and a code wallet with a secret code compartment for you and your Service Member to send back and forth while they are mobilized. What's your secret?

Get Ready

Roles for Uniformed Service Member

- Talk about how codes are used in the Military
- Help develop codes and make code wallets

Roles for Peer Volunteers

- Work on codes and code wallets
- Help download and print pictures

Roles for Volunteers

- Take close up pictures of the youth when they arrive
- Help youth make their code wallets
- Coordinate youth and keep them focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of computer, camera and printer connections and functions
- How to make the code wallet

Preparation time: 1 hour

Space: Large space for Mobile Technology Lab

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab (MTL) including digital camera, computers and printers.
7. Set up MTL and read through activities.
8. Check all supplies equipment.
9. Write each of the codes on your large tablet.
10. Make a sample message wallet to show youth.
11. Write famous people from Military Families onto index cards for icebreaker.
 - Alecia Beth Moore, Singer/Songwriter (Army)
 - Hunter "Patch" Adams, Doctor made famous by Robin Williams role (Army)
 - Christina Aguilera, Grammy winning singer (Army)
 - Jackson Browne, Singer/songwriter (Army)
 - Annie Leibovitz, Portrait photographer (Air Force)
 - Levar Burton, Actor(Army)
 - Chris LeDoux, Country music singer, rodeo cowboy (Air Force)
 - Joelle Carter, Model, actress(Army)
 - Bill Cosby, Comedian/actor (Navy)
 - Jerry Cantrell, Guitarist, Singer/Songwriter(Army)
 - Emmylou Harris, Multiple Grammy award winning singer (Marines)
 - Ciara, Grammy winning singer(Army)
 - Jim Morrison, Singer/songwriter (Navy)
 - Johnny Damon, Baseball player(Army)
 - Stephen Stills, Singer/Songwriter (Air Force)
 - Danny!, recording artist for Definitive Jux Records(Army)
 - Heather Locklear, model & actress (Marines)
 - Faye Dunaway, Actress(Army)
 - John McCain (John S. McCain III), Senator and 2008 Presidential Candidate (Navy)
 - Mayte Garcia, Entertainer, Actress(Army)
 - Newt Gingrich, Politician(Army)
 - Scott Hall, Professional wrestler(Army)
 - Priest Holmes, NFL All-Pro running back(Army)
 - Ron Gardenhire, Manager of baseball's Minnesota Twins(Army)
 - Davey Johnson, former MLB player and manager, current manager of US national team(Army)
 - Timothy Leary, author and counterculture guru(Army)
 - Douglas MacArthur, Medal of Honor winner and Supreme Allied Commander in the Pacific during WWII(Army)
 - Rudy Maxa "The Savvy Traveller"/National Geographic reporter(Army)
 - Julianne Moore, Oscar nominated actress(Army)
 - Shaquille O'Neal, basketball superstar(Army)
 - Mary-Louise Parker, Actress(Army)



- Lionel Richie, Singer(Army)
- Norman Schwarzkopf, Jr., General in charge of Desert Storm(Army)
- Gore Vidal, Novelist. Biological father was a West Point grad(Army)
- Bruce Willis, Actor (Army)
- Reese Witherspoon, Actress(Army)

Add as many as you want!

Get From OMK Tool Kit

- Duck Tape

Procure Supplies

- Duck tape (Find multiple colors)
- Clear shipping tape
- Scotch tape
- Folding tables
- Index cards, large and small
- Permanent markers
- Bags of suckers
- Large Writing Tablets

Background

Youth love secrets! Having a special and secret way of communicating with their Service Member will help them stay connected and feel special during mobilization. Youth will learn and develop their own 'secret' code and make a decoder card for themselves and their Service Member. Then they'll make a duck tape 'secret' code wallet with pictures of themselves and the deployed Service Member. They can insert their secret message inside their code wallet and put it in a letter or a card and send it to their Service Member where they are mobilized. Then the Service Member can send them a secret message back. What's inside? It's their secret!

Set Up Your Space

(10 Minutes)

Set up the MTL and make sure everything is working. Play a DVD of Spy Kids, James Bond or other spy movie as they enter the room and get their pictures taken.

WHAT TO DO

Secret Codes

Icebreaker

Secret Military Kids (25 Minutes)

Many famous people come from Military Families. It's their secret and you might just be surprised. Every one of these people is from an Army family.

1. I'm going to tape the name of a famous person on the back of each of you.
2. Circulate in the room and ask people questions and see if you can guess who you are.

Processing questions to ask:

1. Were you surprised at the variety of things these grown Military Kids have done?
2. How do you think their Military Families helped them succeed?



Activity 1

Code Creation (45 Minutes)

Introduction

A secret code is something that only you and someone else know. Today, we are going to do two activities. First, we're going to develop a 'secret code' for you and your Service Member to share while they're mobilized. Then we will make a secret wallet with you and your Service Member's picture on it that will contain your 'secret message'. Then you can send secret messages back and forth to your Service Member where they are mobilized.

1. There are many types of codes.
2. Some of the first codes were from ancient alchemists and used pictures.

A	B	C	D	E	F	G	H	I	J	K
☉	4	h	Y	⚔	☉	♀	♂	♀	☾	☉
L	M	N	O	P	Q	R	S	T	U	V
II	☿	∩	⌘	⚡	♊	♋	♌	♍	♎	♏
W	X	Y	Z							
⚹	X	Y	Z							

3. Another famous code is Morse Code. This is used at sea and with telegraphs.
4. Braille is a code for people who can't see.
5. A code can look confusing, but be simple.
6. For example, you could replace the first letter of every word with a random letter. Or you could try leaving out the vowels. (Many of you do that when you txt anyway!) Or you could figure out a numbering system for the alphabet and just write in numbers. Codes are as varied as your imagination!
7. When you work on your codes, just make sure you have the 'decoder card' handy for you and your loved one.
8. Now, try your hand at coding!
9. Make sure that every letter of the alphabet corresponds with something!

Activity 2

Code Wallet (45 Minutes)

1. Now it's time to make our secret message wallet.
2. On your table, tear off 1 strip of duck tape 10 inches long. Put it sticky side down on the table.



3. Rip a second piece of equal length and place it sticky side down overlapping length wise and halfway over the first strip.



4. Now, flip your tape over sticky side up and tear two more strips, and attach it to the sticky part of the piece you flipped over. You should now have a duck tape sandwich. Fold the ends so that there is no more sticky part showing.



5. Next, fold your tape sandwich in half. It should be about the size of a credit card or a folded index card.
6. Get the picture of you and your loved one. Cut it to fit onto one of the outside surfaces of your soon to be secret wallet.
7. Temporarily tape down your pictures with clear tape.
8. Now take your clear packing tape and wrap your pictures on to your wallet.
9. **Important! Leave an opening at the top for your messages!** You can use markers to decorate and put your name on the wallets before you do your final tape.



10. Put your special message inside!

Talk It Over

(10 Minutes)

★ **Reflect:**

What was the most surprising thing you learned about yourself by writing your secret code and making your wallet?
How did it make you feel?

★ **Process:**

How did you work with others to create a code or make your wallet?
What was the most challenging part of code making?
What was the most challenging part of making your wallet?
If you were to do this again, how would you do it differently?

★ **Generalize:**

What did you learn about others when you made your code?
Why do you think it is important to communicate and share your daily life and feelings with your loved one while they're deployed?
Does it feel good to have something that is secret for just you and your loved one to share?

★ **Apply:**

How will you show your deployed loved one that you are communicating, sharing and managing your feelings?
How can you show other family members that everyone has different ways of sharing their thoughts and feelings?
How can you use the skills you learned today in other situations?
Why was this project important to you?



Enhancement

Create secret codes and wallets for other members of your family and for your friends.
Try to make other types of things out of duct tape.

Closing

A secret code is something that only you and someone else know. Today, we did two activities. First we developed a 'secret code' for you and your loved one to share while they're mobilized. Then we made a secret wallet for you to insert into letters that you can send back and forth while they are mobilized. Use these wallets to compose positive messages for your deployed loved one. When you communicate and share your experiences with others about how you're feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Secret Codes

Dear Family,

Today your Operation Military Kid developed a code and made a secret wallet to send back and forth in letters to their deployed loved one. Youth love secrets and it makes things special when they know that what they have to say is important and unique. Having a special and secret way of communicating with their loved one will help them stay connected and important during mobilization.



Encourage them to insert their secret message inside a letter or a card and send it to their loved one where they are mobilized. Then the loved one can send them a secret message back. What's inside? It's their secret!

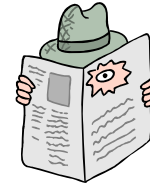
Help your kid manage their feelings, communicate and share their lives by asking them these conversation starters the next time you are in the car or sitting at a table eating a meal.

Thanks for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best regards,

If you have any questions about your youth's experience please feel free to contact me at:

_____.



Conversation Starters:

- If you could change one thing about your home to help you communicate with adults, what would it be?
- Do you think you are good at keeping secrets?
- Do you want to learn a foreign language? Which one and why?
- What is the trait you like the most about your family members?
- Which foreign language might you want to learn? Why?





Explore Your Community

Lesson Time: 4 hours

Grade Level: 6th -12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Responsible Citizenship
- ★ Teamwork
- ★ Communication
- ★ Concern for Others

Activity Overview

Explore your community and get a closer look at what's available and how you can make a difference locally.



Shout out!

Take a good look at the place you live! Get to know your community like you've never known it before. Find those hidden local resources and treasures, and then surprise your family and friends with the many opportunities that 'POP' out when you take a closer look.

Get Ready

Roles for Uniformed Service Member

- Assist youth with activities
- Provide input on communities they live in or have experienced
- Share ideas about how youth can become involved with communities

Roles for Volunteers

- Assist with posting flip charts or note paper on the walls for Activity 3
- Assist youth as needed with activities
- Assist with Activity 6 and passing out assignment cards to the participants
- Assist with Activity 7 and preparation of Fruit Kabobs

Activity Orientation for Volunteers: 20 Minutes

- Directions for Activities 3, 6 & 7

Preparation time: 30 minutes

Space needed: Indoor space with work tables and room to post flip chart paper or posters on the walls (or blackboard space to write).

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Copy Parent Letter.
7. Shop for grocery items and procure supplies.
8. Gather a large amount of recycled boxes, tubes, containers, straws, tape and other found items to divide equally among the groups.

Get From OMK Tool Kit

Activity 6

- Cutting boards

Procure Supplies

Activity 1

- Paper
- Writing utensil (1 per participant)
- Sample community map for wall (i.e. from a telephone book)

Activity 2

- Markers (Basic colors, enough sets for group size)
- Flip-chart paper or large pieces of paper (7 sheets)
- Masking tape

Activity 3

- Paper
- Writing utensil (1 per participant)

Activity 4

- Masking tape
- Colored paper or construction paper

Activity 5

- Several hard cover books of the same approximate weight
- A large amount of recycled boxes, tubes, containers, straws, tape and other found items to divide equally among the groups
- 3x5 note card's with the following statements on them:
 - Praise people in your group for their good ideas
 - Ask someone in your group who has been quiet to share their ideas
 - Suggest that each person take a turn sharing their ideas
 - Encourage your group to work as a team
 - Play with the blocks to try to make someone laugh
 - Leave your group and wander around the room to avoid helping
 - Try to convince everyone to agree with your ideas. Take over. Act bossy
 - Talk about other topics to try to distract one person in your group

Activity 6

- Wooden skewers (one per participant)
- Sharp Knives
- Large bowls (1 per item)
- Red grapes
- Green grapes
- Strawberries



- Kiwi (should get peeled and sliced into 12 slices by participants)
- Bananas
- Marshmallows

Background

We all live in communities and neighborhoods, whether large or small, urban or rural. As members of a community, we have a role in knowing what is available, what organizations exist and how we might choose to get involved. By mapping out the community, thinking about what the community has to offer and working with others, we learn about how to get involved, what's needed and how to speak up for youth interests.

Set Up Your Space

As youth come into the room, there will be a variety of maps on the wall such as community maps, state road maps, or names of communities. This will help to set the stage for youth to think about the various parts of our community.

WHAT TO DO

Explore Your Community

Icebreaker

I'm a Community Asset (15 Minutes)

Ask all participants to stand in a circle. Ask everyone to introduce themselves by providing their name and grade in school. Then ask them to share information about the type of community they live in (i.e. farm, rural community, small town, large town, city, etc.), and the one thing they like about their community.

Introduction

(5 Minutes)

As you think about your community and where you live, I would like you to think about the strengths of your community. What types of things are good about where you live? If you wanted to tell someone about your community, what things would you highlight and share? Can you list three things in your mind? I'd also like you to think about what some challenges are in your community. Is it easy to think of three things, or is the list longer than that?

Communities are places that have been created by the people who live there, the interests they have, and the businesses and industries that operate there. Some communities thrive because people in the communities invest a lot of time and energy into the community, organizations, and opportunities that are available. Other communities sometimes struggle because people don't get involved or don't want to take time to help others out. As you think about your community, what do you see happening?

Activity 1

Mapping your community (30 Minutes)

Let's take a look at your community. Can you picture in your mind what all is there? Sometimes it's hard for us to notice things that are around us. On the piece of paper in front of you, I'd like you to draw a map of your community. If you live in a large community or city, think about your neighborhood or the area where you spend the most time. If you live in the country, think about the community where you spend your time (the place you buy your groceries, go to school, or a place of worship, etc.)



- Make sure you start with the physical features of your community such as a river or a lake
- Pay attention also to any major roads that run through your community
- Now make sure you add in the schools, the grocery store, or shopping center, etc
- Next on your map, I'd like you to put a star on five places that are the most important to you and label them

On the other side of your map, I'd like you to start a list of community organizations that you know exist in your community. This might include the Boy Scouts or Girl Scouts, 4-H, Lions Club, Jaycees, Kiwanis, American Legion, VFW, Trail Organization, Pheasants Forever, Ducks Unlimited, worship related groups, etc.

As you think about the community organizations in your community, ask do they support youth? What might they need to know about youth in your community to do a better job of supporting youth? We'll look at some possibilities here today and think about how you can connect to your community in positive ways.

Now I'd like you to join a partner and draw what you think would be the ideal community that has all the things you would want as a young person. What do you think are the most important things to have available? Are any of these things currently available in your community? Is there anything you could do to increase opportunities in your community?

Activity 2

Dreaming about your community (30 Minutes)

Take several pieces of flip chart paper or large pieces of paper or blackboard space and write the following colors across the top (you could also add the question if you would like). Participants will be asked to move around the room and post comments on the sheets about their experiences with communities.

I'd like you to think about the following questions and how you would answer them related to your community.

- Red – typically is the stop/turn-off color
What is the one thing about your community that is really a turn off?
- Orange – is the motivation color
What is motivating about your community?
- Yellow – is the inspiration color
What is an idea you could share with your community (to try something new, something needed)?
- Green – is the money color
What is an investment in youth your community could make?
- Blue – is the sky's the limit color
What do you envision about the future of your community?
- Pink – is a happy color
What do you like about your community?
- Purple – is the color of royalty
If you were the mayor of your community for a day (with unlimited power) – what is the first thing you would do?



Take a few minutes to think about your ideas and then come up and write your thoughts on the appropriate sheet. There is no right or wrong answer – this is about your community and what you think or experience.

What are some of the important things to know about communities? What surprised you? What didn't you know before you started this process? How do you show your interest in your community? How are you responsible for things that occur in your community?

Activity 3

Island Decisions (25 Minutes)

Provide participants with a pencil and paper and ask the question: "If you were on a deserted island, what 5 things would you want to have with you?"

1. Give participants five minutes to generate their list individually.
2. Now they must work with a partner to come up with, and agree upon, five items between them.
3. After another five minutes, the pair must form up with another pair to come up with, and agree upon, a list of five items.

What items did you have to give up or negotiate when you made the first change from individual to a partner? Did anything change from the work with your partner to when you joined another small group? Would you be able to survive on this island with the items you selected?

Activity 4

Helping Hands (30 Minutes)

Pass out some colored paper to all participants. Have them trace their hands on the paper as many times as they can. Cut out the hands. On some hands, have youth write about recent incidents where they have helped someone else. On the other hands, have youth write about incidents when they appreciated help from someone else. After youth finish, have them describe what they wrote, then hang their hands on the wall so they form a collage.

- What are some of the most positive experiences you've had helping someone?
- What did you learn from those experiences?
- What feelings do you get when someone helps you?
- Sometimes we get so preoccupied that we don't think about helping others. What can we do to remember the value of helping others?

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Activity 5

Kids Connect (1 Hour)

- Divide the group into small groups of four participants and divide building materials.
- Invite them to use the materials to create a strong structure that will support the weight of several books.
- Let participants get started on their construction projects.

Use the stack of note cards with directions for role-playing. Each card lists one direction for being either a helpful group member or a disruptive one. Give one or two participants in each small group a note card with a role-playing suggestion. Ask each person who receives a card to read the information without revealing its contents to anyone else; instruct them to start using the behavior or attitude described on the card. After several minutes, ask the groups to stop.



Invite them to reflect on their group experience.

- What thoughts and feelings did you experience while working on your construction project?
- What led you to feel frustrated?
- What prevented your group from working well together?
- What supportive actions and messages did you observe during your group's work time?

Collect the role cards and redistribute them to different participants in each group. Direct participants to resume building their structures, letting them know how much time they have left to complete the structure.

- Halt construction and see how many books each structure can hold
- Encourage participants to continue using their role cards during the weight test

Repeat the questions above, and add the following:

- Was your group able to complete the task in the time allowed?
- Did the role cards affect how successful your project was? Why or why not?
- Which role cards made construction harder and why?
- Which role cards made construction easier and why?
- What ideas do you have for helping groups work well together?

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Activity 6

Making Fruit Kabobs (45 Minutes)

Many community organizations find themselves having a snack during a meeting, at the end of the meeting, or holding the meeting over a meal. Food often brings people together. We're going to make a snack together, but it's going to take all of us working together to make it happen. I have here several different items that will go into making fruit kabobs: bananas; strawberries; kiwi fruit; green grapes; red grapes and marshmallows. We'll need to cut the fruit and then each person can assemble their own fruit kabob.

Provide utensils such as cutting boards, sharp knives, and bowls for the products. Ask everyone to wash their hands before they begin any work with the food.

After all the items have been cut and put into bowls, participants may take a skewer and begin making their fruit kabob. Put the items on the skewer in the following order:

- Red grape
- Strawberry
- Marshmallow
- Green grape
- Kiwi
- Strawberry
- Banana
- Marshmallow

Everyone can take time to enjoy their tasty treat!



Talk It Over

- ★ **Reflect:** What are some of the important things to know about communities?
How do you show your interest in your community?
Do your parents and friends show an interest in your community?
How are you responsible for things that occur in your community?
How is your community or neighborhood affected by deployments?
- ★ **Process:** Do your parents and friends show an interest in your community?
How are you responsible for things that occur in your community?
How is your community or neighborhood affected by deployments?
What was the best part of today's activity? Why?
What suggestions would you have for future learning about communities?
How did your group work together?
How can others in your family learn from the process you went through today?
How can this process help your family after your loved one is deployed?
After they return from deployment?
- ★ **Generalize:** How could your community be a help to you during a deployment?
What things could your community do to involve you?
What strengths do you bring to your community?
What strengths does your family bring to the community?
How can you communicate your ideas to your community?
- ★ **Apply:** What specific things can you do to show that you are a responsible citizen in your community?
How can other young people show their interest and responsibility to the community?
How could you encourage your community to support Military youth during a deployment?

Enhancement

Challenge youth to identify one thing they could work with a community organization to improve for youth. (A skate park? A teen on the city council? etc.)

Have youth talk to a community organization about their experience as a Military youth to encourage others to get involved in supporting youth and families during a deployment.

Closing

Communities offer so many things to people of all ages. As a young person, it's important for you to not only know what your community has to offer to you as a teen, but also what it offers to other community members. Consider how you might want to get involved or learn more about what your community has to offer and why you might have a story to tell to a community or civic organization. Talk to members of your community about your Service Member and the contribution they are making to our country. Find out ways that you can help your community and how your community can help you.



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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Explore Your Community

Dear Family,

Today we explored the topic of communities and the value of knowing what your community has to offer to people of all ages. We created a map of your community and what it offered, as well as the important things your young person identified. Youth also identified what an ideal community would look like through their eyes.

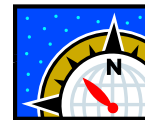
This project was a good way to explore what your community has to offer and how youth could get involved. They had an opportunity to express what they valued and were frustrated by in the community and what they might do if they were 'Mayor for a Day' of your community.



I would encourage you to visit with your young person about your community and the community/civic organizations that are available and how they value youth. You may wish have a few conversations using the conversation starters listed below as well.

Thank you for having your youth participate in this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach experience. Staff enjoyed the opportunity to meet your youth and learn about their communities. I hope it was a great day for your youth!

Regards,



If you have any questions about your youth's experience, please feel free to contact me at:

_____.

Conversation Starters:

- What is motivating about your community?
- What is an idea you could share with your community (to try something new, something needed)?
- What is an investment in youth your community could make?
- What do you envision about the future of your community?
- What do you like about your community?
- If you were the mayor of your community for a day (with unlimited power) – what is the first thing you would do?





Smart Shopper

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Critical Thinking
- ★ Problem Solving
- ★ Wise Use of Resources
- ★ Self Responsibility
- ★ Decision Making



Activity Overview

Learn how to make decisions when shopping to be a wise consumer.

Shout out!

Learn to be a smart shopper! Have fun and get the most for your money as you learn savvy shopping skills. Researching, price comparison, and assessing a good value are just some of the things you may pick up. Come shop with us!

Get Ready

Roles for Uniformed Service Member

- Share experiences of shopping for a product in the PX, or while deployed. Describe what went into their decision making
- Assist youth with comparison shopping and analyzing options for best shopping decisions

Roles for Volunteers

- Assist youth at stations as they explore choices and do activities

Activity Orientation for Volunteers: 30 Minutes

- Describe the activities that will occur and how their assistance will be required. (Such as prompting questions about shopping experiences, etc.)

Preparation time: ½ hour

Space: Indoor space with tables for participants to work.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Check supply lists. Have extra supplies on hand.
7. Make copies of worksheets, station activities and Parent Letter.



- Consumer Education Information
- Values Shield
- Milk/soap grid
- Crossword puzzle
- \$100 Choices
- Parent Letter

Get From OMK Tool Kit

- None

Procure Supplies

- Writing utensils
- Copies of crossword puzzle (1 per participant)

Activity 2

- Copies of \$100 Choices worksheet (1 per participant)

Activity 3

- Copies of Value Shield (1 per participant)

Activity 6

- Copies of Consumer Education Judging (1 per participant)

Background

Many youth are spending significant amounts of money on purchases and don't always have the tools to make wise consumer decisions. It's important for youth to identify their shopping behaviors and to understand how messaging and commercials can impact their spending behaviors. Youth should be encouraged to research purchases, evaluate products, and use critical thinking skills in their shopping expenditures, especially when money, time, and resources, may be scarcer during deployment.

Set Up Your Space

As youth enter the room, there will be a crossword puzzle for them to work on using many of the terms we'll explore later in this activity. One worksheet per participant will be needed.

WHAT TO DO

Smart Shopper

Icebreaker

Silent Line-up (15 Minutes)

1. Youth will gather in a circle to hear the instructions.
2. Ask each youth to share their name and one item on their **“wish list”** of something they would like to purchase in the next six months.
3. After everyone has shared, remind youth they should remember their item.
4. Now everyone will need to line up according to the price they estimate their product will cost – **without speaking!**
5. Designate one end of the room as the largest dollar amount and the other end of the room as the least dollar amount. Youth will need to move around the room and find their place



in the line where they think they fit with their estimated dollar amount, **without speaking** to anyone.

6. When all the youth are lined up, have youth begin at the smallest end of the amount line and state their estimated purchase price – and move through the line and see how close the line placements were.

Introduction

(10 Minutes)

Decision making is an important skill to learn because of the multiple decisions individuals make every day, including what to wear in the morning, what to purchase at the grocery store, or deciding where to buy gasoline for your car.

In 2006, teens spent \$179 billion. That involves a lot of decision making! (NAA Business Analysis & Research Department, August 2007). A 2007 Teens & Money Survey by Charles Schwab found that 73% of teens surveyed believe they will be earning “plenty of money” when they are out on their own; 53% indicated they believed that they would do better financially than their parents or guardians.

In addition, based on careers that interest them most, teens believe they will be earning an average salary of \$145,500. (Charles Schwab Teens & Money 2007 Survey: www.aboutschwab.com/teensurvey2007.pdf)

Learning and using a decision-making and problem-solving process helps youth grow up to be independent, responsible, and happy adults. It has been found that when teens make more of the decisions affecting them, they will learn and grow from their successes and their mistakes. (Welker, E. “Decision Making/Problem Solving with Teens.” Ohio State University Extension, 1998)

Learning *how* to make decisions is a vital life skill. The decision making model involves these steps:

1. Identify or define the situation or problem.
2. Determine possible options, choices, or alternatives.
3. Evaluate the options; look at the pros and cons of each choice. Base your choice on criteria that are important to you.
4. Choose one option and act on it.
5. Evaluate the decision – would you make the same decision in a similar situation?

<http://www.fourh.umn.edu/programs/ConsumerDecMaking/ConsumerDecisionMakingProgramGuide-March2009.pdf>

Can you imagine what life would be like if you had all the money you ever wanted to purchase whatever you think you’d want? Most of us never have enough money to buy everything we need and want. As a consumer, someone who spends money to buy things, we all need to learn about ourselves and how we shop. It’s important to know these things about yourself so you will be able to make wise spending decisions. Let’s explore your spending habits by looking at the following list:

Think about something you are interested in purchasing. Have you been able to rush out and buy it? How long have you wanted it? Have you done any planning for it? Think about the last time you went shopping. Is there a specific time you like to shop? Do you enjoy shopping?



Do you like to shop alone or with someone else? Do you purchase the first thing you see or do you shop around?

Knowing these things about yourself and your shopping behaviors is important as you are a consumer and spend money and make economic decisions.

Activity 1

Wants vs. Needs (10 Minutes)

Many times we struggle with the difference between a want and a need. As you think about the many things we can purchase and use, which ones come to mind that might be needs?

A need is defined as the basics you need for survival and a want is something that makes life more enjoyable or easier. Let's brainstorm a list of things that could be described as needs: (items might include shelter, clothing, food, and health needs like prescriptions or medications)

How about the want list – what might you put on that list? (items might include music, TV, games, movies, books, fast food, etc.) It's important for you to recognize the difference between a want and a need so you can make good choices. Wants are acceptable things to purchase, but you must make sure you have taken care of your needs first.

Activity 2

The \$100 Bill (15 Minutes)

Let's say you just received a \$100 bill – maybe for a gift or for doing a job for someone or selling some treasures you decided you didn't need anymore. For some people, that money burns a hole in their pocket and they can't wait to spend it. Other people like to strategize what they might do with their funds.

1. As you look at the sheet I've passed out, I want you to think about your choices and what you might do with the \$100 you have received.
 - **Examples:** Shirt - \$25; Jeans- \$45; CD's - \$13; Night at the movies – with popcorn & soda - \$15; Car payment - \$75; Car Insurance - \$50; Gift for a friend - \$10; Pay back parent for loan - \$10
2. After everyone has completed "spending" their \$100 bill, talk with the group about why they made the choices they did. Find out how many youth had a "need" with their money and felt an obligation to pay that off. How many others had money that they just "wanted" to buy something fun?

It's important to recognize that we all make financial decisions based on many influences around us and that we'll all make different choices based on those influences and circumstances.

Activity 3

My Value Shield (45 Minutes)

What's important to you? Is it family, friends, honesty, success, or good grades? These are some of the things that are important to people. They are called values. Values are your guiding principles. They direct your behavior. Your values are those things that are important to you. Not everyone considers the same things to be important. You have a unique set of values that may make you think and feel differently from the person next to you.

Values are developed over time because of life experiences. These meaningful experiences may be with family, friends, teachers, or others with whom you are close. There may be famous people or characters in a book or movie that you admire because of something they said or did. Values develop out of both good and bad experiences. You may see someone do or say something you don't agree with and you make up your mind never to be that way. Values



can seldom be traced back to being told what should be important to you. Rather, your values develop because of what has happened in your life.

Throughout history, a coat of arms was used by some people to distinguish themselves from others. Sometimes it represented acts of valor or bravery. Other times it stood for a family's important accomplishments or status. These shields, or family crests, had symbols and colors similar to a flag.

1. List four things you value that you want others to know about you. Then think of a symbol for each of those values. (example: Value – family Symbol – parent/child)
2. As you think about your personal shield, it will be a collection of items that represent your personal values. You can build your design by using words, drawings, symbols or pictures. You can draw them or cut them from a magazine. Add your favorite colors. Be sure to write your last name on the banner below the shield to take ownership of your value.
3. Ask youth to share something from their shield with the group.

Activity 4

Target Your Customer (30 Minutes)

As you watch television or read a magazine, you will see many different ad techniques that are aimed specifically at young people. The Center for Media Literacy has developed a list of common advertising techniques used in commercials aimed especially at young people. The techniques aimed at you include:

1. **Ideal Kids:** the kids in the commercials are often a little more perfect. They're role models.
2. **Heart Strings:** create feelings that draw you into the advertisement and make you feel good. We're more attracted to products that make us feel good.
3. **Amazing Toys:** show toys in life-like fashion, doing incredible things, when the toys are not really capable of doing these things.
4. **Sounds Good:** music and other sound effects often add excitement and helps set the mood advertisers want.
5. **Cute Celebrities:** cartoon characters.
6. **Family Fun:** showing parents enjoying their youth's fun to provide family togetherness.
7. **Excitement!** Watch the expressions on the youth's faces in the ads.
8. **Star Power:** sports heroes, movie stars, and teenage heart throbs are being paid to tell you what to eat, wear, and purchase.

In a small group of 2-4, take 20 minutes or so and think about a product that you might be able to "sell" to other kids that have some of these techniques. You might have an idea from something you saw on television or in a magazine. Think about a product that other kids might want. What might you do to help "sell" that product to others? Write down some ideas of what would work to sell that product.

Activity 5

Financial Alternatives (20 Minutes)

Some people choose not to buy gifts for others because they have figured out things they can *do* instead. You might be able to create the gift by using your skills and talents, or by working with someone who can help. This might be something like painting or drawing a picture or baking a cake or cookies or making a birdhouse. Other people may choose to give something in the form of *doing* something for someone such as raking leaves, cooking a meal, mowing the



lawn, or washing the car. Finding a way that you can give something that doesn't cost money often means as much to the receiver as getting a physical gift. What might be some ideas that you have about a gift you can give at a low cost? List your ideas within a small group.

Saving money is something that many people have to work very hard at. They are so excited to get a paycheck or a gift of money and do something fun with it, they sometimes forget to "pay themselves" and save money. The approach of "paying yourself first" is one way that some people have gotten better at saving money. They might choose to take the first \$10 of their paycheck and save it, or a percentage of the gift they received and put that into a savings account. It is often very difficult to save money for a future use if you don't get into the "habit" of saving. Sometimes people set a goal of something they'd like to buy so they can save toward it. Sometimes people put money in a savings account so they have some money for an emergency or for a larger purchase or maybe a trip in the future. Name something you might wish to save for as a future purchase.

Sometimes as a consumer, things happen to us that we don't plan on. Think about these situations in a small group and think about how you will respond.

1. You buy something through an online auction. When the item arrives, it's not what you wanted at all. You're really disappointed and you feel cheated by the seller. What do you do?
2. You receive greeting cards in the mail. You didn't order them, but the organization that sent those cards hopes you will send a financial donation. What do you do?
3. You answer your home phone only to hear a telemarketing pitch. You are surprised, because your family signed up for the federal "do not call" registry. What do you do?

Activity 6

Comparison Shopping (75 Minutes)

Comparison shopping takes time and effort, but it helps you to be savvy about good buys. Some stores price items less than other stores because the large volume of sales lets the store sell items cheaper and still make a good profit. Some stores offer less expensive brands that may be acceptable quality. Prices may be based on several factors such as type of store, brand, quality quantity, or size of an item. Factors such as time and transportation costs must also be considered when comparison shopping to get the total cost of buying the item as compared with the total cost of a like or similar item.

It pays to comparison shop. There is no hard and fast rule you can use that will always get you the best buy. You should always check prices as they will change.

Item	Brand	Total Cost	Size	Price per unit	On Sale? Yes / No	Acceptable quality/taste for family
Toothpaste	A	2 for \$3	6 oz each	\$0.25	Yes	Family likes
Toothpaste	B	\$0.87	6 oz	\$0.145	Yes	Family doesn't like
Milk	A	\$1.99	1 gallon	\$0.995 per ½ gallon	Yes	Family won't drink a gallon before it spoils
Milk	B	\$1.43	½ gallon	\$1.43	No	Right size for family

1. The toothpaste that costs the least is B, but your family doesn't like how it tastes. That might not be the best buy if your family won't use it.



2. The half gallon of milk is cheaper in total cost, but the gallon size is cheaper when you figure cost per ounce. Because items come in different sizes and prices, to compare the cost of various sizes, savvy consumers know how to find the price per unit of a product. Price per unit is found by dividing the total cost of the item by comparable units such as ounces, pounds or by the number of pieces in the package.
3. Half gallon = 64 ounces at \$1.43 = \$.02 per ounce
4. Gallon = 128 ounces at \$1.99 = \$.015 per ounce

If you just look at the cost, it is cheaper per ounce to buy the gallon of milk. But if your family won't drink a gallon of milk before it spoils and it has to be thrown away, is it still cheaper?

Be sure that you find the price per unit of the product, not by size of container. For example, two boxes of cereal may be the same size but one may contain more cereal than the other. The amount of cereal is listed in ounces. You can divide the price of the box by the number of ounces to get the unit price.

Being a consumer means you need to look at a lot of different things when shopping and before making a purchase. I have four different situations that you might need to make some decisions about at some time throughout your teen years.

Each participant gets a worksheet and writing utensil. Depending on the size of the group or the age of the participants, you may wish to allow them to work in partners.

Directions

1. Visit each station and read through the situation, then think about the information that is presented to you.
2. Make a decision about each situation and why you think it is the best purchase.
3. Rank each situation in order of what is the best purchase, to what is the last thing you would purchase. In each situation, each choice is labeled with 1, 2, 3, or 4. When you have selected your ranking of how you would make the purchases, put them in order from best choice to your last choice. That might look like 1,2,3,4 or maybe 4,2,3,1, etc.
4. We'll talk about all the choices when everyone has visited the stations.

Discuss the situations they had to make decisions about and then share with them the best choices – and why the decisions turned out like they did.

(Refer to the Answer Worksheet attached to this lesson.)

Additional consumer decision making examples may be found at:

<http://www.fourh.umn.edu/programs/ConsumerDecMaking/>

Talk It Over

- ★ **Reflect:**
- What did you learn about yourself as a consumer?
 - What will you share with a friend if you shop together in the future?
 - What choices will you consider the next time you shop?
 - How will the choices you make as a consumer change when your loved one is deployed?



- ★ **Process:** What is the most challenging thing about being a consumer?
How do you make your decisions about consumer issues?
What suggestion do you have for others who are learning to make consumer decisions?
- ★ **Generalize:** What similarities between shopping and being a consumer could you see in preparing for a deployment?
What skills could you share with your family about shopping as you face an upcoming deployment?
Why do you think it's important to be a wise consumer in today's society?
- ★ **Apply:** How else can you use these consumer shopping skills in your life?
Can you share an example of a time that researching a situation and evaluating the facts will be important in decision making?
In what ways can you help your family as a wise consumer?

Enhancement

Allow youth to go on-line and research items of interest to them, then have them create their own consumer judging activity for others to evaluate. If computers are not available, they could create a list of ideas of products that teens might be interested in purchasing and set up their own consumer decision choice activity.

Closing

As you grow older and share responsibilities in your family, you may be expected to do more shopping or decision making on certain products. Being prepared to make wise decisions and knowing how you arrive at decisions will be a valuable tool for you and your family. As you experience a deployment, consider how you fit into the decision making process and how you can share your skills with your family.

Credits/Sources

The Consumer in Me. Level 1 pp.21, 23, 33. used with permission of the National 4-H Cooperative Curriculum System © BU-08030 4HCCS

Consumer Wise. Level 2. p. 8, 9, 19, 32 used with permission of the National 4-H Cooperative Curriculum system © BU-08031 4HCCS

University of Minnesota Extension, MN 4-H Consumer Decision Making Program. Retrieved May 1, 2009, from 4-H of Minnesota Web site:

<<http://www.fourh.umn.edu/programs/ConsumerDecMaking/>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Smart Shopper

Dear Family,

Today we talked about being a consumer and making purchases. We learned about how to make choices and decisions by considering wants and needs and by learning about saving money. It is hoped that youth will be able to use some of their new skills and knowledge to help you make choices and decisions as you purchase items.



Please help youth continue to learn about being a wise consumer and making choices by asking them to review ads for the grocery store and consider specials or coupons, or considering the options to research a new appliance by going on-line to review consumer reports and review on-line ads from area businesses or larger retail stores.

Take some time to talk with your youth about budget, purchasing and how resources might change after deployment of your loved one.

Thank you for participating in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity. I hope your youth had fun and that this has been a good learning experience.

Sincerely,



If you have any questions regarding your youth's experience, please feel free to contact me at:

_____.

Conversation Starters:

- What do you need to consider when shopping for specific items?
- What financial alternatives are available for gift giving within our family this year during the deployment?
- When isn't it appropriate to buy something just because it is on sale?
- What would you like to help with as our family shops to be able to use your new consumer skills?



Item	Cost
Total	



Item	Cost
Total	



Consumer Decision Scenarios

Scenario #1: Bottled Water

Kelly is entering 8th grade this fall. For her birthday she received a new bike her mom says she can ride to school. One very hot, humid fall day as she is planning to leave for school her Mom calls home from work and tells her if she is going to ride her bike to school she will need to stop at the store down the block to get some water she can drink along the way. Her mom tells her she will get thirsty on her 7 block ride and will need the water. Kelly only has her birthday money available. Kelly stops at the store to make the best choice.

Criteria

1. WATER FOR THIRST ON HER CASUAL RIDE TO SCHOOL
2. EASY TO CARRY ON A BIKE
3. ECONOMICAL CHOICE

1

Propel Fitness Water
\$1.29

#2

Klarbrunn Drinking Water
\$1.09

#3

Preferred Selection Flavored Sparking Water
\$.79

#4

Clearly Canadian Sparkling Water
\$.99

Source: University of Minnesota Extension:

www.fourh.umn.edu/programs/.ConsumerDecMaking/pdf/WaterInt.pdf



Scenario #2: Fast Foods

Jackie decided not to go out for a fall sport, but it is very important to her to keep physically fit for basketball season.

She will keep her job at the sports shop, going there after school each day. Two days each week she will have to eat fast food so that her schedule will work.

Which fast food meal should Jackie select most often to keep the cost down, be low in fat, and be a good source of protein and carbohydrates?

Criteria:

- Cost
- Low in fat
- High in protein
- High in carbohydrates

#1

Roast Beef Sub with Cheese
Baked Potato Chips
Skim Milk

Cost: \$4.27
Total Fat: 20 grams
Protein: 44 grams
Carbohydrates: 66 grams

#2

Pepperoni Pizza
Bread Sticks
Sports Drink

Cost: \$4.47
Total Fat: 22 grams
Protein: 30 grams
Carbohydrates: 94 grams

#3

Garden Salad with Ranch Dressing
Chocolate Chip Cookie
Vanilla Shake

Cost: \$4.47
Total Fat: 30 grams
Protein: 28 grams
Carbohydrates: 117 grams

#4

Chicken Strip Basket w/
French Fries and Gravy
Medium Blizzard

Cost: \$6.50
Total Fat: 73 grams
Protein: 47 grams
Carbohydrates: 199 grams

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/fastFoods.pdf



Scenario #3: Lunch at a Volleyball Tournament

Abby is high school junior attending an all day volleyball tournament held at a college. She has a game at 9:00 a.m., 2:00 p.m., and 5:00 p.m. Most of Abby's teammates eat at the concession stand and she likes to spend time with them. She feels uncomfortable eating in the cafeteria area unless she purchases something from the concession stand.

Because she has had several weekend volleyball tournaments, she has not been able to work as much and money is getting tight. Abbey also recognizes that she needs a meal that will provide enough calories and protein to play well, while not having too much fat or added sugar?

Criteria:

- Allows time spent with friends
- Adequate in calories & protein
- Cost
- Low in fat & added sugar

#1

From concession stand: Hamburger

From home packed in a cooler: pre-packaged diced pears, carrot sticks, and 100% orange juice box. Cost: \$4.50

		Calories	Protein	Fat	Sugar
Hamburger	Larger, with condiments	438	26	20	6
Prepackaged diced pears	½ cup	72	0	0	15
Carrot Sticks	½ cup	25	1	0	3
Orange Juice box	1 cup	110	2	0	21
Totals		645	29	20	45

#2

From home packed in a cooler: Ham sandwich, pre-packaged diced pears, carrot sticks, 100% orange juice in a box. Cost: \$2.50

		Calories	Protein	Fat	Sugar
Ham Sandwich (3 oz ham, 2 slices wheat bread, 1 tbsp mayo)		335	22	15	4
Diced Pears	½ cup	42	0	0	15
Carrot Sticks	½ cup	25	1	0	3
Orange Juice	1 cup	110	2	0	21
Totals		542	25	15	43



#3

From Concession Stand: Hamburger, small popcorn. Cost: \$5

		Calories	Protein	Fat	Sugar
Hamburger	Large, with condiments	438	26	20	6
Small Popcorn	3 cups	165	3	9	0
Totals		603	29	29	6

#4

From Concession Stand: Hot dog, Snickers Candy Bar, and Mountain Dew. Cost: \$4

		Calories	Protein	Fat	Sugar
Hot Dog	1 regular	242	40	14	4
Snickers Candy Bar	1 regular size	280	4	14	30
Mountain Dew	20 oz	180	0	0	44
Totals		702	14	28	78

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/pdf/2008

Regional-LunchVolleyballTournament.pdf



Scenario #4: Selecting a Pet

Ricki's parents have agreed to let her get a pet for her birthday. Her parents know she is a responsible young person and appreciate that she wants to "save" an animal from the local humane society. Ricki's parents will purchase the animal and its required start up costs; however, Ricki has agreed to provide the long term care and cost of keeping the animal. Ricki makes \$20 a weekend babysitting for the neighbor which she currently uses to pay for entertainment. She would like to keep the annual cost of the pet as low as possible and doesn't want to spend more than half her earnings on it.

Ricki volunteers at the local animal shelter and wants to adopt an animal that is homeless. She especially enjoys animals that you can interact with, pet and talk to. Since working at the shelter, she has discovered she is allergic to cats. Since she lives in town, she would like the animal to be able to sleep in her bedroom and be free within certain spaces in the house. Help Ricki select a pet.

Criteria:

- Low annual cost, less than \$520
- Available at homeless shelter
- Interactive, able to pet, talk to
- Sleep in bedroom, able to be free

#1 – Rabbit

Capital Costs	
Adoption Fee	\$75
Spay/Neuter	\$75
Collar/Leash	N/A
Litter Box	\$25
Cage/Aquarium	\$90
Carrier	\$30
Crate	N/A
TOTAL CAPITAL COST	\$295
Annual Costs	
Food	\$100
Medical	\$125
Litter (Hardwood Shavings)	\$200
Toys/Treats	\$25
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$465
FIRST YEAR TOTAL	\$760

This rabbit is a very adventurous girl and loves going new places and meeting new people and critters. She really likes being a house bunny and enjoys having her toes done. She is very careful about always using her litter box and likes the perfume her hardwood shavings provide. Her favorite toy is her phone book which she likes to rip, shred and tear, and once customized properly, it makes a nice throne. Adoption fee is \$75.



#2 – Parakeets

Capital Costs	
Adoption Fee	\$25
Spay/Neuter	N/A
Collar/Leash	N/A
Litter Box	N/A
Cage/Aquarium	\$100
Carrier	\$25
Crate	N/A
TOTAL CAPITAL COST	\$150
Annual Costs	
Food	\$75
Medical	N/A
Litter (Recycle Paper)	N/A
Toys/Treats	\$30
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$120
FIRST YEAR TOTAL	\$270

This gorgeous English Parakeet is new to the rescue, but seems to be adjusting quite well. He is quite young yet and is still growing. In comparison to the American Budgie, English budgies have characteristics and features that were developed and enhanced specifically for show, such as a bigger chest and head, large circular throat spots, and vibrant clear colors and markings. They are about 10 inches in length and are less active. This parakeet has had its wings clipped and enjoys sitting on shoulders. The adoption fee is only \$25.00.

#3 – Betta Fish

Capital Costs	
Adoption Fee	\$10
Spay/Neuter	N/A
Collar/Leash	N/A
Litter Box	N/A
Cage/Aquarium	\$200
Carrier	N/A
Crate	N/A
TOTAL CAPITAL COST	\$210
Annual Costs	
Food	\$40
Medical	N/A
Litter	N/A



Toys/Treats	N/A
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$55
FIRST YEAR TOTAL	\$265

There is a fish store in the mall that Ricki likes to visit and watch the fish. Bettas have evolved a very intense territorial aggression to the point where they are best kept by themselves. They do not tolerate other males and females are only tolerated when breeding. This natural behavior and their ability to breathe atmospheric air makes them ideal for keeping in bowls and small aquaria. As long as the water is kept relatively warm and is changed regularly, they do very well. The purchase price is \$10.

#4 – Medium Dogs: Boston Terrier

Capital Costs	
Adoption Fee	\$55
Spay/Neuter	\$100
Collar/Leash	\$30
Litter Box	N/A
Cage/Aquarium	N/A
Carrier	\$50
Crate	\$90
TOTAL CAPITAL COST	\$325
Annual Costs	
Food	\$310
Medical	\$175
Litter	N/A
Toys/Treats	\$75
License	\$15
Miscellaneous	\$45
TOTAL ANNUAL COST	\$620
FIRST YEAR TOTAL	\$945

This Boston Terrier is a 3-1/2 year old neutered male that needed to be surrendered because of his owner's health issues. He is OK with other dogs and loves children. He is very smart, housebroken, and knows how to sit. He loves to ride in the car and loves his kennel. The adoption fee is \$55.

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/pdf/SelectingAPet2007Regional-IntSr.pdf



Consumer Decisions Participant Answer Sheet

Consumer Decision Judging
Making Your Purchasing Decisions

- Please rank in order from the best purchase to the last choice you'd make.
- Write the number of the item you'd purchase first, then second, and then last.
- Also tell what information was helpful to you in making that decision.

Bottled Water

Fast Foods

Lunch at a Volleyball Tournament

Select A Pet



ANSWER WORKSHEET FOR CONSUMER DECISIONS JUDGING

Bottled Water

Official Placing: 2-3-1-4

1. I place this class of bottled waters 2-3-1-4. All waters would provide the liquid needed for Kelly's body.
2. In my top pair 2 places over 3 because Kelly only needs water to drink as she rides causally to school. I do grant that 3 in 1 cent cheaper per ounce, but has added flavoring that isn't needed.
3. In my middle pair 3 places over 1 because Kelly does not need added vitamins in the water for just a casual ride this close to school. 1 is also to be refrigerated after opening, which she does not have access to. 1 is also 4 cents per ounce more costly than 3.
4. In my bottom pair 1 places over 4 because 1 is in a plastic bottle and safer to carry on a bike. 4 is left at the bottom of this class because it is the most expensive per ounce and in a glass bottle.
5. For these reasons I place this class of bottled waters 2-3-1-4.

Questions Answers –

1. #4 – Clearly Canadian Sparkling Water
2. #1 – Propel Fitness Water
3. #3 – Preferred Selection Flavored Sparkling Water
4. #2 – Klarbrunn Drinking Water

Fast Foods

Official Placing: 1-2-3-4

1. I place this class of fast foods 1-2-3-4.
2. In the top pair 1 is placed over 2 because 1 is lower in cost and lower in fat than 3. #1 also has more protein. Granted, 2 has more carbohydrates than 1.
3. In the middle pair, 2 is placed over 3 because 2 has less fat and more protein than 3. Granted, 3 has more carbohydrates than 2.
4. In the bottom pair, 3 is placed over 4 because 3 is less expensive, making it more affordable to be eating on a regular basis. Granted, 4 has the most protein and carbohydrates.
5. I criticize 4 and leave it at the bottom of the class because it is very high in fat and is very expensive.
6. Therefore, I place this class of fast foods 1-2-3-4.



Lunch at a Volleyball Tournament

Placing: 1-2-3-4

1. I place this class of Volleyball Tournament Lunch Options 1-2-3-4.
2. In the top pair of the class, I placed 1 over 2 because 1 allows Abby to purchase an item which will provide more comfort for her to eat with her friends in the cafeteria area. I grant that 2 is less expensive and is lower in fat and added sugars.
3. In the middle pair, I placed 2 over 3 because 2 is less expensive and is lower in fats. Granted, 3 include purchases from the concession stand, allowing Abby to comfortably eat with her friends.
4. In the bottom pair, I placed 3 over 4 because 3 is lower in added sugars and fats. Granted, 4 is less expensive.
5. For these reasons I place this class of Volleyball Tournament lunch options 1-2-3-4.

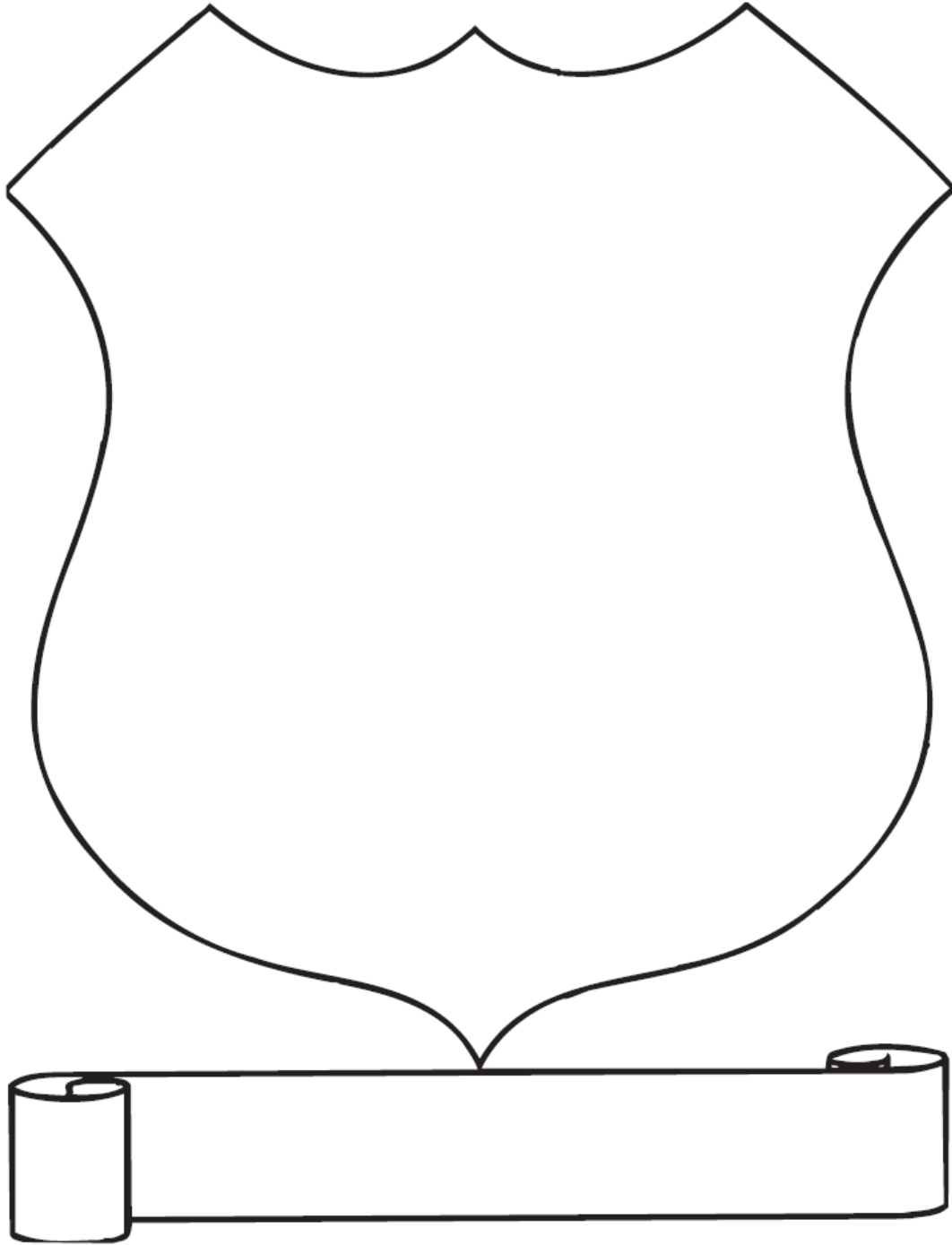
Selecting a Pet

Placing: 2-1-4-3

1. I place this class of “Selecting a Pet” 2-1-4-3.
2. At the top of my class, I placed pet #2. The parakeet, pet #2 met all of the criteria of low annual cost, available at shelter, interactive, and able to sleep in the bedroom and occasionally be free, since its wings are clipped and it likes to sit on shoulders.
3. In my top pair, I placed #2 over #1. The parakeet, pet #2 and the rabbit, pet #1 were available at the homeless shelter, but #1’s annual cost was much more expensive. I acknowledge that one is able to talk too and pet either animal.
4. In my middle pair, I placed #1 over #4. The rabbit, pet #1 and the dog, pet #4 are both available at the shelter and able to sleep in the bedroom, however only #1’s annual cost stays under Ricki’s price range. I grant that the #4 may be more interactive.
5. In my bottom pair, I placed #4 over #3. I grant that the betta fish, pet #3 has the lowest annual cost and could sleep in the bedroom with ease, but fault it for not being found in an animal shelter, it’s lack of interactivity and ability to run free.
6. For these reasons I place this class of “Selecting a Pet” 2-1-4-3.



My Value Shield







This is My Life

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Resiliency
- ★ Managing Feelings

Activity Overview

Youth will create a journal to use as a tool for self-reflection and as a springboard to communication with their Service Member.



Shout out!

Many times we are full of so many feelings and want to be able to control our lives. In this time of your life, take a break and come to this session where we will have fun and give you the tools to help manage your thoughts and feelings.

Get Ready

Roles for Uniformed Service Member

- Discuss the importance of communication to Service Members
- Discuss the ways in which youth can communicate with their Service Member, when, how, and through what?

Roles for Volunteers

- Assist in constructing journals
- Assist in playing the game

Activity Orientation for Volunteers: 1 hour

- Instructions on putting together the journal
- Awareness of some of the feelings that may arise during sessions and when to refer youth to MFLC

Preparation time: 1 hour

Space: Indoor space/outdoor space

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra embellishments and scissors.
6. Gather supplies.



7. Prepare game area according to icebreaker instructions.
8. Make copies of Parent Letter.

Get From OMK Tool Kit

- Boom box
- Beach balls
- CD of instrumental music or calming effects
- CD of Beach Boys, Jan and Dean, etc.
- Teachable Moments book
- Gyro ring

Procure Supplies

- Hardcover notebooks – 1 per youth
- Thick bristled paint brushes
- Cups to hold glue/water mixture
- 3 Hula hoops
- Cardstock 8 ½ by 11” in a variety of colors
- Scraps of cardstock and thick scrapbooking paper
- Glue
- Water
- Markers
- Pens/pencils
- Poster paper
- Snacks/drinks

Background

In a time of deployment, there are so many aspects for a family to think about, organize, and prepare. Youth need to know that their feelings are normal and validated during this busy and stressful time. This session will provide many opportunities for fun and laughter, as well as time for youth to create a journal and reflect. Youth will learn some tools to help understand and manage their feelings as well as assist them in gaining some resiliency and skills for the pending deployment of their Service Member.

Set Up Your Space

Indoor space – work area should have tables and chairs for youth to work. Icebreaker activity needs a large, indoor space with no equipment around. For reflection time, youth should be able to choose a variety of places to go alone that are within sight of leader, but can be outside or inside. Have the ‘beach’ music on as they enter the room.

WHAT TO DO

This is My Life

Icebreaker

Butt Volleyball (15 Minutes)

Blow up a beach ball. Make a ‘volleyball court’ on the floor with duct tape and make a ‘net’ in the middle. Turn on the boom box with some ‘beach music’ (Beach Boys, etc.). As youth arrive, greet them and have them choose a team side. Youth sit on ground as they play. The object of the game is the same as regular volleyball – no keeping score, though. This round is just for fun! They will form teams later to have a Butt Volleyball Tournament.



Introduction

Journals and Communication (30 Minutes)

Today will be filled with exciting games, making a journal for them to use through the deployment, and some reflection time. Your journal will also be a good resource for ideas of things to share in a letter or some other form of communication to the Service Member.

1. Have youth pick out one 8 ½ x 11" cardstock.
2. Instruct them to write-
 - NAME
 - DATE JOURNAL STARTED
 - 5 AWESOME THINGS ABOUT ME
3. Ask them to share their name, grade and, if they want, any of the five things that they wrote about what make them awesome.
4. Introduce the Uniformed Service Member. Have them share with the youth the importance of communication between home and the Service Member. They should also address the ins and outs of communicating with a Service Member that might be overseas.
5. Tell the youth that sometimes it is hard to think of what to talk about or write to someone. The journal they will make will help in allowing themselves to record special times, events and feelings. It may also help in thinking of things to write about to their Service Members.

Activity 1

Making the Journal (30 Minutes)

1. Hand out hardcover notebooks – one to each youth.
2. Instruct youth to open the notebook, laying it open, so that they do not get glue on the inside sheets.
3. Take glue and mix with water to form thin mixture.
4. Arrange scrapped pieces on front of notebook and brush glue mixture over it. Continue until covered with scraps. If any scraps hang over the edges, wrap them onto the other side – this is will be covered up with the full piece of cardstock later.
5. Have youth put their notebooks aside to dry.

Break

(15 Minutes)

- Have snacks and drinks available, as well as hula hoops and gyro ring for playing with

Activity 2

Butt Volleyball Tournament (45 Minutes)

1. Have youth get into a line according to birthdays, starting with January 1 and going on. This requires them to ask each other and figure out where they fit into the line.
2. When they think they have accomplished this, start with the first person, have them state their birthday and continue down the line to check if they actually did get in the right order.
3. Next, form at least two 'birthday' Butt Volleyball teams with 6 youth to a team.
4. Teams compete to win a Butt Volleyball tournament. Allow the youth to cheer, play and hang out during the fun!



Activity 3

Continue Journal Making (15 Minutes)

1. Have the youth find their journal. If they are not dried yet, have youth take extra care in the next steps.
2. Take the separate 8 ½ x 11” paper that they used in the beginning of the session and glue to the inside of the cover. This will cover any overlapping paper they had and add personalization.
3. Instruct youth to take markers, extra paper, glue, and pens to create a title on the front of their journal.

Activity 4

What is Reflection? (30 Minutes)

1. Talk with youth about reflection. Ask, why is it important that we are here today and we want to talk with you about reflection? What does reflection or journaling do for someone? How many of you do some sort of journaling? What are things you can do in your journal?
2. Ask, what are some things you can journal, draw, etc., about, especially during this time of someone being deployed? Write their answers on a poster paper. Some answers could be feelings, thoughts, drawings of loved ones, poems, how they will get along without dad, mom, etc.
3. Tell the youth that they are going to start with 10 minutes of some quiet time to listen to their thoughts and feelings and be able to document it in their journals. Some may just want to sit and think. They are not required to write anything in their journal if they would rather not.
4. Have youth move to a solitary place. Play soft, calming music on a boom box as they reflect.
5. Gather youth after the 10 minutes and use some of the Talk It Over questions to debrief the experience.

Break

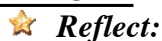
(15 Minutes)

Activity 5

Team Building (30 Minutes)

1. **Gyro Ring activity** - Have youth stand in a circle and introduce the gyro ring. The object is to get the rings going and then pass the hoop around the circle without stopping the rings. If they stop, the person it stopped with can have the chance to start them up again and pass it. Try until the gyro ring has made it around the circle without the small rings stopping (this is adapted from pg. 67 from Teachable Moments, Buzz Ring).
2. **Hula Hoop** – Take the hula-hoop and put it on a youth’s arm. Instruct all youth to grasp hands, so the hula-hoop is in the circle of bodies. The object is to move the hula-hoop around the circle without dropping hands. If the youth catch on to moving the hoop around the circle, then up the challenge by timing them on how fast they can move the hoop around the circle.

Talk It Over



Reflect:

What were your expectations when you came here today?
What did you enjoy?
What was your least favorite part?



- ★ **Process:** What was the reflection time like for you? What was difficult about it?
Why is it important to learn how to reflect?
What did you learn about yourself through the reflection activity?
What did you learn about yourself through the team building activities?
What skills did you learn today?
- ★ **Generalize:** We discussed the deployment today, but where in your life would you find reflection also useful?
How is reflection and team building important to you?
What did you learn about your own skills in communicating with others and yourself?
- ★ **Apply:** How can you use reflection after you leave today?
What are other situations that you can use these skills?
How did the team building activities help you understand others?
Why is this important to your life and family?
What can you do to improve both you and your family's communication with your deployed Service Member?

Enhancement

Invite one of the youth that has been through a Service Member's deployment and used journaling as a method of managing feelings to talk with the youth.

Closing

(15 minutes)

Today was full of laughter and some real quiet time. We need both in our lives. Laughter and fun with others are needed to form relationships and special bonds and quiet time to listen to ourselves and how we are doing. The journal you made can be used for the same purpose we did today, or use it to put in pictures, drawings, poems, or more.

The time you spent alone, in a quiet spot is important. We need to remember that our thoughts and feelings matter and that they are real. We also need to manage those feelings – journal, talk with others, have good friends that understand.

You can take some of the items in your journal to use as a piece to talk about when you communicate with your Service Member. We listened to someone that told us how important it is to keep in touch with a Service Member. This is your life right now. What is happening may not be in your control, but you can control your thoughts, feelings and reactions and reflection and journaling is just one tool for you to use.

Credits/Sources

Cain, Jim; Cummings, Michelle and Staunchfield, Jennifer. A Teachable Moment, A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection. Kendall/Hunt Publishing Company, Dubque, Iowa. 2005. Pg. 67, Buzz Ring.
< www.training-wheels.com >

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



This is My Life

Dear Family,

Today we had your youth experience self-reflection and how they can manage their thoughts and feelings in the deployment situation that may feel out of their control. We spent a lot of time having fun with team building games and then we spent some quiet time alone thinking.

We made a journal in which they can write, draw, write poems, put pictures or however they want to use it. We also discussed the importance of keeping in touch with the Service Member while they are away.



The journal can be a useful tool to help them write letters or e-mails. Youth react to deployment in many ways and this is just one tool they can use to help them feel some control. Thank you so much for allowing your youth to join us today.

If you have any questions about your child's experience, please feel free to call me at:

_____.

Sincerely,



Conversation Starters:

- Tell me about your experience with reflection and journaling . . .
- What unique ways can you use to communicate with your Service Member?
- What are some feelings that you are experiencing right now?



Keep One-Give One

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Sharing
- ★ Decision Making
- ★ Creative Thinking
- ★ Community Service

Activity Overview

Select fabric and notions to make a personalized photo board or handy polar fleece pillow. You will be making one to keep and one to give away to a community group that your group identifies.



Shout out!

Have fun using your creativity to make either an attractive photo board to display your prize photos or a soft polar fleece pillow. The time is centered on making one of these items for you and another item to share with someone else.

Get Ready

Roles for Uniformed Service Member

- Guide the youth as they assemble the photo boards
- Share ways you or your family has given to others in your community

Roles for Volunteers

- Guide the youth as they make the photo board or polar fleece pillow
- Share ideas of how you or your family has given to others in the community
- Share your sense of the value of service for those less fortunate

Activity Orientation for Volunteers: 30 Minutes

- Practice making polar fleece pillows and photo board
- Recall and discuss possible youth/family organizations that could be possible recipients of these items. Contact them to see if they would be a resource speaker to share how groups/individuals could offer service to their organization
- Decide if all the items should be cut and ready to assemble or if older participants/volunteers will prepare these supplies

Preparation time: 1 hour

Space needed: Indoors/Outdoors

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).



4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Check the supply list for polar fleece pillows. Polar fleece for the pillow tops can be cut into 20 inch by 20-inch pieces of fleece. Each pillow needs 2 pieces of fleece. How many you get out of a yard, will depend on the width of the fleece.
7. Check the supply list for photo boards. (Optional-you may do the next steps before session or have the older participants do these steps at session.)
8. Cut cardboard pieces 10x14 inches or use similar sizes of donated corrugated cardboard pieces.
9. Cut various pieces of fabric 4 inches longer and wider than the pieces of cardboard you are planning to use.
10. Cut sheet of batting 2 inches longer and wider than the cardboard backing pieces.
11. Select a piece of felt that will cover the backside of your board to cover all raw edges.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Rulers or tape measurers
- Glue guns/cotton gloves to wear when using hot glue gun
- Boom box with assorted music
- Cotton gloves
- Blue tarp

Procure Supplies

- For Icebreaker
 - Blindfolds
- For Polar Fleece Pillow
 - Polar fleece: two 20" x 20" pieces of fleece
 - Polyfill to stuff 14" x 14" inch pillow
 - Straight edge or square/fabric cutting boards/rotary cutter
 - Scissors
- For Picture Board
 - Cardboard piece for each participant-at least 12x14 inches
 - Fabric to cover front of board with a 2-inch overlap on each edge. You can use heavy cardboard or corrugated cardboard
 - Quilt batting (½" thick) - just a little bit larger than the piece of cardboard so that you can tuck it to the back
 - A piece of felt to place on the back of board to cover all raw fabric edges
 - Two pieces of elastic cord that you will tie and use as a band to hold photo
 - Optional buttons, feathers, ribbon to personalize photo board.



Background

Service Learning opportunities are a good way for youth and families to experience the joys of receiving and giving. When you shift the conversation from only thinking of receiving to experiencing the fun of giving, the family connections to the community are enriched.

By making the two projects, the youth will understand a new skill and can easily replicate the project in the future. They can serve as leaders for other service groups. Either project provides both the giver and the receiver with a powerful reminder of each other.

Help your youth talk about their experience in keeping and giving one of their projects. Youth should display the photo board or pillow in a special place in the home.

Set Up Your Space

The Icebreaker works best in a large open space. The photo board and polar fleece pillow are done best at tables and where participants can sit and work on their project. Be sure to cover tables with newsprint where using a hot glue gun. Have quiet music playing on the boom box as youth enter the room.

WHAT TO DO

Keep One-Give One

Icebreaker

The Blue Poison Swamp (30 Minutes)

Equipment: blue tarp with a grid marked on it, diagram on paper of the grid with the ‘invisible blue trail’ marked. There is a blank grid for you to make your own invisible trail included in this activity.

Set up:

1. Lay out the tarp with seven spaces along the top/bottom and eight along the sides.
2. The group can only stand at the bottom edge of the tarp, not along the sides.
3. Spin a tale about how the group has just reached the only opening for miles in the thick forest undergrowth. But the dreaded poison blue swamp lies in that opening. There is an invisible trail that will allow the group to pass to the other side, but since it is invisible, a trial and error method of finding that trail must be used. The blue tarp contains a special very powerful poison that will cause temporary blindness within a minute of contact (even through rubber-soled shoes!). The poison takes a while to wear off, but the antidote is the berry bush just across the swamp.

Objective:

The challenge is to find the trail through the swamp before the entire group is blinded by the poison. The successful final trail locator person or persons will need to lead/instruct the blind team members across the swamp until the entire group is on the other side.

Rules:

1. Persons who touch the poison have to come back to the starting area, and are blind for the remainder of the exercise (best is to actually blindfold them).



2. Entire team must cross the swamp by the correct trail. Blind team members may remain blind for the next problem or exercise if they misstep into the poison again. (or go deaf or break a leg, etc...)

Questions:

- *How was your experience in crossing the poison blue swamp?*
- *What made the clues you received helpful?*
- *Did someone help you to cross successfully?*
- *How did it feel to be frozen for making a wrong step?*
- *How did the first person to cross successfully feel?*
- *How did the last person to cross the swamp feel?*





Blank Swamp Grid

Use the grid above to make your own ‘invisible trail’ for The Blue Poison Swamp activity.



Introduction

Today we will be making two projects. The first one is a pillow and the other is a photo board. At the end of the day, you will be able to keep one and give the other one away to an organization. As you work on your project, think about others that will receive your project and how they will feel when they get your creative gift.

Activity 1

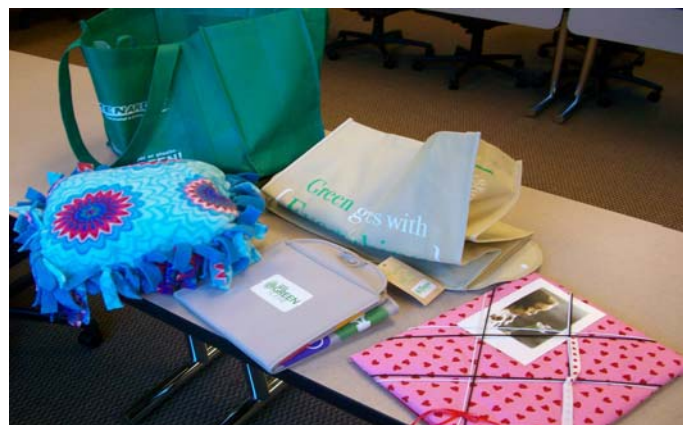
Polar Fleece Pillow (45 Minutes)

1. Select two matching pieces of polar fleece. They should match in fabric design and size of polar fleece.
2. Using a sharp scissors, cut a fringe around the square, cutting the two pieces of fleece at the same time so they match. The fringe is made by cutting three inches into the fabric and $\frac{3}{4}$ inch in width on each side of the pillow top.
3. Next, you will need to close up your pillow. Start at corner with wrong sides of fabric facing each other. Tie one fringe from one piece of fabric to the matching fringe from other piece of fabric. Use a knot. Continue this until you have all three sides knotted.
4. Insert batting and close off remaining side of pillow by finishing off the knots.
5. You have completed a very easy pillow.

Activity 2

Photo Boards (45 Minutes)

1. Select a precut piece of cardboard or corrugated cardboard.
2. Select a piece of flat batting that is just a little larger than the board so that you can wrap it to the back of the board and hot glue in place.
3. Select a piece of pre-cut fabric that is about 4 inches wider and longer than the board. Place this on the front side of the board on top of the batting and wrap ends to the back of the board. Hot glue to the back of the board.
4. Hot glue the piece of felt to back of board covering all the raw fabric edges. This will give you a neat finished look.
5. Take a piece of elasticized cord and wrap it as you would a present. Tying a knot in back. Repeat with another piece of cord. This will hold photos in place.
6. Add a hook or loop for a hanger.
7. Personalize the photo boards by hot gluing buttons, feathers, and other small objects to the front of your photo board. You can use ribbon to tie small bows on elastic cord.
8. Enjoy!





Talk It Over

- ★ **Reflect:** What was your favorite part of today's session?
How did you use creative thinking and problem solving to complete your projects?
How did you make the decision of who would be receiving the bonus project? How do you feel about this? Did you like the idea that you would be giving away one of your completed projects? Why/why not?
Why is it important to serve your community?
- ★ **Process:** What would you do differently next time you do one of these projects?
Were the leaders clear on how to do the projects or did they allow you to be creative in how your projects would turnout? What would you change?
- ★ **Generalize:** How can you use some of the things learned today at your home?
How can you use creative thinking skills with your family?
What do you contribute to your family in this stage of pre-deployment? Explain.
What are other ways that you can show generosity in your family/community?
- ★ **Apply:** What is one thing you can do next week that will help in your home?
Neighborhood? School?
Can you be a creative thinker and still get the job done?
How can you work creatively to solve problems at home during deployment?
What can you do to learn more about service learning opportunities in your neighborhood or school?
What can you do to show appreciation for the special things people do for you and your family?

Enhancement

Add ribbon to the photo board to decorate. One could also glue buttons or small items onto the photo board to personalize.

Closing

The beauty of this workshop is the double rewards of being able to keep one of the projects for yourself and share one of your projects with someone else. Whichever project you select to keep, you might want to display it where everyone can see it as a reminder that community service is a gift to your community. As you worked on your polar fleece and photo board projects, you have used your skills of decision making, creative thinking, and sharing. All of these skills come into play as you prepare yourself for a loved one's deployment.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Mary Duncomb, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development and Kathy Johnson, 4-H Program Coordinator, University of Minnesota Extension Center for Youth Development, 2009.



Keep One-Give One

Dear Family,

Today your youth was involved in a community service learning opportunity where they had a “hands on” learning experience to give to their community. Your youth made two projects today - one to keep and one to give to a community organization connected to children and families. Your youth experienced the joy of receiving as well as giving to someone else.



The two projects that your youth made were a “photo board” where one might display photos of a loved one and a “fleece pillow” that is soft and very durable. The receiver of either of these will be reminded of the thoughtfulness of the project maker.

The photo board is a good way for youth to showcase photos of those that are very special to them. It is easy to exchange the photos displayed and this board is lightweight making it easy to display in many different areas of the home. The polar fleece pillow is very durable and soft to the touch making for happy dreams.

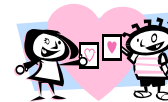
Take the opportunity to talk with your youth as to how they felt about the experience of making two projects and deciding which to give to someone else. Ask them to tell you about what they learned in making the projects and what other service learning opportunities might be in your neighborhood or school. This will help begin to build a broader support network for your child and family. Help your youth talk about how helping the people in their lives can made their own lives brighter.

Thank you for helping your youth participate in Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best Regards,

Conversation Starters:

- In what ways are you generous?
- How different are you from everyone else?
- What three things would you like to change in the world?
- What is the nicest thing you have ever done for someone?





Money and Me

Lesson Time: 2 hours

Age Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Understanding Money Management
- ★ Problem Solving
- ★ Goal Setting
- ★ Working Together

Activity Overview

Youth will identify and discuss how to use and make decisions about money.



Shout out!

Come and have fun with money! Find out about money and how money management skills affect you. Then make a storyboard to share your 'Top Money Tips' with your family and friends.

Get Ready

Roles for Uniformed Service Member

- Read **The Berenstain Bears' Trouble With Money** by Jan and Stan Berenstain
- Ask youth about what they learned from this book
- Share your experiences on the importance of balancing money for a family
- Assist with activities.

Roles for Volunteers

- Help youth in all activities
- Help to prepare all materials for youth
- Guide youth and assist with class behavior

Activity Orientation for Volunteers: 1 hour

- Read over all of the lesson plans
- Be prepared to teach and instruct youth in all activities
- Set up any activity stations that are necessary

Preparation time: 1 hour

Space: Table and chair space.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Make sure that you have all of the necessary books.
7. Make sure that your kit has available all of the necessary materials.
8. Check supply list and have extra supplies.
9. Place coins and blindfold in one area of your location so that you are ready for activity.
10. Make a template of a storyboard for each participant. (Directions - Create a large storyboard template out of a sheet of chart paper by folding it in half lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels.) Number each panel in the top row and number across then down.
11. Make a storyboard with your own drawings for demonstration to show to the youth.
12. Have enough materials for each youth present.

Get From OMK Tool Kit

- None

Procure Supplies

- **Book** – Berenstain, Jan and Stan. *The Berenstain Bears' Trouble With Money*; Random House, 1983
- **Book** – Ziefert, Harriet. *You Can't Buy a Dinosaur with a Dime*
- Several sets of US coins (silver dollars, pennies, half-dollar, quarter, dime, nickel, Kennedy half-dollar). Enough sets for youth to work in pairs, one set per pair
- Bubbles and bubble wands (One for each youth)
- Blindfolds
- Magnifying glasses
- Chart paper
- Pencils, pens, markers, colored pencils
- Story starters
- Storyboard templates - one for each participant (Make out of a sheet of chart paper by folding it in half lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels. Number each panel in the top row and number across then down)
- Play money – dollars and change

Other reading books talk about money that you could have available. Some examples are:

- **Book** – For Ages 6 and up ----*A Job For Jenny Archer*, by Ellen Conford. Little, Brown, 1988. Jenny wants to buy her Mom a fur coat. She tries many ways to earn money. Instead of a coat, Jenny finds the perfect gift in a most unlikely place.
- **Book** - *Money Trouble*, by Bill Cosby. Illustrated by Varnette P. Honeywood. Scholastic (1998). Little Bill wants to become famous by discovering a new comet, but first he needs a telescope. The telescope he wants costs \$100 and he only has \$47.87 in his football bank. Little Bill finds ways to earn money through jobs.



Background

Today we are looking at the role that money plays in our families, in our communities and in our world. For all of us in the states, using the dollar as the official currency is not confusing. But our loved ones who will be deployed to other countries will need to learn the new names and types of currency that they use.

Military Families also have new skills to learn about how to manage a new budget and monetary situation during deployment. During deployment, and this economic time, we as families, as communities, and as a government, need to find better ways to use and save our money in order to plan for the future.

Set Up Your Space

Bubble Control

As youth enter the room, give them a bottle of bubbles and a bubble wand. Instruct them to see how many bubbles they can make from just one blow into the bubble wand. The secret is the less powerful blow that you make into the wand, the more bubbles you will get from one dip. Have youth continue until everyone enters the room.

WHAT TO DO

Money and Me

Icebreaker

Knee to Knee (15 Minutes)

1. Set up chairs for each youth participant with two rows of chairs facing each other in a line. Participants are knee to knee.
2. The volunteer facilitator begins by asking one row of participants a question.
3. All answers to questions begin by introducing who you are to the other person.
4. That row of youth answers that question to the youth that is facing them and then touches their knees.
5. That youth will get about 1-2 minutes to have a discussion about that question with their partner. Once they complete the discussion of that question, (about 1-2 minutes) participants in one row are rotated one chair to the left so that they have a new partner.
6. The person at the end goes to the first chair at other end of row they are in. This continues until all youth have had a chance to meet each youth on the opposite side of their row.
7. When completed, youth in their row gather in a circle to then introduce them and tell one thing that they like to eat.
8. All youth have then met each other.

Possible questions – 1. What is your name and where do you live? 2. What is your idea of a great summer vacation? 3. What is your favorite animal? 4. What is your best family vacation? 5. What is your favorite sport or activity? 6. What countries, states, have you visited and what have been your favorite things that you've seen? 7. If you had one day to do whatever you wanted to do, what would be your perfect day?

Introduction

(5 Minutes)

Imagine going to the store to buy a toy. It took you five months to save enough money for the toy. Then, when it's time to pay for the toy, instead of coins or bills, you give the clerk a cow! That might sound really strange or even stupid today, but before money was created to use



for exchanging goods and service, people used animals, feathers, tealeaves, and other objects of value to trade or barter.

The world's first metal money was created by Sumerian merchants. Sumeria was a region in the ancient Middle East along the lower Euphrates River, near the Persian Gulf, in what is now known as Southern Iraq. Today, each country has an official currency for trading. Of course, in the United States, the dollar is the official currency. In some regions of the world, adjoining countries (or countries next to each other) use the same currency to make trading easier. For example, at the time this book was printed, twelve countries used the Euro as their official currency.

Today we are looking at the role that money plays in our families, in our communities, and in our world. Our loved ones who will be deployed to other countries will need to learn the new names and types of currency that they use. For all of us in the states, using the dollar as the official currency is not confusing. During this economic time, we as families, as communities, and as a government need to find better ways to use and save our money in order to plan for the future.

Activity 1

Read Story (20 Minutes)

This story introduces the decisions that we must make every day when it comes to spending money. Think about this story. When we are finished, we will talk about it.

1. Read the book *Money Trouble* by Bill Cosby. Illustrated by Varnette P. Honeywood.
2. Read book making sure that all participants can hear and see pictures.
3. Ask older youth to volunteer to turn pages as you read this book to all youth.
4. You could ask one or two older youth to read one or two pages of this book.
5. After reading the book, ask, "What was this book about? Did you think what was going to happen, would happen? Did this turn out the way you wanted? How would you have had this book turn out? Did you learn anything from this book? How can lessons from this story to work together with your Family to set money goals before your loved one is deployed? Has reading this book made a difference to you?"

Activity 2

Telling by Touch (30 Minutes)

Youth will spend time identifying coins by touch.

1. Tell youth this activity will give youth the opportunity to practice identifying coins; and will include a special challenge.
2. Spread the coins out on the flat surface. Leave some coins with heads up and others tails up. Let the youth examine the coins as closely as they want using the magnifying glasses, but do not let them touch the coins at this point.
3. After everyone has had some time to become familiar with the coins, put the youth into pairs.
4. Youth take turns wearing the blindfold and trying to guess what coin their partner gave them, and then they will switch roles.
5. Then, divide the youth again into teams, one older youth and one younger youth.
6. Ask one person to be blindfolded.
7. Make sure that each team has enough coin in front of them to equal \$2.00.
8. See if the youth are able to make change, by touch, with a blindfold.



9. The volunteer facilitator will then ask with the blindfold to make change for a \$1.00 bill in coin. They can come up with any multiples to equal \$1.00.
10. When the blindfolded partner thinks he/she is finished, they can remove the blindfold and count the money with their partner.
11. After this exercise, ask the question, “As you examined these coins by touch, what did you discover? How did you use your various senses to tell the coins apart? Why was it important to pay attention to detail when you were trying to identify these coins? (What was the shape? How big was it? Did it have jagged edges?) How will paying attention to details help you to make decisions when your loved one is deployed? Why do you think it’s a good idea to pay attention to detail and to use your senses when making decisions?”

Activity 3

Counting and Spending (15 Minutes)

1. Lay out all fake paper and coin money on the table.
2. Have each participant stand around the table.
3. Have an older youth stand next to a younger youth.
4. Each younger youth and older youth pair can work together, encouraging the older youth to assist the younger youth, but not doing it for them.
5. Each youth in the pair will do this activity.
6. Then, begin by telling youth that you are going to ask youth to collect the amount of money by picking it up from the table.
7. First, demonstrate the idea of twenty-five cents. Show them all of the different combinations that they can produce.
8. For example, the volunteer says, “I want you to show me twenty five cents.” Show them how they can either pick up a fake twenty-five cent piece or they can show you twenty-five pennies, or they can show you five nickels, or they can show you twenty-five cent piece, or two dimes and a nickel.
9. Explain the youth that there are many ways that you can come up with an amount of money.
10. Begin by thinking of another amount of money. For example, have youth come up with \$1.00, and then come up with \$.85 and so on.
11. Next, ask all youth to find \$1.00 in change and put in front of them. They will then be brought through an exercise that will help them look at how a family must be wise in spending because of the many things that are necessary to purchase.
12. Say that the \$1.00 represents the monthly paycheck that their family earns.
13. Tell them to count out \$.30, which represents their house payment, insurance and taxes.
14. Tell them to count out \$.30, which represents the cost of electricity, water, phone bill.
15. Tell them to count out \$.20, which represents the cost of groceries, with no treats.
16. Tell them to count out \$.15, which represents the cost of car, gas, insurance.
17. Tell them to count out \$.5, which represents the cost of necessary clothing, coats, shoes, etc.
18. Ask the participants how much money they have left.
19. Now, ask them what they are going to do about going to the movies, about different and better clothing, about buying that new Nintendo, about buying a favorite toy, or music video?



20. Ask the youth the following, “Did you know that there were many different combinations of coming up with the same amount of money? How will paying attention to details help you to make decisions when your loved one is deployed? Why do you think it’s a good idea to pay attention to detail and to use your senses when making decisions?”
21. Ask these questions: “Were you surprised at how fast your money disappeared? Do you think that this is a real situation in some families? Why do you think that not only when your loved one is deployed, but any time in a family, that it’s good to think about spending?”

Break

(10 Minutes)

Activity 4

Storyboards (45 Minutes)

1. Read *You Can’t Buy a Dinosaur with a Dime* by Harriet Ziefert. (Do not say this. This is for your background --- This story describes how Pete saves his allowance, spends too much of it, has second thoughts, and starts over. As we read, think about Pete’s spending decisions and follow along as he saves, spends, and plans his future purchases.)
2. Ask the questions to participants; “What was this book about? Did you like the ending? How would you change the ending? How can you use the lessons from this story to work together on money issues after your loved one is deployed?”

Storyboarding is a way of visually outlining a project. Usually you have a frame that has a picture and some words that describes what is going on in the scene, or what a character is saying. Frames are then assembled and put in order for a project. Filmmakers and animators use this technique to plan their projects. Designers of picture books also use this technique and will turn their stories into storyboards as a way to practice writing the book.

- Review money concepts and story sequencing skills
 - Youth can either tell their own personal story about money, or can retell the story of in either of the books that they heard today
 - Remind the youth that storyboards are for capturing ideas visually, so the actual sketches do not have to be detailed
1. Have participants sit on the floor.
 2. Demonstrate what a storyboard is.
 3. Ask youth to think about a story about money. Maybe it was going to the store and not having enough money for that favorite toy. Maybe they want to think about the story that was just read and do a storyboard on that story.
 4. Pass out paper and demonstrate how to make storyboard panels. Volunteers should have enough storyboard templates for each participant.
 5. A sheet of chart paper is folded in half, lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels. Number each panel in the top row and number across then down.
 6. Help youth talk about a story and the major events in the plot.
 7. Decide which events need to be represented by a panel in the storyboard retelling the book or another story.



8. Create a quick line and stick figure sketch of the main action in the panel.
9. Create captions that briefly describe the key elements of the plot event.
10. After demonstrating storyboarding, let the youth create their own storyboards based on their favorite picture book that was read today.
11. Have each youth present his or her storyboard, retelling their story.

Talk It Over

- ★ **Reflect:** How did you use your various senses to tell the coins apart?
What was your favorite part of all of these activities?
What did you learn about yourself while you doing these activities?
What surprised you?
When hearing the stories that were read, what did you hear? What were they about?
- ★ **Process:** What was the most challenging part of making change?
What was the most challenging part of making a storyboard? What made this story important? When making the storyboard, why was it challenging?
How did you overcome the challenges of making this storyboard?
How did others help you?
- ★ **Generalize:** Are there people who have to tell coins apart by just touching them?
Why do you think it's important to use your senses when thinking about spending money?
How does the spending of money in your family affect every member of your family?
Why is understanding the use of money important to you?
- ★ **Apply:** Are there youth or people out there that always want to buy new things?
What happens when you want to spend more money than what you have in your pocket?
What happens when a family member wants to spend more of their share of the family money? For example, if you continue to want to buy new clothes or new toys? What happens to the family money?
As your loved one is deployed, how can you work with your family to set money goals before your loved one is deployed?

Enhancement

Encourage youth to ask their adult the next time they go shopping, how much things cost and how long it takes to earn that amount of money. There are other reading books, which talk about money that you could have available. They are:

- **Book** – For Ages 6 and up ----*A Job For Jenny Archer*, by Ellen Conford. Little, Brown, 1988. Jenny wants to buy her Mom a fur coat. She tries many ways to earn money. Instead of a coat, Jenny finds the perfect gift in a most unlikely place.
- **Book** - *Money Trouble*, by Bill Cosby. Illustrated by Varnette P. Honeywood. Scholastic (1998). Little Bill wants to become famous by discovering a new comet, but first he



needs a telescope. The telescope he wants costs \$100 and he only has \$47.87 in his football bank. Little Bill finds ways to earn money through jobs. Money on the Bookshelf

Closing

Understanding the role that money plays in our lives is important. Money is a tool to purchase the items that we need, but it can be a temptation to buy the things that we do not need.

All families need to make wise decisions when it comes to money management. Even as youth, you have an opportunity to be a part of the family financial plan. Ask your parents what things cost. Be wise when it is your turn to purchase something for yourself with that birthday money. Think before you spend. During this time, with the money challenges surrounding deployment is great time to review family money management priorities. Talk about it!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. Reading Makes Cents, Learning About Money Concepts Through Children's Literature. Washington D.C.: The National 4-H Council. Product Number 08389.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Judith A. Conway, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Money and Me

Dear Family,

Today youth had an opportunity to learn about money. They had an opportunity to identify what money looks like and the values of each item, do some problem solving and understand the importance of goal setting when it comes to understanding money management.

Youth heard a couple of stories about money management. One of the books was, *The Berenstain Bears' Trouble With Money*; by Jan and Stan Berenstain, Random House, 1983.

Ask your youth what they learned from this book. Also, ask them if what they learned will make a difference in the next months ahead.



The life-long benefits of teaching youth good money habits make it well worth the effort. Youth find that as part of the family, they can do their part in understanding how good money management makes sense. Youth who are not taught these lessons pay the consequences for a lifetime.

During this economic time, and with the deployment of your loved one, money and money habits can be a good family conversation. Encourage your youth to accompany you when you are buying groceries. Ask them to check out the prices and compare prices.

As your loved one is deployed, encourage your youth to talk about money. Have things changed? How can we all work together to use better money management techniques? Help your youth talk about money and the wise-money decisions that can be made.

Thanks for having your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best regards,

If you have any questions about your youth's experience please feel free to contact me at:

Conversation Starters

- Would you rather win \$100 or earn \$1000? Why?
- What would be two things you would subtract from your grocery list?
- In order of importance, how would you rank happiness, money, freedom and love?







Boxes, Stories, and Races Oh My!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: Up to 40

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Community Service Volunteering, Leadership, Contributions to Group Effort
- ★ Self-esteem
- ★ Nurturing Relationships



Activity Overview

Youth will make conversation boxes, do story rotations, and race their team's skateboard.

Shout out!

Come and have fun with other Military Kids getting ready for a deployment. Youth of all ages will make conversation boxes. We will also read four great books about being a military family and do art projects from the stories. As our finale, we will form teams and create our skater to race a skateboard and compete in the OMK 500.

Get Ready

Roles for Uniformed Service Member

- Assist with conversation box construction/decoration
- Share a fun story of when they talked to their family while deployed
- Announce the OMK 500 and award prizes (Uniformed Military Personnel judges; Activity Coordinator settles disputes.)

Roles for Volunteers

- Assist with the conversation box construction/decoration
- Set-up and reconfigure the room for the various activities
- Lead the story breakout groups (If you do not have older, mature youth in the group who can; then the volunteers would need to assist and help keep the group on the race. Either way you would need at least four volunteers for this piece.)
- Keep race teams on track and help at starting line and finish line
- Help with clean-up

Activity Orientation for Volunteers: 1 hour

- Go over construction and purpose of the conversation boxes
- Go over binding options and how to bind
- Familiarize with stories and story stations. Give guidance so Volunteers can lead/assist a story group
- If making a group book, make sure to train the *H is for Honor: A Military Family Alphabet* volunteer on book assembly
- Give directions and purpose of OMK 500
- Have them practice making a skater and racing



Preparation time: 2 hours

Space: You will need three different spaces. Tables and chairs for the youth to use when they make their conversation boxes. Cluster the tables and chairs into four groups after the conversation boxes are done. At each of the four tables put the story and the corresponding project supplies. You can keep the tables clustered or spread them out. Make sure to keep a long open area for the OMK 500, marking the starting line and the finishing line.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Purchase or find supplies. (First, though decide which types of boxes you are going to use.)
7. Be familiar with the stories and their activities.
8. Tape off a racetrack in the room.
9. Make Kool Aid Play Dough.
10. Copy the Parent Letter

Get From OMK Tool Kit

- Glue guns and sticks
- *H is for Honor: A Military Family Alphabet* (Sleeping Bear Alphabets) by Devin Scillian
- *Love Lizzie: Letters to a Military Mom* by Lisa Tucker McElroy
- *Daddy, You're My Hero* by Michelle Ferguson-Cohen
- 3-hole punch
- Boom box
- Cotton gloves
- Assorted balls and games
- Beach balls

Procure Supplies

- Beach ball or water balloons, depending on the weather
- Blankets (one for every 5-10 youth depending on the blankets size)
- Either cardboard or wooden boxes 10 inches x 14 inches and 3-4 inches deep
- Paint, markers, paper, contact paper, stickers or other embellishments
- Brushes, water cups, glue (either Elmer's or hot glue)
- Tarps to cover tables
- White paper (either 8x8, 8x11, or 12x12) for the alphabet book
- Brass brads to hold Military Alphabet pages (brass fastener)



- *The Kissing Hand* by Audrey Penn
- Rocks or other pocket tokens youth can turn into pocket kisses
- Blank postcards (plain 4x6 cards youth can decorate and write on)
- Clay that dries in the air, like the Kool-aid Play Dough whose recipe is attached
- Skate boards (1 per team)
- Large amounts of old newspapers
- Rolls of masking tape (1 per team)
- Large amounts of recycling materials (paper tubes, plastic containers etc)
- Masking or duct tape to mark off an OMK 500 start and finish line
- Prizes galore! Everyone should be a winner
- Optional: a green start of race flag and a checkered end of race flag

Background

During the deployment, real time communication can only be initiated on the Service Member's side. They call when they can and the family needs to be ready. The communication box allows the youth to have a space to gather all the things they want to share with their Service Member when they talk to them. Test scores, new toys, pictures, etc can be kept in the box so when the Service Member calls, the youth is ready to talk and share.

The story stations are all about Military families. Each activity will help the youth connect to their civic pride and their Service Member during the deployment. The final activity uses creativity and teamwork. Youth will construct a skater that is over four-feet tall to race their skateboard across the finish line. This is a challenging activity, be prepared for fun and failures. It is possible, so encourage your youth to keep on trying! The racing activity is to get youth working together on a common goal and expanding their peer support network by meeting new people. If you have younger youth, they can construct a two-foot tall skater and allow them to attach the skater to the skateboard with masking tape.

Set Up Your Space

You will need three different spaces. Tables and chairs for the youth to use when they make their conversation boxes. Cluster the tables and chairs into four groups after the conversation boxes are done. At each of the four tables put the story and the corresponding art supplies. You can keep the tables clustered or spread them out again for the car construction but make sure to keep a long open area for the OMK 500. In that area, mark off a start and finish line. Have Boom box on with energetic music playing when the youth enter the room.

WHAT TO DO

Boxes, Stories, and Races Oh My!

Icebreaker

Put youth in teams of 5-10. Try to evenly distribute the ages between the teams. Give each team a blanket. Explain that the purpose of the game is to pass the beach ball or water balloons from one team to another via blankets. If the ball or balloon fall out that team gets a point or must sit out. Last team standing or one with the least points wins. Winners get a standing ovation from the other teams.

Blanket Volleyball (20 Minutes)



Activity 1

Conversation Boxes (1 Hour)

1. Many youth say they are so excited to talk to their Service Member when they call, but forget what they wanted to tell them. Conversation Boxes should be kept by the phone or computer, whichever is the preferred method of communication from the Service Member. Youth should put things in the Conversation Boxes that they want to tell their Service Member about when they are able to talk to them. For example, a teen might put in their A+ test or the game winning ball. Younger kids might put in a new toy or a picture they drew. This way, when the Service Member calls or skypes the youth, they will be ready to talk.
2. Depending on what kind of boxes you have, your starting point will be different. If you are constructing wood boxes, make sure to have enough volunteers, nails, and hammers. Put the boxes together and paint if interested. If you have fruit boxes, shoeboxes or flimsy boxes, cover them with paint or contact paper to cover writing and/or reinforce the structure.
3. Your boxes should now be assembled and a blank slate ready to personalize and decorate.
4. When youth are done, set aside to dry.
5. Allocate about an 30-45 minutes for this but have some alternative activities for youth who finish early and have to wait; legos, k'nex, balls, jump ropes, hula hoops, etc.

Activity 2

Story Stations (2 Hours)

Each station has its own story and activity. Have one volunteer stay at each station to read the story and facilitate the activity. If there is an older kid in the group who wants to read, let them alternate with the volunteer to keep up the pace. Each station will take about 30 minutes.

- ***H is for Honor: A Military Family Alphabet*** (Sleeping Bear Alphabets) by Devin Scillian
 1. Read the story.
 2. Have the youth make their own military family alphabet page. Encourage the youth to make one page for a group book and one page for themselves. Push the youth to work together as a group to do all the letters, especially the older ones. When all four groups have cycled through, assemble the book using the brads. (If you're making a group book. Otherwise, youth just make their own individual pages and take them home.)
- ***The Kissing Hand*** by Audrey Penn
 1. Read the story.
 2. Use the rocks as a pocket 'kiss', or have the youth create their own pocket 'kiss' that they can give to their Service Member when they are deployed. If extra time, have the youth make 'kisses' for their other family members, deployments can be stressful and everyone in the family might like a pocket 'kiss' to comfort them.
- ***Love Lizzie: Letters to a Military Mom*** by Lisa Tucker McElroy
 1. Read the story.
 2. Hand out the blank postcards and have youth decorate the blank side. Have them make about one per month of the deployment: Army generally deploys for 12 months, Marines for 9-10 months, Navy for 3-6 months, and the Air Force deploys for 6 weeks. However, the Air Force often deploys multiple times in a



year so it's good to make a couple of postcards for their potential multiple deployments.

3. Remind the youth to leave the back blank; they'll write messages to their Service Member once they deploy.
- ***Daddy, You're My Hero*** by Michelle Ferguson-Cohen
 1. Don't tell the youth the name of the story.
 2. Pass out the Kool-aid Play Dough.
 3. Have youth sculpt a hero out of their Play Dough. Ask the youth to briefly describe who/what they made and what makes it heroic.
 4. Read the story.
 5. Ask youth if they consider their Service Member to be a hero. Why or why not? Please stress that it's their opinion about who or what a hero is and they're entitled to it.

Activity 3

OMK 500 (1 Hour)

1. Have youth form teams of 2-3. (Make sure no youth is left out.)
2. Give each team a skateboard, a pile of newspapers, a role of masking tape and direct them towards the pile of recycled items.
3. Tell them that their mission is to build a skater out of recycled materials that can 'ride' across the finish line, standing, without being taped to the skateboard or being help by one of the youth. Each skater must be larger than 4 feet. Tell them they have 30 minutes to make their skater.
4. It is important to stay positive. Try to get the youth to think creatively to solve this challenge. Have youth teams do practice 'mini' runs before the big event.
5. When the time is up, have the youth stand their skater on the skateboard, take aim and push the skater and skateboard towards the finish line.
6. Have the Service Member facilitate the OMK 500.
7. The team that wins gets a fabulous prize! Everyone else wins something too!

Talk It Over

- ★ **Reflect:** What did you like about the day? What didn't you like about the day? Do you think it's a good idea to be ready to talk to your Service Member when they call? Why or why not? Which story was your favorite? How come?
- ★ **Process:** How did your team work well together when you made your skateboard racer? Were you happy with your skater's performance? Why or why not?
- ★ **Generalize:** Today you met other youth getting ready for a deployment. Does it make you feel better knowing you have a peer support group who understands what it's like to have a Service Member deploy?
- ★ **Apply:** Where are you going to put your Conversation Box? Do you think of heroes any differently now that you've read *Daddy You're My Hero*? Why or why not?



Enhancement

Add other stories and activities about Military families. A list of **Military Kids Books** is attached.

Closing

Today we talked a lot about deployment and getting ready for your Service Member to leave. Operation Military Kids wants to say thank you for your service to our country just like your Service Member. You are a Hidden Hero because you serve without the uniform by helping at home, doing well in school, etc. We also hope you had fun creating your skater and hope that you met some new friends that you can see again. Thank you.

Credits/Sources

Ferguson-Cohen, Michelle. Daddy, You're My Hero. Little Redhaired Girl Publishing, 2003.

Penn, Audrey. The Kissing Hand. Child and Family Press, 1993.

Scillian, Devin. H is for Honor: A Military Family Alphabet. Sleeping Bear, 2006.

Tucker McElroy, Lisa. Love Lizzie: Letters to a Military Mom. Albert Whitman Press & Company, 2005.

Vickery-Smith, Julie. Holiday Zone's Craft Recipes for Year-Round Fun. 1998-2009. Accessed April 29, 2009. <<http://www.theholidayzone.com/recipes/dough.html>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist and Wendy Rubinyi, Instructional Design Specialist, 2009.



Boxes, Stories, and Races Oh My!

Dear Family,

Today we were very busy and had a lot of fun. We made Conversation Boxes so your youth can put things they want to tell their Service Member in the box so when their Service Member calls or Skypes, your youth is ready to talk. Pictures, great grades, concert playbills, new toys, etc. can all go in the box. Help your youth put important things in the box and remind them to use the box when their Service Member calls or Skypes.



We also did story stations. Youth read a variety of Military family books and did different activities with each book. The stories are listed below and they and the activities helped the youth see their civic connection with Military families and ideas on how to stay in touch with their Service Member during the deployment.

The final activity we did was to create skaters to ride a skateboard and participate in the OMK 500. Youth worked in teams to make their skaters and then raced. This was a great way to work on teamwork, and meet other Military Kids. Ask them about the challenges they had making their 'skater'. Remember, a peer support network is very important; it is nice to have other youth to talk to who understand what a deployment feels like. Maybe they made a friend today that they would like to see again.

Thank you for coming today and bringing your youth. Operation: Military Kids Support Cycle Yellow Ribbon Outreach Experience. OMK calls Military Kids 'Hidden Heroes' because they serve their country just like their Service Member. I appreciate your service on the home front with your family - you're a hero just like your Service Member and your youth.

Sincerely,



Books we read today:

- *H is for Honor: A Military Family Alphabet* by Devin Scillian
- *The Kissing Hand* by Audrey Penn
- *Love Lizzie: Letters to a Military Mom* by Lisa Tucker McElroy
- *Daddy, You're My Hero* by Michelle Ferguson-Cohen

Conversation Starters:

- What do you think is the most important service you can do for your family and community?
- Would you rather take care of a pet or help your elderly neighbor? Why?
- What new person would you like to have as a friend? Why?
- How do you think a hero acts?



Military Children's Books

- ★ A Very Long Time by Geri Timperley and Nikki Arro
- ★ While You Are Away by Eileen Spinelli
- ★ Owl Babies by Martin Waddell
- ★ When Duty Calls by Angela Sportelli-Rehak
- ★ Daddy, Will You Miss Me? by Wendy McCormick
- ★ Daddy is a Soldier by Kirsten Hallowell
- ★ A Year Without Dad by Jodi Brunson
- ★ Daddy, You're my Hero! by Michelle Ferguson-Cohen
- ★ A Yellow Ribbon for Daddy by Anissa Mersiowsky
- ★ Red, White, and Blue Good-bye by Sarah Wones Tomp
- ★ H is for Honor: A Military Family Alphabet by Devin Scillian and Victor Juhasz
- ★ Deployment: Journal for Kids by Rachel Robertson
- ★ I Miss You: A Military Kid's Book About Deployment paperback by Beth Andrews
- ★ My Dad is Going Away, but He will be Back One Day; A Deployment Story paperback by James Thomas
- ★ Mommy, You're my Hero and Daddy, You're my Hero board books by Michelle Ferguson-Cohen
- ★ Over There board books published by the Zero to Three Project about military dads and moms who are deployed. Visit their web site at www.zerotothree.org
- ★ When Dad's at Sea hardcover by Mindy L. Pelton
- ★ Daddy's in Iraq, but I Want Him Back! paperback by Carmen R. Hoyt
- ★ 15 Reasons I Love my Dad: A Fill-in-the-Blank Book hardcover by Samantha Kappler
- ★ Love, Lizzie: Letters to a Military Mom by Lisa Tucker McElroy
- ★ Sammy's Soldier by Sarah L. White
- ★ An American Hero by Joanne Green
- ★ Night Catch by Brenda Ehrmantraut
- ★ The Impossible Patriotism Project by Linda Skeers
- ★ My Red Balloon by Eve Bunting
- ★ I'm Already Home: Keeping your Family Close when You're on TDY paperback by Elaine Gray Dumler
- ★ Surviving Deployment: A Guide for Military Families paperback by Karen M. Pavlicin
- ★ The Kissing Hand by Audrey Penn



Kool-Aid Play Dough

From The Holiday Zone at <http://www.theholidayzone.com/recipes/dough.html>

1-cup flour

1/2 cup salt

1 small packet unsweetened drink mix (Kool-aid or generic)

3 Tbsp. oil

1-cup boiling water

Combine dry ingredients. Add oil. Add boiling water. Stir well. Knead ingredients until soft dough forms. Store dough in airtight container or zip-lock bag. This dough is non-edible (harmless, but tastes awful); however, it smells great.







How Do You Learn?

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Learning to Learn
- ★ Critical Thinking
- ★ Self Motivation
- ★ Cooperation
- ★ Accepting Differences



Activity Overview

It's not about how smart you are – but **HOW** you are smart! Explore your learning style and see how “smart” you are!

Shout out!

*It's not about how smart you are – but **HOW** you are smart! How do you learn best? Is it by using your hands or your body? Do you hear music and it sticks with you all day? Do you like to do puzzles? Let's explore your learning style and why you learn best doing certain things!*

Get Ready

Roles for Uniformed Service Member

- Share with youth how they best prefer to learn and when they realized that was their learning style
- Assist youth as they visit activity stations to explore learning styles

Roles for Volunteers

- Assist youth while visiting activity stations

Activity Orientation for Volunteers: 30 Minutes

- Understanding the basics of electricity and using batteries, aluminum foil and light bulbs (See p. 11 of “Magic of Electricity” worksheet to better understand the process) Note: aluminum foil and batteries may become hot to the touch when touching batteries together to light a bulb. The larger the batteries, the easier it will be to light the bulb

Preparation time: 45 minutes

Space: Indoor space with tables and room to move about

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.



6. Copy Parent Letter.
7. Copy activity sheets – 1 per participant
Do You Know...
How Do You Learn: Activity Sheet
8. Print off eight activity resources to set up at tables around the room
(Found at the end of this lesson)
 - Buy, Borrow or Barter (Linguistic)
 - Lighting the Bulb (Logical-Mathematical)
 - Learning to Draw (Visual-Spatial)
 - Compose Your Song (Musical)
 - Dis “cover” ing Citizenship (Interpersonal)
 - Animal ID (Naturalist)
 - First Things First (Bodily-Kinesthetic)

Get From OMK Tool Kit

Activity 4

- Cutting boards

Procure Supplies

Icebreaker

- Sheets of copy paper (for airplanes in Icebreaker and for recording presentations in activity 8)

Activity 1

- Writing utensils (All Stations)
- Activity sheets for all stations
- Aluminum foil (Station 4)
- Lantern batteries (Station 2)
- 9 volt batteries (Station 4)
- D batteries (Station 4)
- Flashlight bulbs (Station 4)
- AA batteries (Station 8)
- Christmas tree light bulbs (Station 8)

Activity 4

- Wooden skewers
- Sharp Knives
- Red grapes
- Green grapes
- Strawberries
- Kiwi (should get peeled and sliced into 12 slices by participants)
- Bananas
- Marshmallows
- Bowls for Fruit



Background

Many of us think, learn, and process in different ways. Some of the things we do are very natural and easy for us, while others may be more difficult. Each of us has a preferred learning style and we spend most of our time learning in that way. For some people it's reading, for others it might be listening, but for others it might mean movement. We'll explore the many different types of learning and see if you learn something about yourself.

Set Up Your Space

Have youth fold paper and create paper airplanes. There is no right or wrong way to fold them, let youth display their creativity. Allow youth to toss them about and see how they fly. You may wish to have a few marks on the floor made with masking tape to indicate distances for youth to have "fly offs" to see how far the different paper airplanes can fly.

WHAT TO DO

How Do You Learn?

Icebreaker

Looking Ahead (15 Minutes)

Have youth stand in a circle. Ask each young person to say their first name and ask them to complete this sentence: "In the next week I am looking forward to...." After each person has had an opportunity to say what they are looking forward to, do a quick summary of the variety of types of answers (i.e. group the sports related answers, or school related answers) and share those back to the group. Say "It looks like we have a variety of activities happening in the next week and all of you'll be very busy. As diverse as your activities are, I think you'll find the time ahead together to be interesting as well, since we all have so many different interests in our lives. Those differences will be important to notice as we go about our activities today."

Introduction:

(20 Minutes)

When we work with other people, we need to remember that not everyone learns the same way we do. We all do things differently. People remember...

- 20% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they do and say!

We need to realize that people of all ages have different learning styles and it can often affect the way people tune in or tune out of the conversation or learning experience.

Picture yourself at a meeting. When do you notice people paying the most attention? Do you find that everyone is attentive at the same time? Do you find when someone is giving a presentation that they get the most attention? Does the president hold everyone's attention during the business meeting? We all have different ways of learning and some things work better than others.

I'd like to introduce a topic today called Multiple Intelligences. The definition of multiple intelligences says, "It's not how smart you are, but how you are smart." Howard Gardner developed the theory of multiple intelligences, and he says, "As human beings, we all have a repertoire of skills, for solving different kinds of problems. And he defines intelligence this way,

How Do You Learn?



‘An intelligence is an ability to solve a problem or fashion a product which is valued in one or more cultural settings.’”

When we talk about multiple intelligences, we are talking about the different ways you learn and are "smart." Think about school and the subjects you enjoy most. Do they come easy to you? Part of the reason they come easy to you is likely because it's one of your preferred ways of learning. We are going to talk about those multiple intelligences and how they affect you in different things you do. From here forward, we'll call those intelligences “learning styles” to make it easier to think about how you learn.

There are eight identified “learning styles” that we are going to talk about. I will give you a summary of those and then we are going to show you how each of those eight can be used. I want you to be able to best meet your learning needs through your identified (or even unidentified) learning styles. And as you may discover through these activities, you may fit several styles, so how we can recognize and incorporate the many learning styles into our program will be a benefit to everyone.

You may know someone that can create something because they can see it in their mind, someone who can teach everyone a catchy tune, or someone who can get everyone involved and active. Thinking about how to use those resources is also extremely important for seeing the benefits of these learning styles.

I'd like to briefly introduce you to each of these and then have you visit the stations that are set up. After the stations, I will spend more time with you defining the eight learning styles, discussing the stations and what was happening, and provide you with a tool to discover your preferred learning style.

Activity 1

Introduction

Types of “Learning Styles”

(10 Minutes)

1. **Linguistic** or verbal refers to our ability to use both written and spoken words.
2. We use the **logical/mathematical** style when we use numbers, calculations, logic or classifications. We are also being logical when we follow directions or use critical thinking skills.
3. Our **visual/spatial** style refers to our ability to visualize it, see it, draw it, and color it or mind-map it.
4. Individuals with **musical** style appreciate music, rhythm and sound effects. They like to engage in and may easily master these skills.
5. We experience **interpersonal** learning styles most directly whenever we engage in verbal and non-verbal communication or otherwise act as a member of a team. This style encourages us to develop a sense of empathy and caring for each other.
6. **Intrapersonal** style is the capacity to be self-reflective. Keeping a diary is one example.
7. The **Naturalist** style has to do with the ability to understand, relate to, categorize, comprehend and explain the things encountered in the world of nature.
8. Our **bodily/kinesthetic** style refers to our ability to do many things that are not necessarily known by the conscious mind – like ride a bike or type a letter - and to our desire to tackle a new learning experience ‘hands on’ or with our entire body.



Prepare for the Stations

(5 Minutes)

The eight stations are designated by the number on the table tent. At each table you'll also find one page of directions for the activity. If the activity refers to a handout, you'll also find several copies of that curriculum page at the station so you may take that page with you. Each group will have 5 minutes or so per station to work on the activity; we'll keep the time and tell you when to rotate. Groups will rotate 1 to 2 and so forth.

Are there any questions before you begin working on your first station?

Station Time- Hand out activity page for each participant.

(60 Minutes)

1. **Linguistic** –Buy, Borrow or Barter – Stepping Out – Arrange the words in any order, fill-in blanks, read story, and rearrange the words so the story makes sense.
2. **Logical-Mathematical** -Lighting the Bulb – Making the Bulb Light – Follow the directions on the handout to make the bulb light. *Also needed: aluminum foil, and a battery, small light bulb.*
3. **Visual-Spatial** –Learning to Draw - Look at the shape you see in the box on the left and draw it in the box on the right. *Also needed: examples of the shapes and lines to draw.*
4. **Musical** –Compose Your Song – Making Contact – Select a familiar song and then take the melody and replace it with words of your own. *Also needed: Examples of short songs.*
5. **Interpersonal** –Dis “cover” ing Citizenship – Look at the cover of the “adventure kit” that accompanies this series, identify the 17 pictures jumbled on the page and answer the bulleted questions. *Also needed: copies of the cover of the “adventure kit”.*
6. **Intrapersonal** – First Impressions: Look at the three photos and answer the questions on the worksheet about when it would be ok to dress like the photos.
7. **Naturalist** –Animal ID: Look at the photos on these two pages and see if you can identify what the animal is by the clues given.
8. **Bodily-Kinesthetic** –First Things First - Follow the Warm-up Directions. *Also needed: The warm-up directions.*

Activity 2

Do You Know... (20 Minutes)

When you think about all the things that each of us do and how we learn, it's important to explore the types of things that you and others know.

1. We're going to play “**Did You Know...**” **Bingo** – and learn about the types of things other youth know and do.
2. Everyone will get a worksheet and will need to meet others in the room to find out what they know.
3. When you find someone who “knows” something on your sheet, have them sign their name on that square.
4. Remember that you can't have anyone sign your paper more than once – so you'll need to move around the room and have others sign.
5. When you have a “Bingo” check in with the room leader for more information.



Activity 3

Which Way Do You? (10 Minutes)

Introduction

Many of us do things every day because they are natural to us and we never even think about another way to try things. This might be something like freezing sweet corn. Some people boil the ears of sweet corn in a pot and then cut the corn off the cob to freeze it. Other people cut the corn off the cob first, and then cook it in a sauce pan. Either way works, or someone has probably even thought of another way that works too. Sometimes we just never explore for a new way to do things because we have found something that works for us and we like it.

1. Let's do a little experiment. If you would fold your hands please.
2. How many of you have your left thumb sticking out on top? (See a show of hands.)
3. Let's try to reverse that – fold your hands again so that the opposite thumb is now on top.
4. Does that feel awkward to you? How many of you needed to think about it before you could do it?
5. The first time you folded your hands it was natural and you didn't even have to look. How about when I asked you to reverse the way you did it? Feels weird doesn't it?
6. Now let's try crossing our arms in front of our chest. Again, there is a natural way to do this that you don't even have to think about. Try to do it the opposite way.
7. This one is far more difficult and feels really different and doesn't feel natural at all to most people.
8. Here is another example of how we're all different and need to recognize that we don't all do things the same way.

Activity 4

Fruit Kabob Snacks (45 Minutes)

Many community organizations find themselves having a snack during a meeting, at the end of the meeting, or holding the meeting over a meal. Food often brings people together. We're going to make a snack together, but it's going to take all of us working together to make it happen. I have here several different items that will go into making fruit kabobs: bananas; strawberries; kiwi fruit; green grapes; red grapes, and marshmallows. We'll need to cut the fruit and then each person can assemble their own fruit kabob.

Provide utensils such as cutting boards, sharp knives, and bowls for the products. Ask everyone to wash their hands before they begin any work with the food. After all the items have been cut and put into bowls, participants may take a skewer and begin making their fruit kabob.

Put the items on the skewer and enjoy a great snack!

- Red and green grapes
- Strawberry
- Kiwi
- Strawberry
- Banana
- Marshmallow

Everyone can take time to enjoy their tasty treat.



Activity 5

Put It Into Action (45 Minutes)

As you think about the different ways that each of us prefers to learn and where we feel “smart”, I want you to be thinking about how you would convince a teacher in school to help you learn in your preferred learning style.

1. Gather in a group of 2-4 people, preferably people who are “smart” like you. In your group, I want you to create a presentation or a way to convince a teacher to add some new methods into the classroom to help you, and others learn in a style that works best for you. For example, how could you convince your Math teacher to add some kinesthetic (movement) activity into class? Or how could you convince your History teacher to add some naturalist component into your class? What kinds of ideas will be helpful to the teacher to be willing to try some new things?
2. Be ready to share your ideas with everyone after 30 minutes – so they can take some ideas back to try with their teachers too!

Talk It Over

- ★ **Reflect:**
 - What “station” was easiest for you? Which was most challenging?
 - What is your preferred learning style?
 - How can you better use your learning style when doing homework?
 - What surprised you about your style of learning?
- ★ **Process:**
 - What was the most challenging style of learning for you? Why?
 - How could you change your learning style?
 - Why would teachers in school possibly have a problem with your learning style?
- ★ **Generalize:**
 - Where else might these learning styles occur in the future for you?
 - How might your learning style affect the type of job you search for in the future?
 - Why would a parent or loved one need to learn more about your learning style?
- ★ **Apply:**
 - How will you act differently in a classroom or on a job because of what you learned about your learning style?
 - How can you use these learning style skills in other situations?
 - How can you help others learn about how to use their style of learning?

Enhancement

Go to www.accelerated-learning.net/learning_test.html to take a survey of your learning styles to find out more about which “smart” you prefer to use when learning.

Closing

As you find yourself in a learning environment, remember that you have all the skills for the different styles of learning, but you tend to lean toward some that are more comfortable to you. Remember to stretch out of your comfort zone to keep learning, but know that it’s ok to use your strengths in specific areas to keep learning.



Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator; University of Minnesota Extension Center for Youth Development, 2009



How Do You Learn?

Dear Family,

During our time together today, we spent time learning about how we learn and exploring how we are “smart”. Since not everyone learns the same way, we did some activities to find out how we prefer to learn. Some people learn best by listening, some by reading and others prefer music or nature to help them best understand concepts.

As you think about your youth and their preferred learning style, you may wish to ask them about their personal experiences and what came most naturally to them. Some question ideas are listed below in the conversation starters.



When you pay attention to how your youth learns best, you can also encourage them to be a good student and recognize what they need to succeed. Encouraging them to utilize those strengths, but also to try the other learning styles will help them recognize how they can learn in many situations and environments.

As your Military Family faces deployment of your loved one, think about your youth’s learning style, and how they can use their unique style to communicate with their loved one while they are deployed.

Thank you for participating in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience. It was a great opportunity to meet your youth and help them explore their learning style and method of feeling successful about learning.

Sincerely,



If you have any questions about your youth’s experience, please feel free to contact me at:

_____.

Conversation Starters:

- Do you need to be active or use your body to better understand a topic, such as in science class?
- Can you picture things in your mind, like a camera recording a scene, or a solution to a problem?
- How does music affect your learning? Do you need it to study? Can you remember tunes easily?
- How aware of the outdoors are you? Do you notice things around you like birds, plants or animals?



Supporting Documents for “How Do You Learn?”

Each of these should be laid on a table to indicate an **activity station** for the youth to rotate through.

1. Buy, Borrow, or Barter

Clothing can cause so many interesting reactions in people. Some people like to shop in stores; others like to get a good deal at a yard sale, and still others like hand-me-downs. Take a look at the story on the activity sheet and see how you fill in the blanks.

*Based on “Buy, Borrow, or Barter”, p. 14
Discovering Choice, Clothing Decisions Activity Guide*

2. Learning to Draw

There are many things to learn about drawing. Take a look at the shapes inside the boxes and then draw that shape inside the box next to it. Then try drawing the shapes found below the boxes.

*Based on “Drawing”, p. 10
Sketchbook Crossroads: Drawing, Fiber & Sculpture – Youth Art Activities*

3. Compose Your Song!

Music is a way you can put your thoughts into words and tell a story or teach a lesson. Did you ever think about being a songwriter? Take a look at the song below and see if you can replace the words to make a song of your own (or pick a song of your own to write new words to).

Row, row
Row your boat,
Gently down the stream
Merrily, merrily
Merrily, merrily
Life is but a dream.

*Based on “Making Contact,” p. 26
Picking Up the Pieces, Level 1, Communications Activities for Youth*

4. The Light Bulb Goes On!

Although we cannot see electricity, we know it exists because we use it every day to run things in our homes. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Follow these directions.

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the strip of foil to the other end of the battery.

*Based on “Making the Bulb Bright,” p. 10
Magic of Electricity, Level 1, Project Activity Guide*



5. *Twist & Turn*

Warming up and stretching is an important start to most activities. Following warm-up directions is important for many different parts of the body. Follow the warm-up directions here and decide which part of the body these stretches are good for:

Ankle & Calves Hamstrings Lower Back Chest & Upper Body Neck

1. While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
2. Rotate each foot 10 times in one direction and 10 times in the other direction.
3. Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.
4. Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.

*Based on "First Things First," p. 12
First Aid in Action, First Aid Activities for Youth*

6. *Discovering Citizenship*

Take a look at the Citizenship page in front of you. There are 17 pictures on that page that are connected to the ideas of citizenship and democracy. List as many as you can while thinking about the following:

- What is important about each picture?
- What does it have to do with citizenship or democracy?
- What other words come to mind when you think about citizenship and democracy?
- Why are they important?

*Based on "Dis"cover"ing Citizenship", p. 11
Public Adventures, Guide's Handbook*

7. *Animal Identification*

As you **look at the photos** in front of you, can you **identify the animal with the parts** that are shown? Examine the details that have been provided and write the name on your sheet of paper.

Choices may include the following: (there are extra choices listed)

Beaver	Pheasant	River Otter
Raccoon	Bobwhite	Flying Squirrel
White Tailed Deer	Quail	Timber Rattlesnake
Peacock	Cottontail Rabbit	Red-Tailed Hawk
Wild Turkey	Eastern Garter Snake	Blue Jay
Opossum	Red Fox	Moose
Gray Wolf	Striped Skunk	
Coyote		

*Based on "Animal ID", p. 12-13
4-H Wildlife Manual, Level A*



8. What Do You See?

Take a look at the **activity sheet** and think about the situation that has been presented about walking into a room for the first time. What do you think people see? Answer these questions:

- Is picture A, B, or C more appropriate for giving a presentation to a group of adults? Why?
- Which would be most appropriate for giving a demonstration to your class at school? Why?
- Which would be most appropriate for hanging out with your friends? Why?
- Where else might you wear each of the different outfits and make a good impression? List a couple of ideas for A, B, and C.

*Based on "First Impressions", p. 6-7
Putting It Together, Communication Activities for Youth Level 2*



Resource List of Materials to Support Activity Stations

(Scanned copies of each of the materials are included in this lesson.)

- **Linguistic** – - Buy, Borrow or Barter – Stepping Out – Arrange the words in any order, fill-in blanks, read story, and rearrange the words so the story makes sense.
- **Logical-Mathematical** - 4HCCS BU-06848 2002 – Electricity Project Activity Guide – Stage 1 – Magic of Electricity – Pages 10 -11 – Bright Lights – Lighting the Bulb – Making the Bulb Light – Follow the directions to make the bulb light. *Also needed: aluminum foil, battery, small light bulb*
- **Visual-Spatial** – 4HCCS BU-08140 2005 – Sketchbook Crossroads: Drawing, Fiber & Sculpture – Unit 1 – Drawing – Pages 10 - 11 – Learning to Draw - Look at the shape you see in the box on the left and draw it in the box on the right. *Also needed: examples of the shapes and lines to draw.*
- **Musical** – 4HCCS 08156 2005 – Communications Activities for Youth– Level1 – Picking Up The Pieces – Pages 26-27 – Compose Your Song – Making Contact – Select a familiar song and then take the melody and replace it with words of your own. *Also needed: Examples of short songs.*
- **Interpersonal** – 4HCCS MI-7329 1999 – Citizenship Project – Public Adventures – Guide’s Handbook – Page 11 – Welcome to Public Adventures! - Essential Activity: Dis’cover’ing Citizenship – Look at the Cover of the “adventure kit” that accompanies this series, identify the 17 pictures jumbled on the page and answer the bulleted questions. *Also needed: copies of the cover of the “adventure kit”.*
- **Intrapersonal** – 4HCCS BU-08157 2005 –Communications – Level 2 – Putting the Pieces Together – Pages 6-7 – First Impressions – Utilize the example photos on page 6 to answer the questions on your guide sheet about your First Impressions of someone. *Also needed: paper to write.*
- **Naturalist** – 4H-903 2003 – 4-H Wildlife Manual – Level A — See if you can identify these animals using the partial pictures displayed. A list of the possible choices is available for you to select from.
- **Bodily-Kinesthetic** – 4HCCS BU-08174 2005 – First Aid Activities for Youth – First Aid In Action – Pages 12 -13 – Twist and Turn – First Things First - Follow the Warm-up Directions. *Also needed: The warm-up directions.*



How Do You Learn?

Station 1

Activity Handout

Buy, Borrow or Barter

Clothing can cause so many interesting reactions in people. Some people like to shop in stores, others like to get a good deal at a yard sale, and yet others like hand-me-downs. Take a look at the story on the activity sheet and see how you fill in the blanks.

Station 1



Buy, Borrow, or Barter?

Are you a yard-sale hound or part of the mall crowd? Do you trade for what you want or fork over the cash? Not only do you have to decide what to wear, you have to decide where and how to get the best deals.



Decision-Making Skill:
Define Problem
Consider Alternatives
Gather Information
Evaluate Alternatives
Make Decision
Evaluate Decision

Clothing Skill:
Explore clothing sources
Success Indicator:
Understand alternatives for acquiring clothes

STEPPING OUT

Buying something new is not always the best way to update your wardrobe. Think about other ways to get the clothes you need as you have fun with this story surprise.

I Arrange these words in any order in the numbered slots below:
borrow, buy, charge, clean, cut off, exchange, layaway, order, rent, repair, sew, trade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

2 Use the numbered words above to fill in the corresponding blanks in the story.

Seems like I never have the right stuff to wear. Take today for example. I plan to sneak my brother's sandals out of his room. I know I should ask, but I'm in a hurry and I will only _____ (1) them to wear to my friend's house. What could be safer? I could wear mine but I would have to _____ (2) them. Also, the strap is broken and I haven't had time to take them for _____ (3). Besides, I'd rather _____ (4) new ones. The problem is I don't have enough money and my parents won't allow me to _____ (5) anything. I don't even have enough cash to put them on _____ (6). My friend has a similar situation. He wants to _____ (7) the green shirt his aunt gave him for a blue one, but the store was sold out of blue. The salesclerk said he could _____ (8) a blue one but it won't come in for two weeks. In the meantime, his sister said she could _____ (9) one of her blue shirts for him and his Dad suggested that he learn to _____ (10) so that he could make his own. A budget-minded friend offered to _____ (11) him the shirt off his back. I think his best offer came from the guy at the pizza shop who is willing to _____ (12) a pizza (with extra cheese!) for the green shirt. Now I'm thinking "pepperoni" and wondering if that guy could use a pair of dirty sandals with a broken strap.



SUITING UP

Share

Did the paragraph make sense when you chose the words before reading the sentences? Which of the sentences are complete nonsense?

Process

Put the words in order so the story makes sense to you.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

Generalize

Which words fit in more than one sentence? Do some problems have more than one solution?

Apply

List at least three ways you get clothes.



Over four million tons of clothing and textiles are disposed of yearly. About one million tons are collected for reuse or recycling.

Gearing Up

Have you ever thought about how you get most of your clothes? They come your way through exchange, receipt or extension. You exchange money, work or items for clothes. You receive clothes as gifts and hand-me-downs. You extend clothes through creativity—by remodeling or using clothes in new ways.

The ways you get your clothes sometimes affects how satisfied you are with them. For example, if you sew (exchange work for clothes), you could make just what you want. If you trade one item for another (say your old football helmet for a pair of sneakers), you probably will need to compromise. If you're confident about being creative, you can extend your clothes in many ways that can be satisfying and fun.

Looking Good

1. Visit a used clothing store, a department store, and a boutique. Find a similar garment at each and compare the quality and price. Discuss with a friend what you gain and what you lose by shopping each location.



2. Learn about the **barter** system. You might browse the internet for fun, research a paper for school, or set up a clothing exchange among your neighbors.

3. Interview friends to see how many have something in their closet that belongs to others.





How Do You Learn? Station 2 Activity Handout

Learning to Draw

There are many things to learn about drawing. Take a look at the shapes inside the boxes and then draw that shape inside the box next to it.

They try drawing the shapes found below the boxes.



Unit 1

Drawing

Continuous Line, Contour Drawing

Make the Marks, Shading

Finding Space in Perspective,

Perspective Drawing

Drawing in the Round, Paper Choices

Blending Lines, Colored Pencils

Lines of Expression, Pen & Ink

Characters with Style, Calligraphy

Brian Jogger – Cartooning

Black to White, Scratchboard,

4-HCCS Projects Online

The first time you pick up a pencil or crayon and make a mark with it, that mark says, "I am," "I exist," and "I can affect my environment; leave my mark on the world." That's powerful. As you continue mark-making (drawing) experiences, you use those drawings to communicate; to tell a story, idea or feeling; to experiment.

At some point in your drawing you seek to have your drawings reflect the real world, draw real people and make your picture look like the real scene outside your window. Drawing involves learning a set of skills. It requires seeing – careful observation of what we want to draw. Some people draw more easily than others and seem to be able to draw without even thinking. It's kind of like reading. Some people have to work at reading and others read almost effortlessly. Whether you have to work at it or not, reading is a set of skills that you can learn just like drawing is a set of skills you can learn. The activities in this unit can help you learn to draw realistically, draw to communicate and draw to experiment.

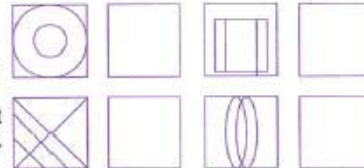
Sketchbook

Keep all of your drawings, the good ones and the experiments. This is a great way to see how your drawing skill has improved. A sketchbook keeps your experimental drawings together. Sketches are usually quick drawings made to record an idea or try out an arrangement of design elements. Keep each sketch to remember the ideas you were thinking about. An idea that you discard this time might be just the right one next time. When you review your sketches, make choices—use the whole idea or just a part of it, trace part of this idea and part of another idea and combine them with a new idea.

Learning to Draw

Sometimes seeing a line is hard to do. In nature there are no lines but artists use line to record what they see. Look carefully at what you want to draw. Find the edges because they are what you first put on your paper. The inside details usually are added later. Let your eye tell your mind what to do—"There's a long, straight line beside a shorter straight line."

Here are four sets of boxes. In each set, look at the shape and lines you see in the box on the left. Draw it in the box on the right.



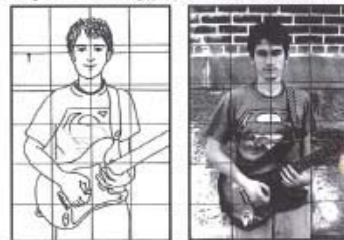
Next try line drawings of things you recognize—a simple bird, a doghouse, a pair of scissors. Try to find line drawings you can look at and draw. This is skill-building work, not creative work. Just copy line drawings long enough to convince yourself you can draw. It's much more fun drawing your own idea than drawing someone else's idea.



Now, look at some photographs. Find images in magazine pictures and try drawing them. Remember that you are looking for shapes and lines in relationship to each other. Listen to your eyes.

The next level of difficulty is drawing from real life. Now you need to look at an object in all of its three dimensions (height, width and depth) and try to record what you see on paper. It can be confusing. Try taking a photo of what you want to draw and then draw by looking at the photo. This helps you see the relationships between spaces and where on the page each part fits.

Drawing grid lines on your photo and on your drawing paper helps you see where to locate each part of the picture. You may even want to turn your photo and your drawing paper upside down. This helps your eye focus on shapes instead of sending messages to your brain to identify the thing you are drawing.





Drawing Tools

There are many drawing tools to use. Any material that will make a mark on paper could be a drawing tool. Materials that take marks off paper (erasers) are also drawing tools when used to remove specific areas.

Some materials to try:

drawing pencils	charcoal pencils	pastels	gum eraser
graphite stick	markers	oil crayon	rubber eraser
colored pencils	crayon	Pen and ink	kneadable eraser
watercolor pencils	melted wax	colored glue	electric-powered eraser

Drawing Surfaces

There are also many surfaces for drawing. White, very flat paper is only one choice. There are hundreds of types of white and colored papers to try. You can also draw on smooth wood. Experiment with a variety of papers and other non-paper surfaces.

The fiber content and surface of paper will interact with the drawing tool to create a unique look. The roughness, or **tooth**, of the paper finish will determine the absorption of the ink, paint or water. Paper may be **acid-free**, meaning it lacks acid producing chemicals and will last longer. **Bond paper**



Doodle here ...



tends to be a high-grade paper with a smooth surface. It is used for business and photocopying. Running paper through very hot rollers compressing the surface to a smooth finish makes **hot pressed paper**. Sometimes fine clay is added, making a smooth absorbent surface. **Cold pressed** paper has a mildly textured surface. Passing the paper through unheated rollers processes it. Cold pressed paper surface allows for wicking (slight spreading) of ink and water. **Rag paper** is made from non-wood fibers such as cotton and linen (flax). A rag paper will have 25–100% fiber pulp. **Rice paper** isn't really made from rice. It refers to lightweight translucent papers.

Experiment by drawing on colored paper, especially black. Use shades of white or cream colored pencils to create rich images. Rather than using shades of gray to black leaving white space as highlights, gently color in the middle and high values using white shades. Artists rarely use black pigment and so is the case when drawing on black paper. Add dark hues in shadow areas to help the artwork really "pop". If the black paper has a grain or linear texture, make sure it is straight before beginning. If the grain shows and is slightly tilted it may affect the overall appearance of the finished piece.

Community Connection

Leonardo da Vinci (1454–1519) was an Italian Renaissance illustrator, painter, scientist, architect and engineer. He used his amazing skills of observation and his incredible artistic talent to capture most every thing around him. He was one of the first during the Renaissance to take a scientific approach towards understanding how our world works. He constantly recorded his observations in numerous sketchbooks. His sketchbooks are filled with his drawing on animals, the human body, inventions including gears and pulleys, bridges, toys, machines, and canal systems. While serving as an apprentice in Florence, da Vinci learned how to use linear perspective, a mathematical system creating the illusion of space and distance on a flat surface. This technique along with his uncanny ability to use colors, made his paintings life-like. Explore how da Vinci used linear perspective on the 4HCCS Visual Arts web site and by doing the Finding Space in Perspective activity.

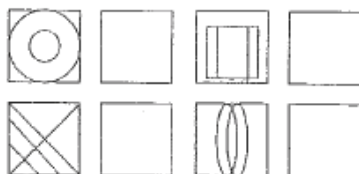


www.n4hccs.org/visualarts

Leonardo da Vinci



Here are four sets of boxes. In each set, look at the shape and lines you see in the box on the left. Draw it in the box on the right.



Next try line drawings of things you recognize—a simple bird, a doghouse, a pair of scissors. Try to find line drawings you can look at and draw. This is skill-building work, not creative work. Just copy line drawings long enough to convince yourself you can draw. It's much more fun drawing your own idea than drawing someone else's idea.





How Do You Learn? Station 3 Activity Handout

Compose Your Song!

Music is a way you can put your thoughts into words and tell a story or teach a lesson. Did you ever think about being a songwriter? Take a look at the song below and see if you can replace the words to make a song of your own (or pick a song of your own to write new words to).

Row, row	_____
Row your boat,	_____
Gently down the stream	_____
Merrily, merrily	_____
Merrily, merrily	_____
Life is but a dream.	_____



Chapter 3 - Write On

Communication Skill:
Writing a song

Life Skill: Communicating
with others – communicates
appropriate verbal messages

Educational Standard:
NL-ENG.K-12.4 Youth use
spoken, written, and visual
language to communicate
effectively

Success Indicator:
Composes and sings a song.

Compose Your Song

Singing a song, playing an instrument, making music—did you know that you can talk to others in a tune? They will hear you loud and clear. Music can help you feel happy, get energized or share your feelings. You can put your thoughts into words, tell a story, or teach a lesson. Did you ever think about being a songwriter? In this activity, you will learn how fun and easy it is to put your thoughts into words and your words into a song.

Making CONTACT

Have you noticed how song writers are able to communicate their ideas through their songs? Now, it is your turn to make your words and ideas sing by creating a song. Start by choosing a topic that will impact others in a positive way. What do you especially care about? Peace, kindness, helping others, honesty, family or saving our earth? Select a familiar song and then take the melody and replace it with words of your own. The more you practice the easier it will be. Before long, you will be able to compose a new melody to go along with your message.

Row, row,
Row your boat,
Gently down the stream
Merrily, merrily
Merrily, merrily
Life is but a dream.

Friends

Be, be,
Be a friend
All across the land
It's always good
To have a friend
Who needs a helping hand.

My Sample Song

"Writing
my
thoughts
into
song..."



Chat Room

Publicize It! *share*

- What was most difficult about writing a song?

Headline It! *process*

- What did you learn about delivering a message through this activity?

Link It! *generalize*

- How can delivering a message in a different way help you share your feelings with others?

Network It! *apply*

- In what other ways could you communicate your message to different audiences?



Does Poetry Make the Song?

How well do you understand and appreciate poetry? Poetry can range from the funny limericks of Ogden Nash to the more serious works of such poets as Robert Frost or Carl Sandburg. Unlike other kinds of writing, poetry uses some type of rhyme or stress meter, has a natural rhythm and can be set to familiar melodies like nursery rhymes. Poetry creates an image that will remain long after the words are spoken or sung.

Tips to Writing a Catchy Song

A song needs to do three basic things to impress a listener.

1. Needs to draw the listener in with interesting lyrics.
2. Needs to be 'catchy', as a song must please the ear rather than just reading it like a poem.
3. Needs to have good sound structure.

Parts of a Song

1. A **stanza** is similar to a paragraph in a book. One or two stanzas making up the verse usually give the details of the song.
2. **Rhyme** patterns are the poetry of songs and should match other verses in a song. Usually rhymes come at the end of a line, but not always.
3. The chorus is a section of lines that generally contain the catchiest part of the song and often contains the title.

CAN GO • Jingle • Limerick

• Lyric • Rhyme • Stanza

NOTE IT

Poetry Writing Tips (from *Poetry Starting From Scratch* by Michael A. Carey)

- Do more with less
- Start with basics—not rhyme
- Match sound with meaning
- Use rhythm & line breaks
- Compare with similes and metaphors
- Create vivid imagery
- Be specific
- Use memory
- Exploit the senses

Upgrades

1. Read a variety of poems. Choose a poem and describe to your helper or a friend the scene or mood set by the poem. "I like to see it lap the miles" by Emily Dickinson is an excellent poem for this type of activity.

2. Listen to a favorite song. Interpret the message in your own words. Share it with your class or group.

3. Create a catchy **jingle** to market 4-H. See if a local radio station will use the jingle during National 4-H Week.

4. Design a campaign song for your club president that states his or her qualifications and persuades people to vote for him or her.



How Do You Learn?

Station 4

Activity Handout

The Light Bulb Goes On!

Although we cannot see electricity, we know it exists because we use it every day to run things in our homes. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Follow these directions:

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the strip of foil to the other end of the battery.



Activity

Bright Lights

Imagine that you are out in the woods and your flashlight gets smashed on a rock. It is starting to get dark. You take the flashlight apart and discover that the **incandescent light bulb** and the batteries are okay, but the case has been destroyed. In this activity you will see if you can fix the light to use on your camping trip.

Power Up

Night is fast approaching, and you really need to light the bulb since it is your only source of light. You look in your backpack and find a piece of aluminum foil. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Brain storm with your helper to come up with ideas on how to make the bulb light. Once you have made the bulb light, take a close look at your set-up. Can you imagine the flow of electricity from the battery, through the bulb filament, and back to the battery? Draw a picture of the path that the electricity follows to light the bulb.



Brain Boosters

1. Using items found around your house, make a flashlight that is easier to use than the one you made in this activity. Demonstrate to your helper how your new flashlight is different from the one you would buy at the store.
2. Think about what other things electrical circuits do other than light up flashlights. Are there circuits in CD players? clocks? doorbells? Explain to your helper how electric circuits run many of the things we use.

Glossary Words

- Atom
- Battery
- Terminal

Activity:
Life Skill:

Electric Skill:
Science Process Skill:

Success Indicator:

National Science Standard:

Build a flashlight
Solving Problems—Identifying a problem, generating solutions and evaluating results
Wiring a simple circuit
Solving problems through experimentation
Understands why an incandescent bulb lights up
Electricity in circuits can produce light



D-cell battery, light bulb, a piece of aluminum foil

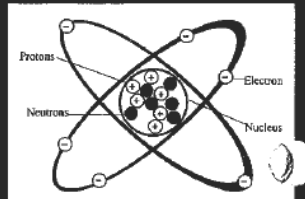


"The Pathway to Light"

What is Electricity

Although we cannot see electricity, we know it exists because we use it every day to run things such as toasters, vacuum cleaners and computers. Scientists have discovered that everything in the world is made of tiny particles called **atoms**. Atoms are made up of even smaller particles called **electrons**, **protons** and **neutrons**. Electrons have a negative charge and protons have a positive charge. Electricity is produced when something upsets the balance between

electrons and protons in the atoms, causing the electrons to move from one atom to another. This movement of electrons creates the **energy** that powers your CD player or television!



- Circuit
- Electron
- Energy

- Filament
- Incandescent Light Bulb

- Neutron
- Proton
- D-cell Battery

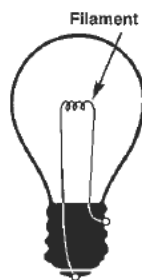


Lighting the Bulb

The light bulb in your flashlight needs electricity to light it up. Electricity is the flow of **electrons**. A battery provides a flow of electrons by pushing electrons out of one end and pulling electrons back into the other end. This flow of electrons will only happen when the electrons are given a path that they can travel along. Metal makes a great path for electrons to travel on, which is why aluminum foil is used in this activity. Air, on the other hand, makes a terrible path! That is why the electrons don't just run out of a battery when the **battery terminals** are touching only air.

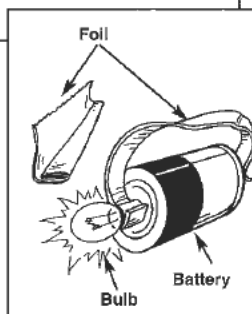
The only way to make the bulb light is to make sure that the electrons have to go through the bulb to get back to the battery. Look at the picture of a light bulb. When the electrons go through the filament of the bulb the bulb lights up. To make the electrons go through the filament, you must make sure that the filament is part of the path! To do this you must make sure that one part of the path touches the metal side of the light bulb, and another part touches the light bulb at the very bottom of the bulb.

If there is a path that doesn't include the bulb filament, the electrons will choose that path. The filament is a tight squeeze for the electrons and they will take an easier way if it is available.



Making the Bulb Light

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the bottom of the strip of foil to the other end of the battery.



You have built your first **circuit**! A circuit needs three things:

- Something to push electrons (in this case, a battery)
- A path for the electrons to follow (aluminum foil and light bulb)
- Something for the electrons to do (like light up a light bulb)

To test your understanding of a circuit, see what happens when you connect the foil to both ends of the battery and then put the bulb on top of the foil strip. Does the bulb light up? Why?



Making Connections

Share With Your Helper

- ☐ What equipment was needed to make the bulb light?
- ☐ What was the source of electricity used to make the bulb light?

Process What's Important

- ☐ How is your imitation flashlight different than one you would buy at a store?
- ☐ Why is it important to understand how electricity works?

Generalize To Your Life

- ☐ What is another time that you experimented to solve a problem?
- ☐ Describe another time when brainstorming helped you solve a problem.

Apply What You Learned

- ☐ When faced with a new problem, like fixing a flashlight, describe some ways that you could figure out the answer.
- ☐ Describe how technology can help us organize our thoughts and solve problems.



In 1709, an English scientist, Francis Hawksbee, made the first electric light! First, he removed most of the air from a hollow glass ball. Then he spun the ball on an axle with a crank and let it rub against his hand. As a charge of electricity built up in the hollow globe, it began to glow! Bright Lights!



How Do You Learn?

Station 5

Activity Handout

Twist & Turn

Warming up and stretching is an important start to most activities. Following warm-up directions is important for many different parts of the body. Follow the warm-up directions here and decide which part of the body these stretches are good for.

Ankle & Calves Hamstrings Lower Back Chest & Upper Body Neck

- While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
- Rotate each foot 10 times in one direction and 10 times in the other direction.
- Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.
- Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.



Twist and Turn

First Aid for Sprains, Strains, Bruises

First Aid Skill: Recognizing ways to prevent a sprain, strain or bruise

Life Skill: Making decisions: analyzes the situation and formulates a plan of action

Educational Standard: NL-ENG.K-12.3: Apply a range of strategies to comprehend and interpret text

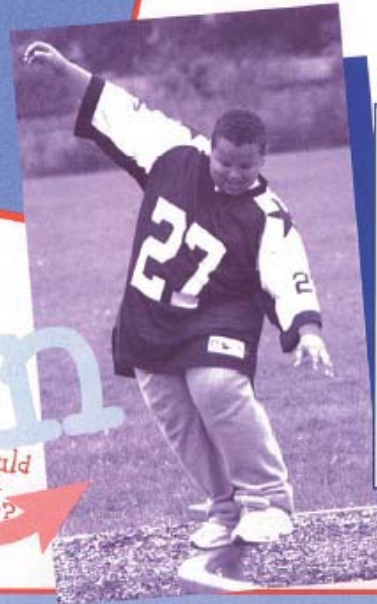
Success Indicator: Completes the Family First Aid Card for sprains, strains and bruises, and adds the proper supplies to the Family First Aid kit.

Have you ever had a sore muscle or a serious bruise? What parts of your body might get a sprain or strain? It is best to avoid these injuries. But if you have a strain, sprain or bruise you should "RICE" it! (Rest, Ice, Compress, and Elevate)

First Things First

The best way to avoid a strain or sprain is to warm-up and stretch your joints and muscles before any activity. Follow the Warm-up Directions on the chart below. Use the word bank to identify which joint or muscle gets a stretch and write it in the chart. You can add other stretches to the bottom of the chart. Then study what to do if you DO get a strain, sprain or bruise. (See A Call To Action).

What could happen here?



Word Bank

Ankle & Calves
(back of lower leg)
Hamstrings
(back of thigh)
Lower back
Chest and upper
body
Neck

Joint or Muscle	Warm-up Directions
	Sit on the ground, one leg stretched out in front, the other leg bent up close to your groin. Lean over to touch your chest to the knee of your straight leg. Switch legs and repeat 10 times.
	While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
	Rotate each foot 10 times in one direction and 10 times in the other direction.
	Lie flat on your back with both knees bent. Raise one knee to your chest and with both hands gently pull it toward your shoulder. Repeat with the other leg.
	Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.
	Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.



Let's Consult



Share What You Did

- Demonstrate one way to avoid a strain, sprain or bruise by stretching muscles.

Process What's Important

- Explain what to do if you DO get a strain, sprain or bruise.

Generalize to Your Life

- Why is it important to practice prevention for strains, sprains and bruises?

Apply What You Learned

- Share examples of when you have seen the steps (R.I.C.E.) used at sporting events, at school, on TV or other situations in real life.

Did you know? Ice first, then heat. Once the swelling has gone down, you can apply warmth to an injury to speed healing. The ice made the blood vessels constrict (shrink) which reduced the pain and swelling. Heat opens up the blood vessels to improve circulation and speed up healing.

Health Project Online
www.n4hccs.org/health



First Aid for Strains, Sprains and Bruises

Study the flowchart below. Use the information to complete your Family First Aid Card for Sprains, Strains, and Bruises found on page 31. Then pack your supplies.

Think R.I.C.E.

R for **REST**. Stop and rest the area as soon as it hurts.

I for **Icing**. Icing can make a huge difference. You should do it immediately, but remember: NO ice directly on skin. Wrap ice in a wash cloth or put it in a plastic bag. HINT: If you don't have an ice pack handy, a bag of frozen peas, or a chilled can of soda or a bucket of ice water will do. Check around your house and brainstorm a list of all the things you have that could be used as an ice pack.

C for **Compress**. Using an elastic bandage, practice the C for COMPRESS. Wrap firmly. It reduces the chance of swelling. You should apply the ice right on top of the bandage. Wrap yourself, a friend, or a stuffed animal. Take a picture of your technique and place it in your book.

E for **ELEVATE**. Raise the injured area above your heart. Gravity works wonders to keep the swelling down.

Make your own Making a sling for your first aid kit

Using a cloth for a sling, practice one technique for the E for ELEVATE.

You'll need: ☐ measuring tape ☐ scissors ☐ safety pin
☐ a piece of cloth (42" x 42")

Directions:

1. Place one end of triangle over the shoulder of the uninjured side. The sling base and the other end of the triangle should be hanging down over the chest and under the injured arm.
2. Fold the injured arm across the chest, keeping the fingers higher than the elbow.
3. Take the other end of the triangle and tie it at the back of the neck in a knot. Keep the fingers exposed.
4. Secure the safety pin in front of the elbow. Nice work!
5. Take a picture of your sling and place it in your book.



How Do You Learn?

Station 6

Activity Handout

Discovering Citizenship

Take a look at the Citizenship page in front of you. There are 17 pictures on that page that are connected to the ideas of citizenship and democracy. List as many as you can while thinking about the following:

- What is important about each picture?
- What does it have to do with citizenship or democracy?
- What other words come to mind when you think about citizenship and democracy?
- Why are they important?
- 4HCCS MI-7329 1999 – Citizenship Project – Public Adventures – Guide’s Handbook – Page 11

Step 1

Welcome to *Public Adventures!*

Introducing Citizenship and Public Adventures

This chapter provides you with information to help you:

- ▶ introduce Public Adventures to youth, and
- ▶ assist the youth in working together as a group.

Life Skill: Working in a group

To get your group thinking about citizenship and ready to start their Public Adventure, try these activities.



Essential activity:

Dis“cover”ing Citizenship

This activity will help your group think about the ideas associated with citizenship and democracy.

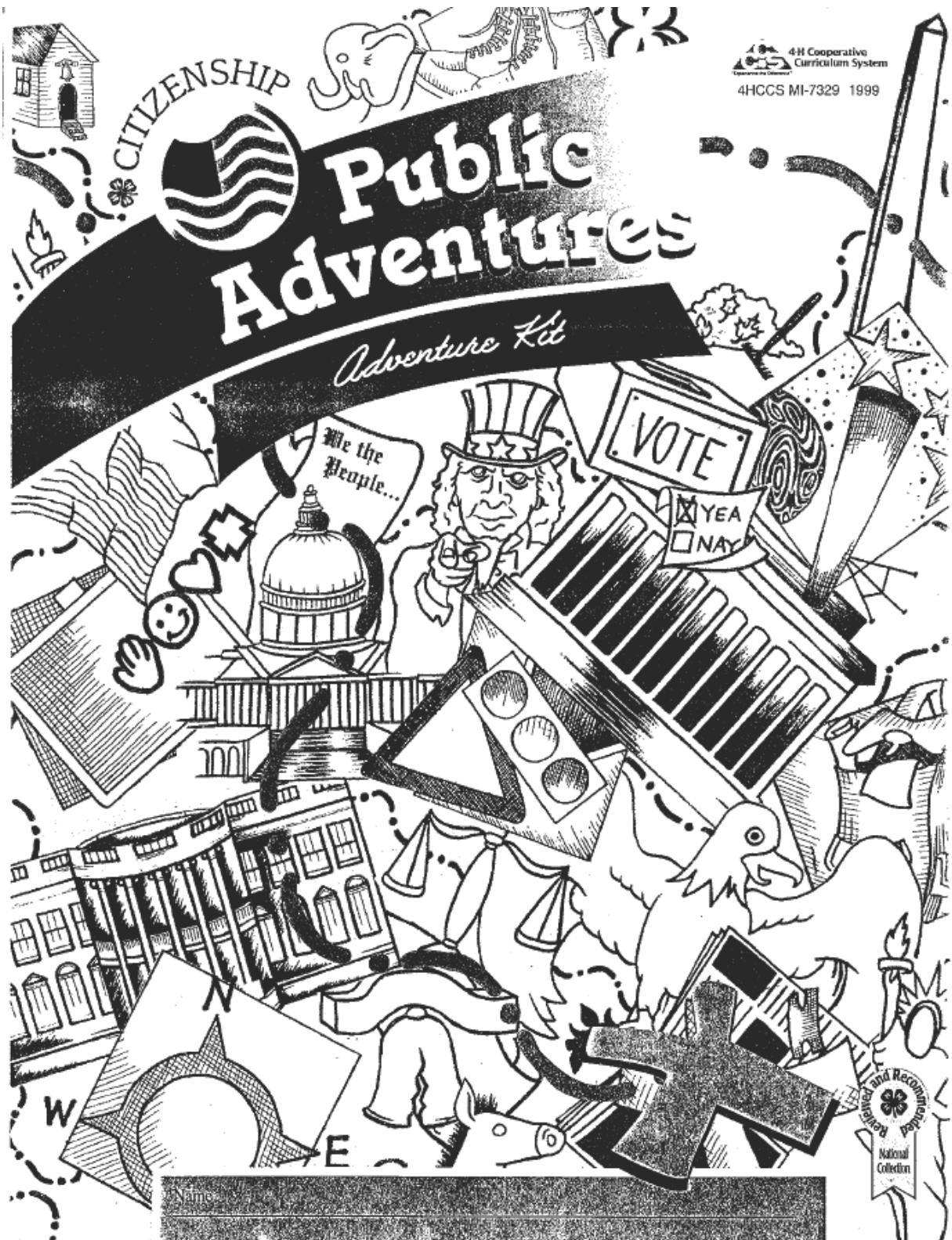
- Have the youth turn to the cover of their Citizenship Adventure Kits. There are 17 jumbled pictures that are connected to the ideas of citizenship and democracy. Ask the youth to find and identify the pictures. Write them on a large sheet of paper or on a blackboard.
- Ask the youth, “What is important about each picture? What does it have to do with citizenship or democracy?”
- These pictures don’t cover all of the ways to think about citizenship and democracy. So next ask, “What other words come to mind when you think about citizenship and democracy? Why are they important?” A few suggestions that the youth might miss: working together, making a difference, making the laws and following the laws, diversity, and community.
- Stress that while there are many ways to think about citizenship and all are important, Public Adventures focuses on active citizenship. Have them look up “active citizen” in their Phrase Book. Do they agree with the definition? Why or why not?

Cover Key:

- **Flag and American Eagle:** National symbols of our country.
- **White House and Capitol:** The places where the president and Congress—our elected representatives—work to make our national laws.
- **Washington Monument:** Honors the first U.S. president, George Washington.
- **Lincoln Memorial:** Honors Abraham Lincoln, who was president during the Civil War. It is a symbol of civil rights and national unity.
- **Liberty Bell:** Located in Philadelphia, this bell was rung on July 8, 1776, to gather citizens to hear the first public reading of the Declaration of Independence.
- **Statue of Liberty:** Located on Ellis Island, New York, where millions of immigrants landed when they came to America. It is a symbol of our multi-cultural heritage.

- **The Constitution:** The document that set up our national government, adopted in 1789.
- **Scales of Justice:** Symbolizes the weighing of both sides in a court case with the goal of achieving fairness in our judicial system.
- **Ballot and Ballot Box:** Symbolize voting, an important right and responsibility of citizens.
- **Elephant and Donkey:** Symbolize America’s two main political parties—the Republicans and Democrats, respectively. Historically, political parties have been a major way citizens have become involved in making decisions about their communities and the country.

- **Uncle Sam:** This picture has been used on posters recruiting people into the U.S. military. Joining the military is one of many important ways to serve the country.
- **Rake and Leaves:** Shows another way that citizens can serve and contribute to the well-being of their community and country.
- **School House:** Education has always been seen as essential for preparing people to be informed, active citizens.



- 4HCCS BU-08157 2005 –Communications – Level 2 – Putting the Pieces Together

How Do You Learn?

How Do You Learn?



Station 7 Activity Handout

Animal Identification

As you look at the photos in front of you, can you identify the animal with the parts that are shown? Examine the details that have been provided and write the name on your sheet of paper.

Choices may include the following: (there are extra choices listed)

Beaver

Raccoon

White Tailed Deer

Peacock

Wild Turkey

Opossum

Gray Wolf

Coyote

Pheasant

Bobwhite Quail

Cottontail Rabbit

Eastern Garter Snake

Red Fox

Striped Skunk

River Otter

Flying Squirrel

Timber Rattlesnake

Red-Tailed Hawk

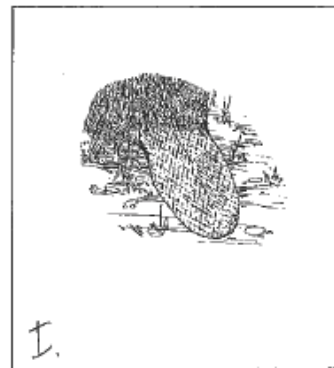
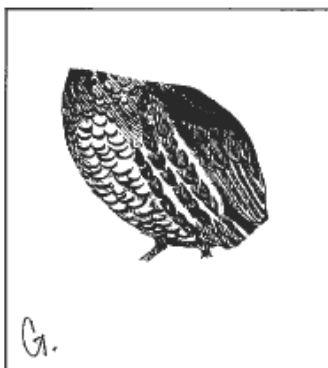
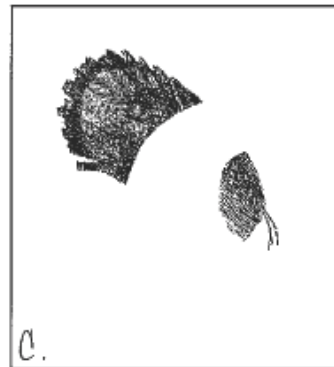
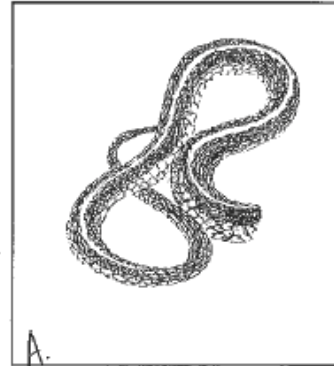
Blue Jay

Moose



Section ANIMAL ID

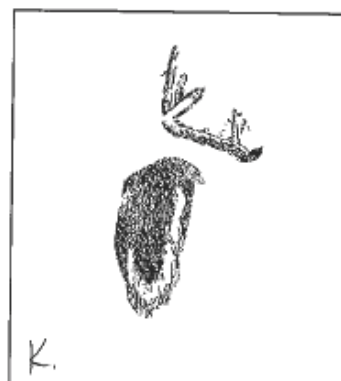
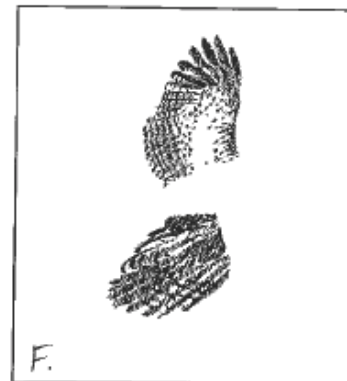
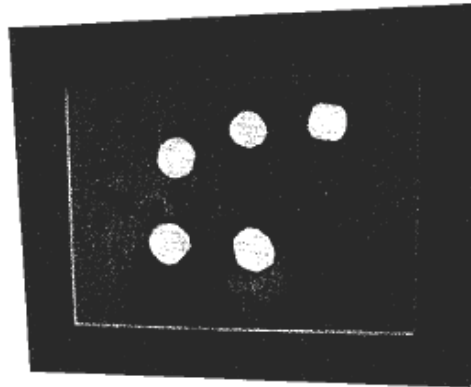
Activity:
Use the twelve featured species and write each animal name in the box showing the parts that match it most closely. You will find pictures of all these animals somewhere in this manual.





Challenge!

Cover the faces in a family photograph and see if other family members can recognize who is who. What clues are they using to identify each person?





How Do You Learn?

Station 8

Activity Handout

What Do You See?

Take a look at the activity sheet and think about the situation that has been presented about walking into a room for the first time. What do you think people see? Answer these questions:

- Is picture A, B or C more appropriate for giving a presentation to a group of adults? Why?
- Which would be most appropriate for giving a demonstration to your class at school? Why?
- Which would be most appropriate for hanging out with your friends? Why?
- Where else might you wear each of the different outfits and make a good impression? List a couple of ideas for A, B and C.



Chapter 1 - Speak, Look and Listen

Communication Skill:
Communicating with your appearance

Life Skill: Communicating with others; communicating appropriate non-verbal messages

Educational Standard:
NL-ENG.K-12.9 Develop an understanding of and respect for diversity

Success Indicator: Prepares appearance to make a good impression.

"Making a good impression is important to me."



Making CONTACT

First Impressions

Have you ever walked into a room and felt it wouldn't matter what you said because the group had already made their decision about you? Have you wondered if there was anything that could make a difference in how others respond to you, especially the first time you meet? After doing this activity you will understand how your appearance can really make a difference in the initial impression you communicate to others.



A



B



C

Looking at the pictures above, which would be most appropriate for giving a presentation to a group of adults? Why?



Which would be most appropriate for giving a demonstration at a county fair contest? Why?



Which would be most appropriate for hanging out with your friends? Why?



For each of the pictures, describe at least two situations where this would not be appropriate dress.

Picture A:

Picture B:

Picture C:

UpLink COMMUNICATIONS Express Yourself
www.uplinkstore.com/communications
Making a Good Impression



Chat Room

Publicize It! *share*

- How did you decide which person to choose for each scenario?
- What steps did you go through before you made your decision?

Headline It! *process*

- What did you learn about yourself by doing this activity?
- How do you think your appearance affects your communication with others?

Link It! *generalize*

- Describe a time when your appearance impacted the impressions of your audience?
- Why is it important to know how appearance affects others' opinions of you?

Network It! *apply*

- How will this new skill help you communicate better with others?

LINGO • Judgment

NOTE IT

It only takes 30 seconds for a person to make a first impression that can ruin or improve your chances with your audience.

First Impressions



The first impression you make is influenced by many factors, including physical appearance, **judgment** of others due to past experiences and your ability to use communication skills.

Physical appearance consists of how you dress, piercings you may have on your body, your posture and the way you carry yourself, your attitude, eye contact with your audience, the way you shake someone's hand and the way your body and hair is groomed.

Past experiences. If someone has had a few bad experiences in the past with a certain group or type of person you represent, they may apply those bad experiences to everyone that fits into that group. For example, if someone has hired three teenage boys in the past to work for them and they were all lazy he may assume that all teenage boys are lazy. The next 15-year-old boy who comes in to apply for a job will already have made a bad first impression just because he is a teenage boy.

Many people have set impressions of a person without having even met. A person relies heavily on what the media tells them and often we form first impressions solely on what we have heard from the media. With all the television and radio media coverage there are lots of stories out in the public about celebrities and everyday people.

You can only make one first impression, so try to make it the best impression you can by using good communication skills.

Upgrades

1. Go to a mall or any public place and sit and watch people and the way that they dress. Pick out five people and write down what they were wearing and how they looked and explain what they were communicating with their appearance. Share your findings with your helper, club or family.
2. Look through magazines and pick out people who you feel would fit into the following scenarios. Cut out the picture and make a portfolio explaining what the scenario is and why the person will make a good impression in that scenario.
 - a. Testifying before the Senate
 - b. A day at the beach
 - c. PTA meeting
 - d. Giving a speech to the student body when running for class president
 - e. Showing an animal at your county fair
 - f. A day of hanging out with your friends



How Do You Learn? DO YOU KNOW BINGO

Each of us has different experiences and talents. Some of us use them every day and some people are still figuring out what those might be.

INSTRUCTIONS: Find someone who “knows” the information you are looking for. Have them put their initials in the box that they can relate to. The first person to get a “bingo” gets a prize.

...if you are ambidextrous? (Can you use your other hand as well as your dominant hand?)	...what color your mom's eyes are?	...what an environmental steward is?	...what meal your family eats most often?	...who your state Representative is?
...how many siblings your Grandma has?	...how tall you are in inches?	...the state capital of Kansas?	...what year Neil Armstrong walked on the moon?	...what the headline on the world news was last night?
...how fast you can run a mile?	...the difference between weeds and flowers in the garden?	FREE SPACE 4-H CAN MAKE A DIFFERENCE	...what you would like to be doing 5 years from now?	...if you'd rather live in an isolated hilltop cabin or five star resort?
...the difference between a piccolo and a flute?	...how to solve a Sudoku puzzle?	...how to draw in 3D?	...how to waltz?	...how to fold a map?
...where to find the biography section in the library?	...how to sew?	...how to read music?	...which country Rio de Janeiro is located in?	...the difference between a coyote and a wolf?





Talk To Me!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Social Skills
- ★ Communications
- ★ Managing Feelings



Activity Overview

Explore and discover a variety of methods you can use to communicate with deployed loved ones and other family members.

Shout out!

Do I say what I mean? Do I mean what I say? Do you try to share your thoughts & feelings with others, but have a hard time saying what's on your mind? Explore, discover, and practice methods of communication that will help you talk with your Service Member, your family and your friends.

Get Ready

Roles for Uniformed Service Member

- Invite a Uniformed Service Member to share the importance of communication during deployment
- Share ideas of ways youth can communicate during the deployment

Roles for Volunteers

- Assist youth who cannot read/write well as they develop questions for their family quiz game
- Assist with magnet making in the Making Faces activity

Activity Orientation for Volunteers: 30 Minutes

- Role play types of communication
- Read through the activities to be aware of the expectations of the lessons

Preparation time: 30 minutes

Space: Indoors/outdoors

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Copy Parent Letter and attachment.
7. Procure supplies.
8. Prepare Family and Get to Know You Quiz Games.

Get From OMK Tool Kit

- Boom box
- A variety of balls (foam, koosh etc.)

Procure Supplies

Set up Your Space

- Newspapers, letters, headphones, web cam, telephone

Icebreaker

- Something surprising to throw i.e. rubber chicken, wooden spoon, shoe etc

Activity 3

- 3x5 index cards to be used in Quiz Game activity (at least 25 per youth)
- Masking Tape to be used in Quiz Game activity
- List of conversation starters and Quiz Game chart to send home with youth/parents

Activity 4

- Paper, pencils and permanent markers for youth to create faces to be made into magnets
- Magnet sheets with stick on one side/or use glue stick to attach to magnetic sheets (Find in craft store, usually 4 x 6')

Activity 6

- Paper to write a letter or draw a picture

Activity 7

- Paper to write a letter or draw a picture
- Envelopes to put letter inside
- Writing utensils – pens, pencils, crayons

Background

When spending time with others in close surroundings, or working to maintain relationships with loved ones far away, communication is important. How we express ourselves in written and spoken language affects the people around us. We'll explore some different ways youth and families can use communication skills and find ways to continue to communicate throughout the deployment of a loved one. Working together with family members will increase the skills that each person has to build relationships and learn together.

Set Up Your Space

Set up your room so that when the youth enter, there will be displays around the room of communication methods such as letters displayed on bright paper, newspapers, telephones, web cam, headphones, etc. Music will be playing in the background.



WHAT TO DO

Talk To Me!

Icebreaker

Name Ball Toss

Have a small variety of balls on hand (foam balls, koosh balls – balls that will not hurt when thrown and a surprise to throw into the mix).

1. Ask youth to stand in a circle.
2. Ask the youth to say their name and then throw a ball to someone in the group.
3. When the person it is tossed to receives the ball, the recipient says their name and thanks the person that tossed it to them by name before tossing it on to the next person.
4. Tell youth try to remember whom they threw the ball to (and whom they received it from.)
5. After everyone in the group has had a chance to receive and toss the ball, tell youth that it will be tried one more time. This time they need to say the name of the person they are tossing it to. (If they need to ask for help with someone's name, this is the time.)
6. After everyone in the circle has had a chance, add an element of challenge, by adding in more balls. Then add another ball or a surprise object, so that they must be pay attention and listening for their name.

The goal is not to have any of the balls on the floor or being tossed out of the circle.

- How do you think our group did?
- What was challenging?
- What got in the way of our success?
- What did we do to improve our chances of successfully getting the balls around to everyone?
- How might this activity help us think about how we communicate with the people around us? (making eye contact, getting their attention before throwing (speaking), being focused on the relationship, the group will come up with their own)
- How can you use these techniques in conversations within your family?

As you might have guess, today we're going to do many activities all focused on how we communicate.

Activity 1

Telephone Talk (15 Minutes)

Have you ever played telephone by stringing two tin cans together and trying to talk through them? Did it work very well? Sometimes a message can be confused when you try to talk to someone and they aren't standing very close to you, or they can't see your body language.

We're going to play the Telephone game and we'll see how well each of you are listening as this game goes on.

1. Let's have two lines.
2. I'm going to whisper something in the ear of the first person in line. I want them to turn and whisper it into the ear of the next person in line, and we'll keep repeating that until the person at the end of the line has received the message.
3. When the message gets to the end of the line, I'd like that person to come to the front of the line and whisper in my ear what message they received.
4. Let's see how close the original statement is to the message that I originally whispered.



That's the interesting thing about the telephone game - messages can be easily mixed up when passed from person to person. What do you think could have been done to make sure the message didn't change from the front of the line to the back of the line? Would it have helped if you had listened carefully? Would it have helped to repeat it to the person who shared it with you to make sure you heard it right?

Communication is important to all of us to make sure we have heard important messages and to make sure we are saying things so other people don't get confused. It is important to make sure you are listening well and hearing what the other person is saying.

Activity 2

Listen Up! (10 Minutes)

It's important to know a few things about listening to make sure you're doing the best job you can when listening to other people. Here are a couple of things you should remember when listening.

1. A **"passive listener"** creates a one-way conversation with little effort to connect to the other person's message. They make eye contact and might nod and say "uh huh" once in a while. (Role-play a conversation.)
2. A **"selective listener"** may not get the full message intended by the speaker because they only hear what they want to hear, what is particularly interesting to them. This can cause barriers in communication. This listener might look away at other things or jump in before the speaker has finished and takes over the conversations. They may also change the subject and want to debate every point. (Role-play a conversation.)
3. The **"attentive listener"** engages the listener and is less judgmental about what the speaker has to say. This listener gives steady eye contact to the speaker and shows sincere facial expressions and interested looks. They also ask questions and want to learn and clarify information. (Role play a conversation)
4. The **"active listener"** receives the speaker's message with care and respect and works to confirm their understanding of the speaker's message. They leave the conversation with little doubt about the speaker's message or feelings. This listener shows patience, gives verbal feedback, and speaks up when something seems unclear or confusing. (Role play a conversation)

Activity 3

Family Quiz Game (45 Minutes)

How well do you think the members of your family know one another? Sometimes families don't know each other very well and the things that they like or dislike. Let's create a family quiz game that is all about your family. What kinds of categories could be created to learn more about your family? Let's try Birthdays, Vacations, Hobbies, Family Traditions, and Favorite Foods.

(Have sample displayed for demonstration)



Birthdays	Vacations	Hobbies	Family Traditions	Favorite Foods
100 Q: What date is Sam's birthday?	100 Q: Where did we go on that fun rollercoaster?	100 Q: Who in the family that enjoys woodworking?	100 Q: At which holiday do we make lefse?	100 Q: What is Jan's favorite food?
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

1. Hand out 25 index cards to each youth.
2. On the 3x5 index cards, write questions for each of the categories. They should be questions that are specific to your family members.
3. Put the point value on one side of the card and the question on the back. Older members may write several questions and help the younger ones. If you have time, write more than one card for each point category. Ask your facilitator for more index cards.
4. To play the game at home, select one person to serve as the reader and scorekeeper. This responsibility can rotate to other family members with each turn so everyone can play.
5. Each player takes a turn selecting a category and point value.
6. The reader turns the card over and reads the question.
7. The player gets the points if the question is answered correctly.
8. The turn passes to the next player after each question is answered.
9. When all the questions have been answered, the person with the highest number of points is declared the winner.
10. Your family can decide how to honor the winner!
11. When you get home, use these cards to play the **Family Quiz Game**. A sample game board will come home in the parent letter, but you provide the playing cards!

Activity 4

Make A Face (20 Minutes)

Sometimes we communicate with our family members by using facial expressions or making faces. Let's practice making a few faces together.

- Could I see you make a happy face?
- Would it be hard for you to make a sad face?
- How might your face look if you were surprised?
- Do you know what angry looks like?
- Can people always tell how you feel by looking at your face?

Sometimes we even draw these faces when we write on paper to show people how we feel.

1. Pass out the magnetic sticky sheets, 4 x 6' rectangles of paper (This will depend on the size of magnet sheet you can get from the craft store) and permanent markers
2. Ask the youth to draw these faces: Happy, Sad, Angry and Surprised. Encourage them to use their markers. Use your marker and be creative.



3. Now, let's make these faces into a magnet!
4. Hang them on your refrigerator at home and let your family know how you are feeling each day.

Activity 5

Just A Minute: (10 Minutes)

Another thing that people sometimes do to communicate is to share their thoughts on a topic. Let's try for one minute to see how you do.

1. Think of something and let's try it! (Ideas might include a favorite pet, a sport, their best friend, what to do on a snow day from school, etc.)
2. Turn to your neighbor and we'll have you talk about your topic for one minute and your neighbor will listen. Keep messages short for younger youth.
3. I'll start timing you...now!
4. Now trade places.
5. Talk about: How did that feel? Was it hard to talk for a whole minute? Was it hard to listen and not talk?

Activity 6

Create A Story (1 hour)

Many of us like to tell stories and its fun to listen to others as they tell them. We're going to spend some time developing our own story and we're going to do it as a group.

Let's start our first story. We'll do this story using a piece of paper. I have three different story starters and I'd like each of you to vote for one. The choices are:

- I was walking home from school and.....
- When I answered the phone one morning...
- As I sat in my seat at the ball game...

Let's start the story using your choice of story starters on the first line of this piece of paper.

1. I'll pass it to the person on my right, and they'll write the next line of the story and then fold the paper over and pass it to the person on their right. (Demonstrate)
 - When I answered the phone one morning...
 - I heard.....
 - Then I....
 - Which resulted in
 - Now I
 - And will never again
 - Younger kids may need assistance in writing their responses.
2. Each time someone adds a line to the story, fold it over.
3. When the story gets back to me, I'll read the story aloud.

When you hear a story, what kinds of things do you listen for? What details do you remember later about a story that you heard? Let's take a look at our written story and see what additional details we could add to enhance our story even more (add words that describe or provide detail – color, size, adjectives, sounds, etc.)



1. Now read the story aloud to the group.
2. “How many of you think our story got even better by adding more detail?” It’s always important to add detail to your story and as you share the information with others.
3. Let’s try one of the other story starters and let’s tell the story aloud this time.
4. I’ll ask the person on my left to add the first line of the story, and we’ll keep passing the story around the room.
5. Please remember to add your details and make your story descriptive.

Consider having multiple “stories” going. Read them all when done, and have the group select the one they want to continue developing.

Activity 7

Write A Letter (20 Minutes)

As your loved one prepares to deploy, I’d like you to think about a way that you would like to communicate with that person. One great idea is to write a letter to your loved one. The Service Members always like to get mail during mail call, but letters are extra special because they can be kept and read again later. A letter can be tucked in a pocket and taken with and when someone adds a picture or drawing, it can be put up in a special place. When a letter is written to someone special, it’s always good to add a few things to the letter to tell your story and make it special to the reader.

- Information about your day. What is the weather like and what has been happening?
- Information about the family. Who has been doing what and what is keeping them busy?
- Information about something special to your loved one. Do they like to golf or are they interested in the score of the baseball game last night or how the garden is growing?

Let’s spend some time writing a letter to your loved one. This might be a letter you send shortly after they deploy or it might be a letter that you stick in their pocket for them to read when they get on the bus. No matter when your loved one reads it, they will be happy to have it and will have something to read for a few days and they can pull it out and read it when they are lonesome for you.

Give everyone an opportunity to write or draw pictures or have a chance to work on the letter. Provide everyone with envelopes to seal their letter and take home with them. Younger youth will need assistance in writing details and drawing pictures.

Talk It Over

★ *Reflect:*

When you wrote your family quiz game cards, what category questions did you find to be the easiest? Which ones were most difficult?
Why is it important for you and your family to communicate with one another?

★ *Process:*

Why are memories and stories important to have as a family?
How is communication hard for you and your family?
What did you learn today that might make communication easier?



- ★ **Generalize:** What is the most difficult part of communication for you?
What did you learn about your own skill in communicating with others?
How would you describe your communication skills? How are they better now than before you came today?
Is communication the same for all family members?
What would make it easier for you to communicate with your loved one during deployment?
- ★ **Apply:** Can you use any of these communication strategies with other situations in your life?
In what ways do people help each other with their communication skills?
How else could you learn more about communication? Is there anything you will do differently when you communicate with your family now?

Enhancement

Utilization of the Mobile Technology Lab to create greeting cards, develop a video or use digital cameras to take photos to share with a loved one.

Closing

As you think about ways to communicate with your family and others around you, it's important to remember that there are lots of ways to communicate. It might be the look on your face or the things you say, but also how you listen to others and act interested in what they say. When you're communicating with your family, think about how you might also communicate with your loved one while they are deployed. Could you send a question from the communication jar to your loved one for them to answer in a letter?

It's important for you to remember that you need to help start the communication and encourage others to share and learn together.

Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Talk To Me!

Dear Family,

Today we talked about communication with family and loved ones. It's important to practice communication. The more you practice talking or writing to each other, the better you get at communication. It's hoped that your youth will be able to use some of the communication tools they learned today, to further conversations within the family before, during and after the deployment of your loved one.



One of the tools we learned today was the 'The Family Quiz Game'. This activity is great for your family to learn and grow together while having fun and creating memories together. Try it at home!

Also, conversation starters are a terrific way to start a letter or an email to a loved one. These 'starters' encourage everyone to respond and share their thoughts and open the door for further discussions when the loved one returns home.

In addition, your child also wrote a letter to their loved one. This might be shared with them upon their deployment or they may wish to mail it so the loved one gets it at a later date.

Please help your young person consider the many ways to communicate with their loved one during the deployment. It is a critical skill that will help your youth deal with the issues of deployment and re-integration.

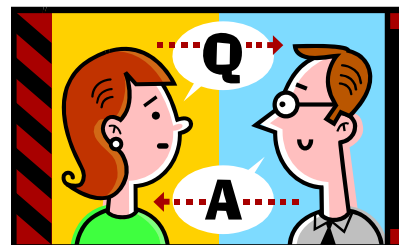
We have attached a sample of the **Family Quiz Game** and **Conversation Starter** questions. Hope you find these helpful. Have fun and encourage your youth to keep the conversations going.

Thank you from Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach for allowing us the opportunity to spend time with your young person and work on some critical skills that will help keep your family strong.

Sincerely,

Conversation Starters:

- What is your favorite board game?
- Would you rather ask a question or give an answer?
- Is it easier to talk to your mom or your dad?
- Who would you trust with a secret?



Talk To Me!

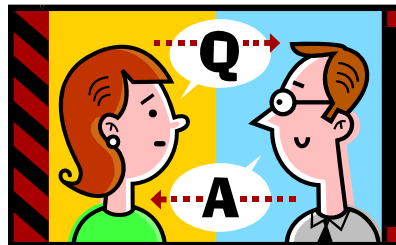


Talk To Me Parent Letter Attachment:

1. On 3x5 index cards, have each family member write questions for each of the categories. For example: What date is Sam's birthday? Where did we go on that fun rollercoaster? Who in the family that enjoys woodworking? At which holiday do we make lefse? What is Jan's favorite food?
2. Using this **Family Quiz Game format**, arrange the 3x5 index cards face down and label the point value on the opposite side of the card. You may want to tape the cards to a poster board, door, or lay them on a flat surface.
3. To play the game, select one person to serve as the reader and scorekeeper. This responsibility can rotate to other family members with each turn so everyone can play.
4. Each player takes a turn selecting a category and point value.
5. The reader turns the card over and reads the question.
6. The player gets the points if the question is answered correctly.
7. The turn passes to the next player after each question is answered.
8. When all the questions have been answered, the person with the highest number of points is declared the winner.
9. Your family can decide how to honor the winner!

Family Quiz Game

Special Days	Favorite Foods	Vacation Memories	Hobbies	Family Pets
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500





Flex-a-Family

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Mobilized

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Creative thinking
- ★ Resiliency



Activity Overview

Make flat, flexible, portable, 8” models of your Service Member and other family members to take with you in your backpack or back pocket. Take photos of them with you at your baseball games, band concerts, vacations or anywhere!

Shout out!

Take your flat Flex-a-Family anywhere! Find a photo of your mobilized Service Member, (a digital picture of their whole body, if possible) enlarge it and mount it, so that it is weatherproof and foldable to take with you everywhere. Pull out your Service Member and take pictures of the two of you at events with your camera. Send your pictures to your Service Member to let them know that you are thinking of them everywhere!

Get Ready

Roles for Uniformed Service Member

- Talk about how you feel when you miss the everyday events at home
- Help youth make their Flex-a-Family

Roles for Peer Volunteers

- Help download and print pictures

Roles for Volunteers

- Take full body pictures of the youth when they arrive
- Help them make their Flex-a-Family

Activity Orientation for Volunteers: 1 hour

- Use of computer, digital camera, printer connections and functions
- How to make a Flex-a-Family

Preparation time: 1 hour

Space: Mobile Technology Lab

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).



4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for markers, embellishments and scissors.
6. Schedule use of Mobile Technology Lab.
7. Set up Mobile Technology Lab and read activity. Check all supplies and equipment.
8. Make sure that the digital camera and printers are working.
9. Use four colors of construction paper and make rows of eight the same color on the floor placed about a foot apart, similar to a twister game. Make several areas, depending on how many youth you are expecting. Tape them down with duct tape.
10. Cut 1 piece of each color into 16 rectangles and make game cards. Four should say right hand, four should say left hand, four right foot, four left foot.
11. Put index cards into a bowl or other container for use with the game.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box
- Duct tape (wide)

Procure Supplies

- Duct tape. Find multiple colors
- Four colors of construction paper
- Clear shipping tape
- Clear tape
- Scissors
- Folding tables
- Index cards, large and small
- Permanent markers
- Bags of suckers
- Find the book: *Flat Stanley* by Jeff Brown ISBN: 0-06-009791-4 at the library

Background

Youth miss their Service Members when they are deployed. They commonly wonder what their Service Member is doing everyday. Flex-a-Family is the answer! Youth can be encouraged to bring their 'Flexi' Service Member with them everywhere and take pictures to share with their family and with their Service Member. It's a way for youth to say they're thinking of their Service Member during mobilization and for the Service Member to feel like they are part of their youth's life. Your Flex-a-Family can go ANYWHERE! (If a youth does not have a digital image of their Service Member, take a picture of youth and they can make one to send to their Service Member.)



Set Up Your Space

(15 Minutes)

Set up the MTL and make sure everything is working. Create a comfortable place so that as youth come in they can be read a story. Have some gentle music playing on the boom box when the youth arrive. As they finish arriving, start reading the book *Flat Stanley* by Jeff Brown.

WHAT TO DO

Flex-a-Family

Icebreaker

Shout and Twist (15 Minutes)

This plays just like twister, except you pick the call from the cards you have made. When someone falls, the youth should leave the playing area so people do not get hurt. Call out game cards loudly.

Discussion questions:

Did you feel flexible? Why? Why not?

What was the biggest challenge you had?

What do you need to be flexible?

Introduction

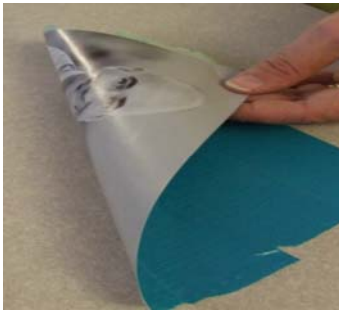
(5 Minutes)

Nobody can be in two places at once, or can they? Flex-a-Family gives you the opportunity to pop a family member in the mail, in your backpack, or in your pocket to any place that you go. When you take your Flexi along, you can take a picture of you and your family member doing fun things, like riding a rollercoaster or watching a baseball game. Take a picture anywhere with your Flexi Family. A Flex-a-Family member is easy to make.

Activity 1

(1 Hour)

1. First, you need a digital picture of your deployed Service Member or other family member. If you do not have one, we will take one of you to make a Flexi of you to send to your Service Member.
2. Then you download it into the picture folder of any of the computers. There are volunteers to help you do this too. Try to have a picture that shows the whole body of a person.
3. Open your photo and use the 'crop' function to focus on your Service Member. Adjust until everything is out of the picture, except your family member.
4. When you have it just right, click the right button on your mouse and 'copy' your cropped picture.
5. Now open up MS Word and 'Paste' your picture onto the page. It should take up the whole page. If not, stretch it out to fill the page.
6. Now print your page.
7. Turn your page over so that you see the backside of your image.
8. Tear off strips of duct tape and cover the back with the tape. Try to make it as smooth as possible.



9. Now flip it over, take some of the clear packing tape, and cover the front side of your picture.
10. Use your scissors and cut around the image of your family member. You now have made a Flexi! Congratulations! Fold your Flexi and take it with you everywhere!



11. Make a whole Flex-a Family! Who do you want to turn into a Flexi?
12. Hand out the suckers and form a circle for the **Talk It Over** section.

Talk It Over

(20 Minutes)

★ **Reflect:**

What was the most surprising thing you learned when you made your Flexi?
How did it make you feel?
What did you learn about yourself?
If you brought a digital picture, why did you choose the picture you did?
What are places that you could take a picture with your Flexi?

★ **Process:**

What was the most challenging part of making your Flexi?
If you were to do this again, how would you do it differently?
How did others help you make your Flexi?

★ **Generalize:**

What did you learn about flexibility?
Why do you think it is important to communicate and share your daily life and feelings with your Service Member while they are deployed?
How can your Flex-a-Family become part of your daily life?
How will you show your deployed Service Member that you are being more flexible while they are deployed?

• **Apply:**

How can you show other family members how to make a Flexi and share their lives with each other?
How can you use the skills you learned today in other situations?
Why was this project important to you?

Enhancement

Make a Flex-a-Family for everyone! Try them in all shapes and sizes. Send a Flexi through the mail. Make a Flexi show about how you are feeling. The Flex-a-Family possibilities are only limited by your imagination!



Closing

A Flex-a Family is family that is always with you, even when your ‘real’ family cannot be. It is a way to keep Service Members in your lives, doing everyday things. Your Flexi is a reminder that they are still with you even if they feel far away. Have fun!

Credits/Sources

Flat Stanley by Jeff Brown ISBN: 0-06-009791-4

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Flex-a-Family

Dear Family,

Today your Operation Military Kid made a Flex-a-Family. What is a Flex-a-Family? A Flex-a-Family is a flexible, waterproof cutout of your youth or your deployed Service Member.

Nobody can be in two places at once, or can they? Flex-a-Family gives you the opportunity to pop a family member in the mail, in your backpack or in your pocket to any place that you go. When you take your Flex-a-Family along, you can take a picture of you and your family member doing fun things, like riding a rollercoaster or watching a baseball game. Take a picture anywhere with your Flex-a-Family!



Youth miss their Service Members when they are deployed. They commonly wonder what their Service Member does everyday. Youth can be encouraged to bring their 'Flexi' Service Member with them everywhere and take pictures to share with their family and with their Service Member. It is a way for youth to say they are thinking of them during mobilization and for the Service Member to feel like they are part of their youth's life and builds resiliency. Your Flex-a-Family can go ANYWHERE!

Thanks for helping your youth participate in an Operation: Military Kids Deployment Support Cycle Yellow Ribbon Outreach Experience!

Best regards,



Conversation Starters:

- Do you think you are a flexible kid? Why or why not?
- What makes you strong?
- What is the funniest thing that happened to you this week?
- Who is the person you could trust with a secret?
- What can you do to be more flexible at home? At school?



Make It, Bag It, Take It!

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Basic Sewing Skills
- ★ Decision Making
- ★ Self-Expression
- ★ Public Speaking

Activity Overview

Youth will learn a basic sewing stitch to make a small decorated tote bag.



Shout out!

Make a cool bag to keep your stuff in: notes, electronic, games etc! Design your bag to express who you are!

Get Ready

Roles for Uniformed Service Member

- Direct youth to activities as they arrive
- Tell about what they carry in the different pockets on their uniform

Roles for Volunteers

- Assist youth with each step of project
- If sewing machines are available, help youth sew the side seam

Activity Orientation for Volunteers: ½ hour

- Explain how to make the bag
- Explain the various embellishments available and how to attach them to the finished bag
- Assign volunteer to be room host/ess
- Explain welcoming games and assign volunteers to lead

Preparation time: 2 hours

Space: large meeting room with tables

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.



6. Purchase hand towels. This may need to be done a week or so ahead of time, if you need to order them online or through a store.
7. Purchase additional embellishments. These could be iron-ons, patches, jewels, flowers, ribbon, rick-rack, studs, leather etc
8. Create a bag for an example. (make sure the sample is somewhat gender neutral)
9. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box with music
- Jump rope

Procure Supplies

- 22 hand towels
- 3 spools of thread
- Scissors
- Assorted yarn
- 22 sewing needles that will fit yarn and thread
- 88 eyelets
- 5 Eyelet setters
- Ribbon or clothesline rope
- Embellishments
- Glue for embellishments
- Iron & ironing board, if iron-ons are used for embellishments
- 3 potatoes

Background

Before sewing machines people made all of their clothing and home furnishings by hand. Most people do not sew their own clothes today, but garments still need buttons replaced, hems fixed and seams repaired. Hobbies such as quilting, cross-stitching & embroidering use basic sewing skills.

Today the youth are going to learn the **basic running stitch**. A running stitch is used for basting, easing, tucking, gathering, quilting, and sewing seams that will not be under a great deal of strain. The simplest stitch of all is done by taking small, straight, even stitches 1/4 to 1/16 inch long. This is called an **overcast stitch**.

Some youth may find sewing difficult. For others, it will be more natural. The youth will use their reasoning and decision making skills as they pick out the color of their towel and their embellishments. As with any project, a person may encounter problems they need to overcome. As a facilitator, you need to help the youth work through the stress and anxiety that comes with the issue.

Because a loved one is mobilized, the youth's life has changed. With this change there maybe different responsibilities at home. Today, the youth will learn a new skill and make a bag that



may help them stay organized through these changes. They may want to consider making a bag for their loved one in the Military as well.

Set Up Your Space

- Have music playing
- Ask a volunteer to be the welcome host at the door
- Have a volunteer play one or all of the following activities as youth come:
 1. Play hot potato. Put on music and pass an uncooked potato until the music stops— whoever is holding the potato is out.
 2. Ask twenty questions. Think of a person everyone knows and have the youth ask questions to guess the identity. Whoever guesses it leads the next game.
 3. Play the limbo with a jump rope or broomstick.

WHAT TO DO

Make It, Bag It, Take It!

Icebreaker

Change! (15 Minutes)

1. Have everyone start in a group of three.
2. If you have one or two youth, match them up with a volunteer or Service Member.
3. Have the leader call out “Change! - if you are the youngest person in your group”
4. All of those people have to form a new group of three.
5. Repeat the “Change! Statement” with eye color, hair color, first born, only child, etc
6. If more than one has to “change”, they all need to find a new group.

Activity

Sew a Tote (90 Minutes)

1. Discuss why learning how to sew is important. Ask the youth if they have sewn before. Talk about the supplies that are needed when you sew. Discuss what kinds of things can be created when you know how to sew.
2. Show the youth all of the items that they will be using and their purpose: thread, needle, hand towel, eyelets, eyelet setter, and ribbon. Ask “What are some of the tools your family member needs to do his or her job while deployed?”
3. Demonstrate to the youth all of the steps to completing the tote bag.
 - a. Thread the needle with approximately three feet of yarn.
 - b. Fold the hand towel in half (the fold of the towel will form the bottom of the tote bag).
 - c. Tie “six big knots” in the end of the yarn.
 - d. Begin sewing up one of the sides. Describe/demonstrate to the youth how to do a running stitch.
 - e. Once you have sewn up the first side, tie “six big knots” and then complete the other side like the first.
 - i. Depending upon the skill level & number of volunteers. You may want to demonstrate an overcast stitch on the top corners of the bag for reinforcement.



- f. Next, show them how to use the eyelet setter to put four eyelets in the top/opening of the tote bag. There should be two eyelets on each side of the tote bag and they should be approximately 2 inches in from each side on the top edge.
 - g. Lastly, they can cut two one-foot sections of ribbon. Knot one end of the ribbon and string it through two of the eyelets and knot the other end (the ribbons will form the handles).
 - h. Do the same with the other ribbon.
4. Pass out all of the materials. Depending on the age and ability of the youth, you may want to have the needles pre-threaded.
5. Have the youth begin sewing their tote bags.
6. Show all the options for embellishments. Let the youth decide on how they want to decorate their bag.
 - a. Some of the options are iron-on patches, glue-on jewels, beads, fringe, ribbons, etc.
 - i. You could also make iron-ons using fusible web. This could become part of the lesson, if you have time – depending upon the number of youth
7. Secure embellishment(s) to the bags.
8. Have each youth show their bag and how they plan to use it.
9. Have the Military Personnel tell and show what and how they use their pockets on their uniforms.

Talk It Over

- ★ **Reflect:** How will you use your tote bag?
How would you make it differently in the future?
What could you add to your tote bag to make it look different?
- ★ **Process:** What was the hardest part of this project?
Was it hard to make a decision about the color of your bag or how to decorate it?
Why did you choose what you did?
Why is it important to keep your stuff organized?
- ★ **Generalize:** Would any of you like to do more sewing projects? What?
Do you know of anyone that sews? What do they make?
What are other ways that you can keep your stuff organized?
- ★ **Apply:** What other materials could you use to make a bag?
What would it cost you to buy a bag like the one you made?
How else could you use the hand stitches you learned today?
How can you better organize your space at home?

Enhancement

- If there is access to sewing machines, the side seam could be sewn by machine, and then more time could be spent on the creative embellishments.
- Purchase a variety of material with themes (basketballs, tractors, girly things, TV characters, etc). Have the youth cut them out and make appliqués by using fusible web.
- Apply a decorative stitch around the appliqué with embroidery floss.



- A collection of various items that have been sewn could be displayed to show the variety of items. Such as: quilt, clothing, curtain, handbag, etc.

Closing

Thank you all for showing your completed bag and telling us what you plan to do with it. I hope you write your loved one to tell them about your experience in sewing your bag and how you plan to use it. You may even want to send a picture with your bag to your loved one. Thanks for coming!

Credits/Sources

Adapted from Minnesota 4-H Adventure “Sewing Bee: A Family Consumer Science Adventure.” developed by Lorelei Swenson, Pine County 4-H Program Coordinator.
<<http://www.fourh.umn.edu/staffonly/adventures/documents/SewingBeeAdventure.pdf>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Make It, Bag It, Take It!

Dear Family,

Today we made a small bag out of a hand towel. Your youth decided the color of their bag and the embellishments for the bag. They used the **running & overcast stitch** to construct the bag. This is a basic sewing stitch that can be used to mend or construct many items.

This project is a way to learn a basic skill, how to follow directions, and how to organize their stuff so that things are contained and easier to find. The skills they used making their bag have many uses. Talk about following directions, organization and hobbies that might involve sewing skills. Encourage them to organize their lives at home and at school. If they seemed to enjoy sewing, encourage them to continue using their skills. You may want to find them a mentor to help them develop this skill more.



We also encouraged your youth to write to your loved one about what they made. If it is possible, to take a picture with the youth and their bag, you might want to send it to your loved one.

Sincerely,



Conversation Starters:

- Would you rather have a messy room or a clean room? Why?
- What project would you like to sew next?
- Would you rather sew something or buy it in a store? Why?
- How could you reorganize the silverware drawer?



The Artist Among Us

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Mobilization

Project/Life Skills

- ★ Creative Thinking
- ★ Self-Expression
- ★ Learning to Learn

Activity Overview

Participants will be able to create many varieties of art pieces that they can send to deployed Service Member.



Shout out!

Come and explore the world of art! Participants will be able to play, design and create many pieces of art that can be sent to a deployed Service Member. Please bring a paint shirt for some of the activities.

Get Ready

Roles for Uniformed Service Member

- Discuss with the youth the importance of keeping in touch with the Service Member and how it is to receive things that youth make
- Assist with art tables

Roles for Volunteers

- Six volunteers to assist with art tables
- Assist with snacks

Activity Orientation for Volunteers: 1 hour

- Go through the various art stations that will be available for youth

Preparation time: 1 hour

Space: Indoor space and sidewalk or parking lot

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for more embellishments and scissors.
6. Cover tables with tarps or butcher paper to protect them.
7. Lay tarp down under tables to protect the floor, where needed.



8. Gather supplies.
9. Place duct tape over one end of toilet paper tubes.
10. Spray paint small, old puzzle pieces in a variety of colors
11. Line baking sheets with aluminum foil.
12. Prepare snacks by putting small food items in bowls for youth to use.
13. Cut up strawberries and grapes.
14. Take small, old puzzle pieces and spray paint a variety of colors.
15. Make an example of each art piece to use as a demonstration.
16. Make copies of parent letter.

Get From OMK Tool Box

- One cup measuring cup
- Staplers

Procure Supplies

- Butcher paper
- Masking tape
- Variety of art tools – brushes, sculpting tools, pencils, etc. (enough for one per youth)
- Scissors
- Spray paint
- Small, old puzzle pieces
- Duct tape
- Washable finger paint, in various colors
- Finger paint paper
- Wet towelettes
- Plaster of Paris
- Tempera Paint – wet or dry
- Toilet paper tubes – 1 per youth
- Aluminum foil
- Snack baggies
- Paper plates
- Vanilla yogurt
- Raisins
- Shoelace licorice
- Strawberries
- Grapes
- Spoons
- Baking sheets
- Drink
- Poster board 11x14” – 2 per youth
- Glue sticks
- Old magazines – appropriate for youth
- Washable paint
- Various materials for use as paintbrushes – string, combs, cotton balls, feathers, spoons, flowers, pine needles, regular paint brushes (sponge and thick bristled brushes)
- Containers for paint
- Containers for rinse water
- Shallow pan or box
- Larger painting paper
- Cotton swabs
- Buttons
- Tacky glue
- Pasta
- Craft sticks
- Markers
- Embellishments



Background

Art has been used for centuries as an expression of self. During a deployment, youth are faced with changes, feelings, fears and new responsibilities. Through art, youth can explore talents, self-reflection and a way to communicate. Participants will have the opportunity to visit a number of 'stations' to create visual art pieces that they can keep at home or send to the deployed Service Member.

Set Up Your Space

Indoor space should have a space where youth can sit in a circle for sharing times. Indoor space should also be set up with 8' tables arranged around the room for art stations. There will be 6 stations. The number of youth who attend will determine how many tables will be needed at each station. Set up each station:

1. **Finger Painting** – Finger paint, finger paint paper, wet towelettes.
2. **Sidewalk Chalk** – measuring cup, Plaster of Paris, Tempera paint, prepared toilet paper rolls and baking sheets, snack baggies.
3. **Art Portfolios** – scissors, glue sticks, old magazines, 11x14" poster board.
4. **Painting** - paint, containers for paint, containers for rinse water, shallow pan or box, various materials for paintbrushes – string, combs, cotton balls, feathers, spoons, flowers, pine needles, regular paint brushes, larger painting paper.
5. **Family Portraits** – paper plates, string, cotton swabs, buttons, glue, pasta
6. **Picture Frames** – craft sticks, tacky glue, painted puzzle pieces, markers, embellishments.

WHAT TO DO

The Artist Among Us

Icebreaker

Art Tools and Me (15 Minutes)

1. Have youth sit in circle.
2. Collect a variety of tools you have already gathered for the art stations, plus extra ones, and put them in the middle of the circle.
3. Tell the youth to pick an art tool that is like them.
4. Have them sit back in the circle and introduce themselves and then explain why the art tool is like them.

Introduction to Art Stations

(5 Minutes)

Today, we will be doing six different art stations! We will divide into groups and will have 20 minutes at each station to create something. There will be a volunteer at each station to help you. Make sure you put your name on everything.

Go over each station:

1. **Finger Painting** – here you can create and have fun with finger painting! There is lots of paper for you to create many pieces of art.
2. **Sidewalk Chalk Making** – at this station, you will learn to make your own sidewalk chalk. It will dry so you can play with it at home.
Recipe for 4 youth is:

- Mix together 2 cups water, 2 cups Plaster of Paris and 2 T. Tempera Paint



- Allow to stand for a few minutes
- Pour mixture into prepared toilet tubes on baking sheets
- Allow to stand until semi-firm
- Remove holders and let dry completely (about 1 ½ hours)

3. Art Portfolio – at this station, you will cut up old magazines, glue them to two pieces of tagboard and then staple them on one end. The pictures you use should be of things that you like to do or your family. This portfolio will protect your projects.

4. Painting – you can use a variety of items as paint brushes and create a painting masterpiece.

5. Family Portrait – by using paper plates, string, odds and ends, create a portrait of you and or your Service Member or someone else.

6. Picture Frames – at this station, you will put together picture frames by gluing 4 craft sticks together. Then you can either decorate it with markers, embellishments, or painted puzzle pieces.

Activity 1

Art Stations (60 Minutes)

1. Divide youth up into six groups. They will divide up between the art stations and then rotate every 20 minutes. Remember to have youth put their names on their projects.

Activity 2

Snack Break (15 Minutes)

1. Instruct youth that they will go through the snack line to create an artistic snack.
2. They should first layer the paper plate with yogurt as their “canvas.”
3. Then, by adding the remaining items, they can create a masterpiece!
4. Allow youth to take their time through the line. Allow a line on both sides of the table.

Activity 3

Blob game (20 Minutes)

1. Choose a large space, such as a parking lot, outdoor field, or large indoor room.
2. One youth starts as the person who tries to tag someone “it.”
3. When that youth catches another youth, they join hands and become part of the soon to be growing “Blob.”
4. Youth must keep hands joined as they try to tag others.
5. Soon there will only be a few youth left.
6. The last person to be tagged is the person who starts the next game as “it.”

Break for Restrooms and Washing Hands

(5 Minutes)

Activity 4

Art Stations (60 Minutes)

1. Have youth begin the new rotation. Rotate again every 20 minutes. Remember to have youth put their names on their projects.

Break for restroom and washing hands

(10 Minutes)

Activity 5

Reflection and Gathering (20 Minutes)

1. Have youths gather in circle. Go over **Talk It Over** questions:



Talk It Over

- ★ **Reflect:** Tell me some of the activities that you enjoyed the most today.
What are some activities that were easy? What were more difficult?
How can you share your projects with others?
- ★ **Process:** What did you learn about yourself when going through the art stations?
Why does it matter to anyone else that you did these projects?
Why is art an important thing to do?
What were you learning as you were here today?
Would someone be willing to share some of what they were trying to communicate through any of their art projects today?
- ★ **Generalize:** What are ways that we can communicate with our Service Member?
How can we share these projects with them?
- ★ **Apply:** What are some ways you like to learn? Is art a way to learn?
What can you do to keep learning about art?
How can you use what you learned today at home or school?
Why is doing these projects important?

Enhancement

Find a community artist that is willing to come in and give a demonstration for the youth.

Closing

(10 Minutes)

Wow – we did a lot of work today! You all made beautiful pieces of art! We also learned how important it is to try new things and explore our talents. These pieces of art will go home with you and you can keep them there or send them to your Service Member to keep in touch. They will appreciate receiving these in the mail. At this time, we are going to gather our projects – make sure you are getting the right ones and not your neighbors. Thank you for coming today!

(Some of the items may not be dried completely. Allow them to dry as long as possible before the youth is picked up. Those items that are dried can be placed in the art portfolio. Sidewalk chalk can be placed in snack baggies)

Credits/Sources

Hutchins, Lori K. “A Palette of Fun.” In Cloverbuds Activities Packet, March 2000. St. Louis County, MN 4-H: National 4-H Curriculum, 2001, pgs 48-49, 126-127

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



The Artist Among Us

Dear Family,

Today was a busy day! The youth went to six different art stations and produced glorious works of art! Some of the pieces may not be dried thoroughly, so I would encourage you to set them out for awhile. We even created our snack into artwork and then ate it up! We also had time to play “Blob.”



This project was a good way to talk about the importance of exploring and sharing our talents. We talked about ideas to send some of the art work to the Service Member and how we can keep in touch throughout the deployment. The youth can select a picture to put in the frame prior to sending.

At the bottom of this letter are some conversation starters for you to use at home and in the car. Use these questions as a springboard for conversations with your youth.

Thank you for allowing your youth to participate in the OMK Deployment Cycle Support Yellow Ribbon Outreach activity today! If you have any questions about your youth’s experience, please feel free to call me at: _____.

Sincerely,



Conversation Starters:

- Tell me the best part of doing the art projects.
- Which pieces do you want to send to your Service Member?
- Why is it important to explore your talents? What other talents do you think you have?
- Would you rather do an art project or a sewing project?
- If you could choose a special talent, what would that be?



Be A Leader!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Leadership
- ★ Relationship Building
- ★ Communication
- ★ Decision Making

Activity Overview

Youth will do a variety of activities to learn about themselves and how they can impact their lives as well as others.



Shout out!

Are you ready to be a Leader? This program will bring out the best in you. You will learn what it takes to be a good leader and what leadership qualities you have. We will play games, tell your Military story and make some decisions. Lots of fun will happen as you learn about yourself.

Get Ready

Roles for Uniformed Service Member

- Have them share about leadership in the Military during activity two
- Read one of the selected books

Roles for Volunteers

- Serve as the host as youth arrive
- Help keep the youth on task
- Read one of the selected books

Activity Orientation for Volunteers: 15 Minutes

- Go over lesson & expectations

Preparation time: 1 Hour

Space: Normal size meeting room, tables to draw/write on (hard floor would work also).

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab for use of digital camera and photo printer.



7. Check out books from the library.
8. Procure supplies.
9. Cut strips of black construction paper.

Get From OMK Tool Kit

- Jump rope
- Boom box & music
- 2-3 small soft balls or stuffed animals

Procure Supplies

- Balloons
- Long sheets of paper
- Markers
- Crayons
- Pastels
- Colored pencils
- Paints
- 1/2" to 1" wide ribbon
- Masking tape
- Newspapers
- Magazines
- Scissors
- Glue
- Butcher paper
- Black construction paper
- Paper
- Pencils
- Flip chart paper

There are several books that can be read during this lesson or have available for youth to look at during the break or beginning of the session. You should be able to check them out from your local library.

- *Just Plain Fancy* by Patricia Polacco, Bantam Little Rooster Book, 1990
- *Stone Girl, Bone Girl, The Story of Mary Anning* by Laurence Anholt, Orchard Books, New York, 1998
- *Giraffes Can't Dance* by Gile Andreae, Scholastic, 2001
- *Minty, A story of young Harriet Tubman* by Alan Schroeder, Dial Books for young readers, New York, 1996
- *Martin's Big Words, The life of Martin Luther King* by Doreen Rapaport, Hyperion, 2001
- *50 American Heroes Every Kid Should Meet* by Dennis Deneberg, Millbrook Press, 2001
- *Duke Ellington* by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998
- *One Giant Leap, the Story of Neil Armstrong* by Don Brown, Houghton Mifflin Company, Boston, 1998
- *The Wild Christmas Reindeer* by Jan Brett, G.P. Putnam's Sons, 1990
- *We Can Get Along: A Child's Book of Choices* by Laura Murphy Payne, Free Spirit Publ., 1997

Background

Youth do not necessarily think of themselves as leaders. These activities will help them learn about their good qualities, making choices, and developing communication skills as a leader. These are all good skills to develop in youth especially Military youth as they are dealing with a



loved one being mobilized. As you facilitate the activities and discussion keep in mind how being a leader and good communication skills are important now while their loved one is mobilized and in the future when their loved one returns.

Set Up Your Space

- Have activities available for early arrivers
- Set up tables and cover tables.
- Distribute art supplies and paper to tables.
- Have music playing as youth enter.
- Play the limbo with a jump rope or see how long the group can keep a balloon in the air or freeze dance. (Turn on the music and dance—turn it off and youth “freeze” Anyone who moves is out)

WHAT TO DO

Be A Leader!

Icebreaker

Ball Toss Pattern (15 Minutes)

1. You will need 2-3 soft objects such as a soft ball or small stuffed animal.
2. Stand in a circle.
3. Go around and have everyone introduce themselves.
4. Toss the ball to a person & say their name.
5. The next person tosses the ball to a different person, says their name and puts their hands behind their back.
6. When everyone has caught the ball, it is tossed back to the person who started.
7. Repeat the pattern, tossing to the same person each time. Try and do it faster and add more objects.

Activity 1

Good Things About Me (30 Minutes)

1. Everyone has good qualities. Can you name some good qualities? List them on a piece of flipchart paper. Possible answers are: friendly, helpful, polite, resourceful, curious, funny, honest, and truthful.
2. Hand each youth a long piece of paper and markers/crayons. Have each youth think of their own good qualities and list them on the piece of paper. Volunteers will need to assist younger youth.
 - Post the lists on the wall. Have each youth stand by their list and share it with the group. If available, take a picture of the youth & their posted list
 - Roll up the list like a scroll. Tie a ribbon around it with the label “My Leadership Qualities”
 - Use a piece of masking tape with the youths name on it to make sure the scroll stays secure.
 - Have each youth make a list of good qualities about their deployed loved one
 - Roll up the list like a scroll. Tie a ribbon around it with the label “My Loved One’s Leadership Qualities”
3. Ask the youth:
 - How do you feel about your list?

Be A Leader!



- What did you like about listing the good things about yourself?
- Do you see the same or different qualities on your loved one's list?

Apply

- Why do you think these qualities are important?
- Think of your family members, especially your deployed loved one. What good qualities do they have?

4. Read one of the following books:

- *Just Plain Fancy*, Patricia Polacco, Bantam Little Rooster Book, 1990
- *Stone Girl, Bone Girl, the Story of Mary Anning*, Laurence Anholt, Orchard Books, New York, 1998
- *Giraffes Can't Dance*, Gile Andreae, Scholastic, 2001

5. Ask the youth:

- What good qualities do the characters of the books have?
- Does anyone have bad qualities?
- Are these qualities similar to or different from yours?

Activity 2

I Spy a Leader (45 Minutes)

1. Leaders are everywhere. Tell me someone you think is a leader. Why is that person a leader? What qualities does this person have? How about your loved one who is deployed? Is he or she a leader? How?
2. I am going to read to you a book about a leader. Read one of the following books:
 - *Minty, A story of young Harriet Tubman* by Alan Schroeder, Dial Books for young readers, New York, 1996
 - *Martin's Big Words, The life of Martin Luther King* by Doreen Rapaport, Hyperion, 2001
 - *50 American Heroes Every Kid Should Meet* by Dennis Deneberg, Millbrook Press, 2001 – this isn't a story book, but it shows 50 great heroes
3. Have the Service Member tell about their leadership duties and other people in leadership roles in the military.
4. Leaders are everywhere in your city, neighborhood, your school and your home. Through television, radio and newspapers we see and hear about leaders all around the world. These leaders may include the President of the United States, the Governor of your state, or a captain of a national sport team. Leaders can be found in all types of situations such as in office buildings, on the playing field, or outdoors. When a leader has good qualities they are able to make things happen, get things done, and to help people.
5. Let's play "I Spy a Leader" to find leaders around us. Guide the youth through the following steps. Volunteers may help the youth with cutting.
 1. Using newspapers and magazines find pictures or stories about different types of leaders.
 2. Cut out the pictures or articles and make a collage.
 3. Everyone can make their own collage or they can make a group collage.
 4. Share the collages by saying "I spy a leader...."



6. Relax & Reflect:

- How many different leaders did you find?
- Who are the leaders? What do they do?

Apply:

- Can anyone become a leader?
- What does a person have to do to become a leader?
- What does being a leader mean to you?
- Do you know anyone who is a leader? What do they do? How do they lead?

Break

Bathroom & Snack (15 Minutes)

Activity 3

Follow the Leader (20 Minutes)

1. Playing games is a lot of fun. But many games require someone to give the instructions or tell the group what to do. That person is the leader. Remember the game “Follow the Leader”? The person who is the leader shows the group what to do and everyone follows. Let’s play Follow the Leader. Everyone will have a chance to be the leader.

1. Play Follow the Leader. Have the Military Personnel be the first leader.
2. Have each youth take turns being the leader.
3. Have the youth think of other games where someone is chosen as the “leader.” (e.g. Simon Says, Mother May I). Play some of the games as time allows.

2. Relax & Reflect:

- How did you feel when you were the leader?
- What did you do when you were the leader? How did you get the youth to follow you?
- How did you cooperate when you weren’t the leader?

Apply:

- What does a leader do?
- Tell me about the time when you were the leader.
- Who is the leader at your house? Are you ever a leader at your house? How?

3. As an option read one of the following books:

- *Duke Ellington* by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998.
- *One Giant Leap, the Story of Neil Armstrong* by Don Brown, Houghton Mifflin Company, Boston, 1998.

Activity 4

Tell Me a Story! (45 Minutes)

1. We have been reading several books today and I have other books around for you to look at or read during break time. How many of you like to have books read to you? How many of you like to read yourself? How did stories get told when there weren’t any books?
2. Have you ever told a story? Today you will practice telling a story with a little help from your friends. Guide the youth through the following steps:
 - a. Sit or stand in a circle.



- b. Tell a story with each youth saying one sentence at a time.
 - c. The sentence added to the story must make sense.
3. Today you are each going to tell your story about being a Military youth. You can write it and/or draw pictures about it. Our volunteers will help you write if you need it. As you tell your story answer these questions:
 - a. Tell about yourself. How old you are, where you live, how many brothers and sisters you have, your favorite activities, etc.
 - b. Tell about your deployed loved one. What their name is, what they do in the Military, your favorite thing about them, what they look like, etc.
 - c. Tell what you are excited about when they come home.
4. Put the questions on flip-chart paper. Have the youth divide into groups and have a volunteer work with each group to write their story.
5. Depending on the size of your group, have everyone tell their story to the large group or to their small group.
6. Have the Military Personnel or a volunteer tell their story.
7. Relax & Reflect
 - What did you learn about storytelling?
 - Share how you felt when you had to talk in front of another group? Was it hard or easy?

Process

- How is storytelling the same as talking about you?
- How does your loved one tell you stories?

Apply

- How do you tell your loved one about your stories?
- Who could you tell the story you wrote too?

Break –

Bathroom & Snack (15 Minutes)

Activity 5

Choices, Choices (45 Minutes)

In our next activity, we will make some choices.

1. Read one of the following books:
 - *The Wild Christmas Reindeer* by Jan Brett, G.P. Putnam's Sons, 1990.
 - *We Can Get Along: A Child's Book of Choices* by Laura Murphy Payne, Free Spirit Publ., 1997.
 - What are some of the choices made in this book?
 - Are they good or bad choices?
 - Were they hard choices? How?
2. You make choices every day. You decide what to wear, who to play with, what TV show to watch. In this activity youth will choose only 2 colors from the assortment of drawing materials on the tables, or work space, to make a piece of art.
 - Youth may become frustrated but encourage them to try.
 - If the youth are frustrated, talk to them about how to blend two colors to create a different color. Or about how the background paper can be used as a color.



3. Guide the youth through the following steps:

- Select only two colors. Take some time to think about which two colors you want to pick.
- Using the two colors, draw a picture of your favorite activity or of yourself.
- Add a mat around the masterpiece with the strips of black construction paper.
- Share your masterpiece with the group.

Relax & Reflect:

- Why is it hard (or easy) selecting only two colors to work with?
- How did you decide on the colors you picked?
- What colors would you pick if you did the activity again? Why?

Generalize:

- How can you support others when they are leaders?

Apply:

- Are there times when you have to make a choice between activities, clothes you wear, food you eat, etc.?
- When is it hard to make positive decisions?
- What do you think about before you make decisions?
- How can you support your family while your Service Member is deployed?

Activity 6

Wrap Up (15 Minutes)

As a wrap up activity, have the youth write a letter or draw a picture about what they did today to mail to their loved one in the Service. Remind them about their good qualities list, the story they told and the picture they drew with only two colors.

Talk It Over

- ★ **Reflect:** What was your favorite activity today?
What was the easiest activity? Hardest?
- ★ **Process:** What did you learn about yourself?
What did you learn from these activities that you didn't know before?
What did you learn through sharing with others?
Did any of the activities make you uncomfortable?
- ★ **Generalize:** What did you learn about leadership?
How do you think these skills will help with your family with your loved one deployed?
- ★ **Apply:** How can you use the skills you learned today in different situations such as your family/home with your loved one deployed?
How can you be a leader at home?

Enhancement

Have leaders from the community come in and talk to the youth about what they do. Examples include a mayor, city council member, a coach, principal, police officer, etc.
Add a large motor movement game to one of the breaks. This lesson is a lot of sitting.



Closing

Thank you for coming today! I hope you learned a lot about leadership, telling stories, and making choices. Please share your list of good qualities and masterpiece with your family. Make sure you tell your loved one in the service about your experience today.

Credits/Sources

National 4-H Cooperative Curriculum Systems, Inc. Step Up to Leadership Mentor Guide for grades K-5. Washington D.C. : The National 4-H Council. 4hCCS BU-07903 Pg. 18-19, 22-27, 36-37

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Be A Leader!

Dear Family,

Today we did several activities around being a leader. The youth talked about what their good qualities are and what are good qualities of a leader. We identified leaders in the community and we discussed leaders in the Military Services. We played “Follow the Leader” and learned how to be a good follower. We told stories about our favorite place. We also discussed making choices and following through on their choices.



Ask your youth about their list of good qualities and have them show you their masterpiece art work. Discuss with your youth the various leaders they identified in your community. Talk about a leadership role you have as well as one your loved one has in the Service.

We read books or had book available today about leaders. You may want to check out a couple books to read with your youth. Here is the list:

- ***Just Plain Fancy*** by Patricia Polacco, Bantam Little Rooster Book, 1990
- ***Stone Girl, Bone Girl, The Story of Mary Anning*** by Laurence Anholt, Orchard Books, New York, 1998
- ***Giraffes Can't Dance*** by Gile Andreae, Scholastic, 2001
- ***Minty, A story of young Harriet Tubman*** by Alan Schroeder, Dial Books for young readers, New York, 1996
- ***Martin's Big Words, The life of Martin Luther King*** by Doreen Rapaport, Hyperion, 2001
- ***50 American Heroes Every Kid Should Meet*** by Dennis Deneberg, Millbrook Press, 2001
- ***Duke Ellington*** by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998
- ***One Giant Leap, the Story of Neil Armstrong*** by Don Brown, Houghton Mifflin Company, Boston, 1998
- ***The Wild Christmas Reindeer*** by Jan Brett, G.P. Putnam's Sons, 1990
- ***We Can Get Along: A Child's Book of Choices*** by Laura Murphy Payne, Free Spirit Publ., 1997

Sincerely,

Conversation Starters:

- Who do you see as a leader? Why?
- What is a hard choice you have had to make lately?
- Tell me a story about _____.
- What three things would you like to change in the world?



Be A Leader!





For the Health of It! Microwave Cooking

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-40

Deployment Segment: Mobilization

Project/Life Skills

- ★ Healthy Lifestyle Choices
- ★ Decision Making
- ★ Teamwork

Activity Overview

Practice decision making and teamwork while creating fun foods.



Shout out!

Eat! Have Fun! Be Creative! Learn microwave cooking and more while you get to know more about your food, your health and your team members.

Get Ready

Roles for Uniformed Service Member

- Discuss the importance of communication to Service Members
- Tell great stories
- Share safety procedures
- Assist leading recreation activities

Roles for Volunteers

- Guide youth as they explore and create foods
- Assist special needs youth
- Lead recreation activities
- Assist setting up food preparation areas

Activity Orientation for Volunteers: 1 hour

- Ability to work with mixed age groups
- Read through, study and understand the activities

Preparation time: 1 hour

Space: Kitchen area or space adapted for use of portable microwave.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Gather supplies.
6. Find microwaves to use. Contact local appliance store for day's donation.



7. Order My Pyramid materials or download items from the internet www.mypyramid.gov
8. Arrange stations for lesson.
9. Make “Microwave in Use” sign and post it on door to activity area.
10. Pop Popcorn (popcorn, butter, seasoning, bowl, cheese).
11. Set up Granola station (oats, butter, honey, sunflower seeds, brown sugar, wheat germ, raisins).
12. Set up Chili Dip station (cheese, chili without beans, chips).
13. Set up Fudge station (powdered sugar, vanilla, and evaporated milk, cocoa).
14. Fudge needs to set in the refrigerator. (required)
15. Consider a pre made batch ready to share.
16. Set up Sherbet station (2 sizes freezer bags, ice, juices, rind).
17. Set up supplies of water, cups, plates, napkins, serving dishes.
18. Secure cooking dishes and utensils are available at each station.
19. Copy Parent Letter.

Get From OMK Tool Kit

- Soft balls for ice breakers (one ball per 20 participants).
- Boom box with upbeat music



Procure Supplies

- Need to have microwaves
- Plan quantities for the number of youth expected
- Order My Pyramid materials or download items from the internet www.mypyramid.gov

Activity 1: Flavored Popcorn

- Microwave popcorn (enough for 1 bag for 2 youth)
- Option: pre-made popcorn
- Bowl
- Variety of spice options; parmesan cheese, taco seasoning, pumpkin pie spice
- Napkins

Activity 2: Create Granola Bars

- ½ cup butter
- ½ cup honey
- 3 cups oats
- ¾ cup sunflower seeds
- 1 cup coarse chopped nuts
- ½ cup wheat germ
- ½ cup brown sugar
- ½ cup raisins
- Microwavable mixing bowl
- Measuring cups
- Cookie sheet
- Wooden spoon

Activity 3: Chili Dip and Chips

- 1 can chili without beans
- 1 jar processed cheese spread OR 8 ounce processed cheese cubed
- Tortilla chips or raw veggies
- Microwavable bowl for dip
- Large bowl with serving spoon for chips
- Small bowls to serve dip and chip/vegetables



Activity 5: Fabulous Fudge

- 1 pound powdered sugar
- 1/3 cup cocoa
- ½ cup butter
- ¼ cup evaporated milk
- 1 tsp vanilla
- 1/4 cups nut
- 8 X 8 X 2 pan
- Knife
- Serving spatula
- Napkins
- Potholders

Activity 7: Shakin' Sherbet (For every 2-participants)

- 1-pint freezer weight bag
- ½ cup orange juice
- 1 cup skim milk
- 1 tablespoon lemon juice
- 1/3 cup sugar
- ¼ tsp orange rind
- 5 cups cubed ice
- 1 gallon freezer weight bag
- ¾ cup rock salt
- ¼ cup water
- Terry towels
- Scissors
- Serving cups and spoons

Background

In a time of service, a family is busy and at times stressful. This session will provide opportunities for fun and laughter for youth to create snacks. Youth will learn how to use the microwave to prepare healthy snacks. Health is a choice. This session is designed to assist youth in making informed healthy lifestyle choices. Throughout the session remind youth of everyday food preparation safety precautions, working as a team within their home, and clean-up as an essential part of creating fun foods!

Set up Your Space

(20 Minutes)

Indoor space should allow adequate room for the amount of youth to create snacks and room to do activities. Depending upon time of the session, make microwave popcorn ahead of time, the aroma will entice participants. Use upbeat music, which sets the mood for fun. Pre-recreation activities with OMK rescue kit as space permits for soccer, volleyball, 4-square, Frisbee, or kickball.

WHAT TO DO

For the Health of It! Microwave Cooking

Icebreaker

Ball Toss Introductions (20 Minutes)

1. Participants stand in a circle.
2. Go around the circle, with each participant stating name and one fun fact to share. For example, Kim likes to walk.
3. Listen carefully as people share their information.
4. Next participant throws the ball to another person while stating their first name and receivers their name. For example, "Kim – Shirley." Then that next individual (Shirley) passes it quick to the next person stating: Shirley – Jim."
5. The ball must reach all individuals in the circle.
6. The exercise is repeated until the ball goes around the whole circle smoothly without a duplicate or oops!



Activity 1

Popcorn (15 Minutes)

This session involves microwave cooking. It's important to work together, much like we work together as family.

Introduction: Microwave Basics

A microwave oven is a metal lined box that holds a microwave-generating tube called a magnetron. Each microwave oven has double safety locks so that microwaves won't leak or escape. It also has an air vent, which allows steam to escape, but not microwaves.

Microwaves, which are a kind of radio wave, cook by causing food molecule to rub and vibrate against one another. The constant rubbing produces heat inside the food. The cooking of food occurs throughout the food, instead of from the outside as in a regular oven.

This makes foods cook very quickly, but makes it challenging to cook thick foods such as a meat roast. Thick foods can be cooked on a lower power level for a longer period of time.

Watt and wattage are terms used to decide the microwave's power. The higher the number of watts, the faster the microwave oven will cook food. Find your microwave's output wattage by looking in the inside door. The number should be between 650-1,200 watts.

Microwave Safety

1. Always get permission before you cook, make sure you have someone to call if you have a problem.
2. Have an adult teach you how to operate the microwave. Learn how to open and close the door properly, program the time and turn the microwave oven on and off.
3. Never operate an empty microwave. If you want to practice using the microwave, place a cup of water inside to absorb the microwave energy.
4. Use microwave safe dishes.
5. **Don't use** metal cookware and metal utensil in the microwave. **Don't use** aluminum foil, pans or dishes and utensils with metal trim.
6. Use potholders when removing dishes from the microwave.
7. Carefully remove coverings by lifting the side farthest away from you first. Steam is very hot and can cause burns.
8. Keep the inside of the microwave clean. If spills occur, wipe them up immediately.
9. Never operate the microwave with the door open.
10. Never operate the microwave if it is damaged.
11. Never wedge an object into the oven door.
12. The microwave should be repaired only by a qualified repair person.

Who would like to help create a microwave popcorn variety?

1. Microwave the popcorn according to package directions.
2. Pass around a napkin per person and a bowl of popcorn with a serving spoon utensil. Each person places a small quantity of popcorn on the napkin or bowl.
3. Introduce the variety of spices (parmesan cheese, taco seasoning, and pumpkin).
4. Pass around spices, individuals can add any seasonings to their popcorn.
5. Tell youth that popcorn treat costs about \$ 3.49



Activity 2

Create Granola Bars (20 Minutes)

Now, we will be doing hands-on activities and use the microwave oven to prepare simple healthy snacks. You'll have fun learning new skills and preparing the snacks.

As we work together today, think about how everyone can get involved with the process. This is not an individual event, but we will work much like we do in our homes, everyone taking part in the snack or meal process. There will be times when you are watching. There will be times when you need to ask, can I do that? We'll be cordial, patient and try to involve everyone in the process.

Follow the instructions, don't work ahead, as this may create a final product we would not want to eat!

1. Everyone wash their hands for at least 20 seconds under warm running water.
2. Use pot holders when removing anything from a microwave, it will be hot or warm.
3. Arrange and share the granola mix ingredients:

½ cup butter	½ cup honey
3 cups oats	¾ cup sunflower seeds
1 cup coarse chopped nuts	½ cup wheat germ
½ cup brown sugar	½ cup raisins
4. Melt butter, honey in microwave for 30 seconds at power level 50 (or 50%).
5. Microwave for an additional 30 as needed until melted. The concepts practiced are stirring, rotating, and covering.
6. Mix in a bowl oats, sunflower, nuts, wheat germ and brown sugar.
7. Add honey mixture to mixing bowl, and stir well.
8. Microwave high for 4 minutes, mix with wooden spoon.
9. Microwave on high for 2 minutes, mix with wooden spoon.
10. Microwave on high for another 1 minute, mix with wooden spoon.
11. STIR in raisins.
12. Microwave 1 minute on high.
13. Place on cookie sheet by wooden spoon.
14. Share that the granola snack ingredients cost was \$ 4.37. Have youth share answers to discussion question: what is the purpose of stirring and /or rotating while cooking in the microwave? (Answer: the mixture needs to be constantly stirred to prevent hot spots of ingredients, the mixture may burn.)
15. Reminder that with cooking and making snacks there is also "clean up". Remember to clean up your space here, and at home. OPTIONAL: Enlist several youth to help with clean up as you progress into the lessons.

Activity 3

Chili Dip and Chips (20 Minutes)

Chili Dip

Arrange and share chili dip ingredients:

- 1 can of chili without beans
 - 1 jar processed cheese spread or 8 ounces of processed cheese cubed
 - Tortilla chips or raw veggies
1. Pour the can of chili into a microwaveable bowl or dish, large enough to add cheese to!
 2. Pour or place the cheese on top.
 3. Microwave on high (100%) for 1 minute.
 4. Stir mixture with a wooden spoon.



5. Microwave again on high for 1 minute, and then stir. Repeat until mixture is hot. This will take 3-5 minutes.
6. Serve with tortilla chips or raw vegetables.
7. Share the chili dip cost for ingredients is \$ 4.58
8. Ask the youth to share their thoughts on how many minutes did they have to microwave your chili dip. What was the most difficult part of making chili dip?
9. What did you learn about making chili dip? Do you think this is an economical snack?
10. A reminder that with cooking and making snacks there is also “clean up”. Remember to clean up your space here and at home.

Break

10 Minutes

Activity 4

4 MyPyramid Healthy Choices (20 Minutes)

Introduction

MyPyramid is a food guide to help identify the variety of foods that people should eat everyday. Eating a variety of foods and getting plenty of rest, combined with physical activity, will help keep you healthy. Each day you should be eating whole grains, vegetables, fruits, milk and meats or beans. Just as with physical activity, it's important how to start making good food choices and developing good eating habits. This involves good decision making skills.

1. Distribute **MyPyramid** handout. (www.mypyramid.gov).
2. As youth view the MyPyramid point out the food categories:
3. Grain
4. Vegetables
5. Fruits
6. Milk
7. Meat and beans
8. Point out that the first activity today was popcorn; inquire which food group that belongs in (grains?).
9. Ask if popcorn is a healthy food choice and why? (It's a whole grain, up to 3 cups in one portion size!)
10. The second station today was granola bars. What food groups were represented in the granola bar activity? (Answer: oats- whole grain group, raisins – fruit group nuts – meat and beans group)
11. The third station today was chili dip. What food groups were represented in the chili dip activity? (Answer: Beans – meat and bean group, vegetables for dipping – vegetable group, chips – whole grain in the grain group.)
12. Have youth notice there is **not a group** for **sugar or fat** on the **MyPyramid**.
13. Point out that this food group is one to consume foods from in moderation, or very small amounts. We do not have to take them out of our diet all together, but should eat them sparingly. What are some examples of foods that we should eat in moderation? Answer may include food high in saturated fats, or high in sugar.
14. Use a flip-chart to have the youth make a list of healthy food choice snacks. Answers:
 - Apples
 - Granola bar
 - Carrots
 - Oranges
 - Banana
 - Crackers
 - Cheese sticks
 - Sherbet
 - Celery
 - Yogurt
 - Raisins
 - Nuts



- Peanut Butter Sandwich
15. Ask them to think through their healthy food choices at home.
 16. Use a flip-chart to have youth identify healthy food choices that they could eat at the following times:
 - a. Saturday morning
 - b. Monday afterschool
 - c. Tuesday afterschool
 - d. Thursday evening
 - e. Friday afterschool
 17. Work with the youth to come up with a variety of healthy foods that are great choices for snacks.

Activity 5

Fabulous Fudge (30 Minutes)

1. Have youth wash their hands again for 20 seconds.
2. Introduce and share fudge ingredients and equipment:
 - 1 pound powdered sugar
 - 1/3 cup cocoa
 - 1/2 cup butter
 - 1/4 cup evaporated milk
 - 1 tsp vanilla
 - 1/4 cups nuts
 - Greased 8 X 8 X 2 pan
 - Pot holders
3. Sift powdered sugar and cocoa.
4. Melt butter in 2 quart microwavable bowl at 50% power for 1.25 minutes.
5. Add powdered sugar, and cocoa mixture, and evaporated milk. Remember to use pot holders.
6. Cook on high for 2 minutes.
7. Stop microwave to stir and rotate dish.
8. Add vanilla and nuts. Stir until well mixed.
9. Pour in buttered baking pan.
10. Chill in refrigerator.
11. Share that the fudge ingredients cost is \$ 3.01 for the whole pan. Ask if youth know what they pay for a candy bar? Ask how the cost of a candy bar compares to the whole pan of fudge. Ask what is the hardest part about making fudge? Ask if there are any safety precautions needed when making fudge? (Hot fudge is very hot; they need to use pot holders.)

Activity 6

Walk for Health (45 Minutes)

1. Reintroduce the **MyPyramid**. Have the youth identify the steps on the side of the MyPyramid.
2. Talk about how healthy lifestyles include physical activity. Ask if anyone knows how many minutes a day we should do some physical activity. (Answer: 60 minutes)
3. The next 15 minutes we all need to do some physical activity.
4. Take the youth on a walking break around the space. If possible, take them on a walk outside. Play follow the leader type activities (skipping, jumping on one foot, walking slowly, fast paced walk, or walking in a curvy pattern).



Activity 7

Shakin' Sherbet (30 Minutes)

1. Introduce and distribute to each 2-participants.
 - 1-pint freezer weight bag
 - ½ cup orange juice
 - 1 cup skim milk
 - 1 tablespoon lemon juice
 - 1/3 cup sugar
 - ¼ tsp orange rind
2. Combine in a 1-pint freezer weight bag: orange juice, lemon juice, rind, and sugar.
3. Close bag tightly; double check that bag is tightly closed.
4. In gallon freezer bag place 5 cups ice cubes, ¼ cup water and rock salt.
5. Place 1 pint sherbet ingredient bag inside 1 gallon ice ingredient bag.
6. Secure bag and agitate 8 - 10 minutes.
7. Wrap in terry towel to protect hands from cold.
8. When firm, remove sherbet bag from rock salt mixture. Dry bag on towel.
9. Use scissors to cut hole in bottom corner of the bag. Squeeze mixture into serving cups.
10. Remind youth that with making snacks there is also “clean up”. Remember to clean up your space here, and at home.

Talk It Over

(30 Minutes)

- ★ **Reflect:** What healthy snacks did we make today?
Was there a snack that was fun but not so healthy?
Tell me about your favorite part of this session.
What was easy to make?
- ★ **Process:** Why is it important to eat healthy foods as a family?
How did you make decisions about what to eat?
How did you help others today?
- ★ **Generalize:** Where in your life would you find these food skills useful?
What did you learn about working as a team?
Do you think the things you learned today will help your family while your loved one is deployed? How?
- ★ **Apply** What did this session mean to your everyday life?
What have you learned about creating foods with other team members?
What are some ways you can learn different additional cooking skills?
What are other situations in which you can use these skills?
How did the team building activities help you understand others?
Why is this important to your life and family?

Enhancement

1. Partner with local nutrition extension educator or 4-H volunteer to assist with sessions.
2. If there are enough volunteers, this session could be done using stations and smaller groups can rotate through the stations.
3. “Microwave Magic Foods.” From the National 4-H Cooperative Curriculum System, 4-HCCS BU-08089, 2005
 - Popcorn activity in 4-H bulletin: “Microwave Magic, Level A,” page 14
 - Granola bar activity in 4-H bulletin: “Microwave Magic, Level A,” page 26



- Fudge activity in 4-H bulletin: “Microwave Magic, Level A,” and page 28

Closing

Today we took part in making healthy snacks. Health is a choice. It’s a choice for you, it’s a choice for your parents, and it is a choice for each individual. During this session, we looked at how to make informed healthy lifestyles choices as well as practice microwave cooking skills.

We practiced food safety skills during food preparation, spoke of attaining 60 minutes of physical activity per day, decision making, and teamwork. Remember that when you prepare a snack or cook, there is clean up, work as team at home, and help with clean up as part of making foods!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. “Bag of Tricks” in Microwave Magic Series. Washington D.C. : National 4-H Curriculum, 2005. BU-09087, 2005

Activity developed for Operation: Military Kids Cycle Support Yellow Ribbon Outreach by: Kimberly Asche, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



For the Health of It! Microwave Cooking

Dear Family,

Today we created fun foods. We were able to move through stations to create fun snacks using the microwave, as well as just shaking actions. Youth learned about healthy lifestyles, including making great snack choices. The snacks created were analyzed for which food group they connected with in the **MyPyramid** tool. www.mypyramid.gov

The project was a good way for youth to develop life skills through a foods and nutrition project, food preparation, wise use of resources, decision making, and teamwork. We discussed how we need to work as a team at home with tasks such as making snacks and cleaning up.



Thank you for participating with your youth in Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience.

Best regards,



If you have any questions about your youth's experience please feel free to contact me at:

_____.

Conversation Starters:

- Is it harder for you to get exercise or eat healthy?
- Should kids be forced to try new foods?
- Which of your five senses would you least want to give up?
- What recipe do you want to share with your deployed loved one?
- Would you give up junk food for one week? Why? Why not?
- If you had to cook dinner tonight, what would you cook?



A Circle of Art

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Stress Management
- ★ Creative Thinking
- ★ Communication
- ★ Relationships
- ★ Self-Esteem



Activity Overview

Create a circular 'Mandala' that uses creative images to reflect a youth's dreams, hopes and aspirations.

Shout out!

Connect with your creativity! Come and join us as we make a personal "Circle of Art" or "Mandala" that uses your own creative talents to show your dreams, hopes, and aspirations. Use acrylic paint, colored chalk, cray pas, colored pencils or charcoal to construct your vision of who you are and what's important in your life. No experience needed!

Get Ready

Roles for Uniformed Service Member

- Share some of his/her experiences and themselves as they mobilized

Roles for Volunteers

- Assist with placing all the items to be used on the table
- Walk around and assist youth as needed
- Assist youth with the frame or mat as needed

Activity Orientation for Volunteers: 30 Minutes

- Understanding of what a Mandala is and how it is used in different cultures

Preparation time: 2 hours

Space needed: Tables, Chairs

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of Mobile Technology Lab if internet access is available.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra supplies, embellishments and scissors.
7. Read background materials on Mandalas.



8. Design or find copies of Mandalas to post.
9. Find other shapes of Mandalas.
10. Find donations of frames or mats from local craft stores, photographers or framing shops.
11. Purchase supplies.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box
- CD with gentle music or sounds of water, rain

Procure Supplies

- Pictures and/or photos of Mandalas or use the internet to find images to bookmark to show youth
- CD's with gentle musical instruments, sounds of water, rain, nature, and soothing music
- Newspapers, old oil cloth, or plastic table cloths
- Small cut up tissue paper of various colors
- 14"x 17" white paper which can be used with colored chalk, cray pas, quality colored pencils, and charcoal (art paper is the best, not copy paper)
- Art colored chalk
- Quality colored pencils
- Cray pas
- Art charcoal
- Large firm paper plate
- Frames or mats donated from local craft stores, photographers, framing shops
- Cotton swabs
- 20 minutes of a relaxation tape

Background

Mandalas are an ancient form of art that challenges the person making the Mandala to show images that are meaningful, calming, and reflective of the world in which they live. There are various geometric shapes that can be used for Mandalas, but the one, which the youth will start with today, is called the 'circle completion' shape. While drawing and filling in the circle, from the outside of the circle to the very inward point, the youth is encouraged to relax and not worry. They will use paint, colored chalk, cray pas, colored pencils or charcoal to construct their Mandala to share their vision of who they are and what's important in their life.

Set Up Your Space

Have large photos and/or pictures of "circular" Mandalas posted on tag board and placed where the youth will enter. Play calming music on the Boom box.

WHAT TO DO

A Circle of Art

Icebreaker

If you could be a blend of colors, what colors would you be?

Blend of Colors (15 Minutes)



1. Pass around a couple of containers, which have various colored tissue paper. (cut up small) and tell the youth to choose 3-4 pieces that would be a symbol of “If they could be a blend of colors, what colors would you be?”
2. Have youth go around and introduce themselves and show/tell about the colors they chose.

Introduction

(20 Minutes)

Mandalas are an ancient form of art that challenges the person making the Mandala to show images that are meaningful, calming and reflective of the world in which they live. There are various geometric shapes that can be used for Mandalas, but the one, which you will start with today, is called the ‘circle completion’ shape.

While you draw and fill in your circle, from the outside of the circle to the very inward point, you are encouraged to relax and not worry. You will use paint, colored chalk, cray pas, colored pencils or charcoal to construct your Mandala to share your vision of who you are and what’s important in your life.

Many cultures have Mandalas. The word Mandala is from Sanskrit, one of the 22 languages in India. It means "essence" + "having" or "containing", also translates as "circle-circumference" or "completion", both derived from the Tibetan term, which means a concentric diagram having spiritual significance. Hindus, Buddhists, Jews, Christians, and Native Peoples all have different types of Mandalas.

Mandala designs can be found in churches, mosques, synagogues and in native artwork of many cultures. Once you start looking for Mandalas, you will see them in everywhere! Show samples and pictures of Mandalas from different cultures.

Activity 1

Quieting the mind (20 Minutes)

Introduction

An important part of making your Mandala is the process of relaxation. When you relax and let your mind wander, things pop into your head. The first things are usually the stressors, like school, homework or chores. After a few minutes, however, you’ll find that your mind travels to different places, for different reasons. (Turn on the music/soothing sounds. Turn down the lights.)

1. Find a comfortable spot and position that you can sit in for the next 10 minutes.
2. As you relax, concentrate on your breathing.
3. Think the words “In” & “Out”. Try to breathe “In” for 5 counts and then “Out” for the same amount of counts.
4. Slow your breathing down, add some counts, but don’t strain or hold your breathe.
5. Close your eyes and relax your body.
6. Now we are going to be quiet and listen to the music and relax.
7. Please respect the others in the room by sitting quietly and not disturbing your neighbor.

Activity 2

Designing a Mandala (45 Minutes)

Now open your eyes. How do you feel? Refreshed? Are you ready to get started?

1. Hand out the paper plates for the Mandala.
2. First, place your plate or other round shape flat down on the paper and trace the outside of the plate with a light pencil.



3. Now place a dot in the center of the circle.
4. When you are working on your Mandala, always work from the outside towards the center in a circular motion.
5. Next, beginning on the outside of the circle, lightly draw circular lines, like a maze, towards the middle, and end in the middle at the dot.
6. Use one or more of the drawing utensils (chalk, cray pas, charcoal) and slowly begin blending colors from the outside of the circle towards the inside.
7. You may also use a cotton swab to help with the blending of the colors.



As you color, blend and work from the outside of the circle to the middle, think about the time you have spent with your loved one, and all of the memories you have of them. In what ways have you communicated with them, built a relationship with them, and in what ways can you/will you stay connected with them while they are gone? Are there others whom you could build relationships with that also have a loved one deployed?

Break

(15 Minutes)

Activity 3

Other Mandalas (20 Minutes)

1. Choose one of the Mandalas. (Handouts are at the end of the lesson)
2. Now “fill in” one of these Mandala designs.
3. Make sure they start coloring from the outside and move towards the middle.

Talk It Over

(25 Minutes)

★ *Reflect:*

What did you learn about yourself by doing your Mandala?
What was your favorite thing about working with this form of art? Why?
What was your least favorite thing about working with this form of art?
Were there any frustrations?

★ *Process:*

Was it hard to block “busy” things out of your mind and just relax?
How did you make your decisions about design and color?
What was the most challenging part of your project? Why?
What did you learn from creating a Mandala that you didn’t know before?
Were there any people, memories, etc., that would run through your mind while you were creating this piece?
What did you learn about relaxation? Can this technique help you relax and reduce stress while your loved one is deployed?



- ★ **Generalize:** What are some ways you can share what you learned today?
Do you think some of the skills you learned and practiced today would be helpful to others in your Military family? Which ones?
What are some other ways you can be creative and express your feelings and beliefs using art?
- ★ **Apply:** Why was this project important to you?
How will you act differently in the future from learning relaxation and creating your Mandala?
How will you share what you learned today with your deployed loved one?
Would you find this form of art and also relaxation technique useful at home? Would other members of your family benefit from these techniques?



Enhancement

1. Have the youth try to create another Mandala of a different shape.
2. Find a retreat area where they might already have a circular Mandala/labyrinth/maze cut out in the grass or field, and take the youth out to the area, making sure there is plenty of space between each of them so that they can walk slowly, reflect and find peace to slow down their busy lives.

Closing

Mandalas can be a good way to organize and reflect what you're feeling and thinking while your loved one is deployed. The process of stress relief and relaxing are lifetime skills that can help you stay healthy and strong. Using your creativity in a relaxed and orderly way can provide a break from everyday stresses like school and home. We hope you had a good day and that you'll think about making Mandalas again as a way to relax and express your feelings.

Credits/Sources

Mandala. 2005. Accessed 23 May 2009. <<http://www.free-printable-mandala-coloring-pages.com/free-mandalas-to-color.shtml>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anita M. Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



A Circle of Art

Dear Family,

Today the youth designed a “Mandala.” A Mandala is a form of art that youth can find relaxation while creating. There are various geometric shaped Mandalas, but the one, which the youth designed today, is the “circle completion’ shape. While drawing and filling in from the outside of the circle to the very inward point, youth are encouraged to relax, not worry, quiet themselves from the busyness of the day. They created a design using various colors and a medium of their choice.



Help your youth understand that it is okay to feel what they are feeling now, and encourage them to use this form of art, to process their feelings while their loved one is away, as well as to find a quiet and peacefulness to their day when things might get a bit crazy.

Thank you for helping your youth participate in an Operation Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

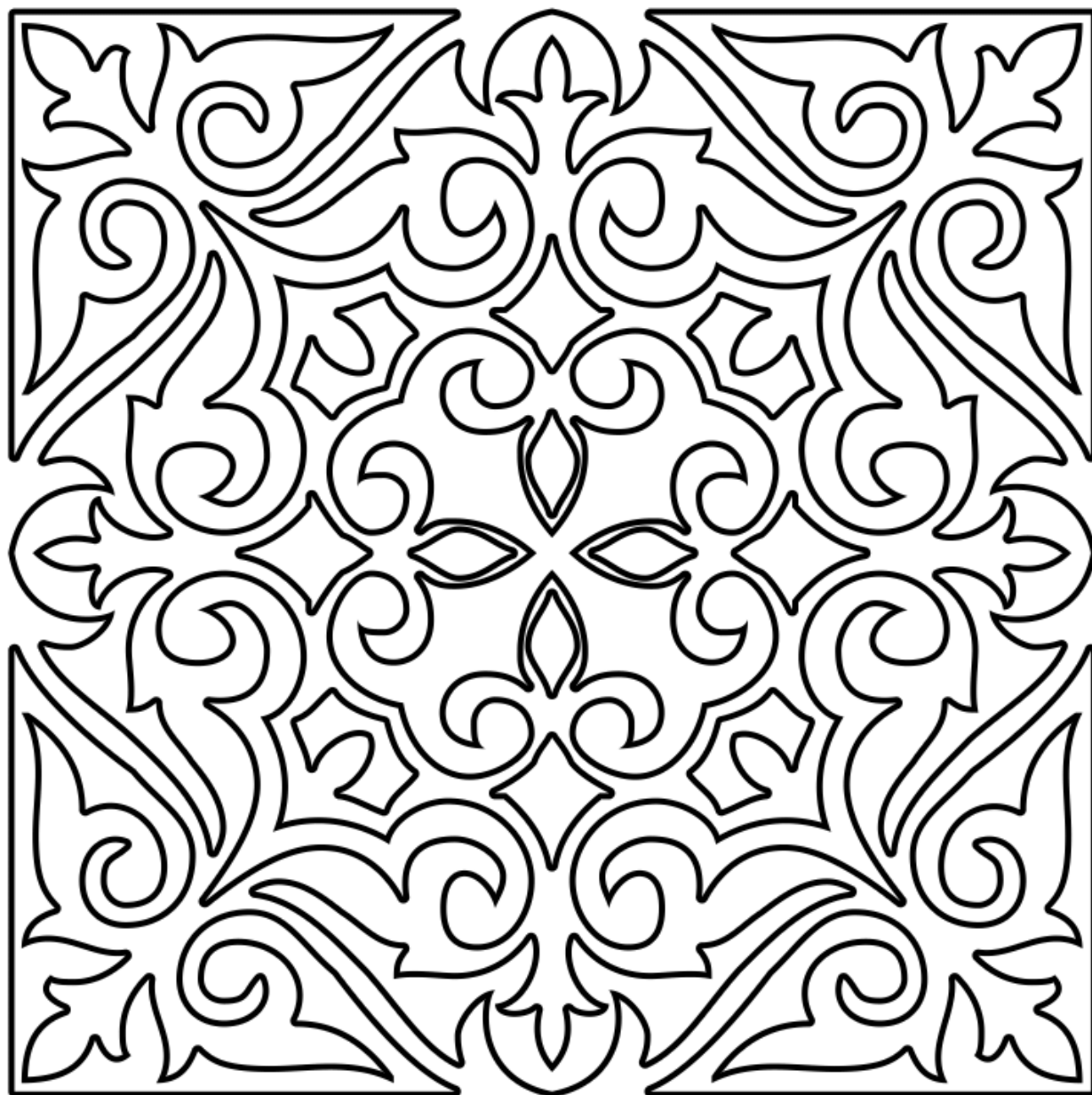
Best Regards,



If you have any questions about your youth’s experience please feel free to contact me at

Conversation Starters:

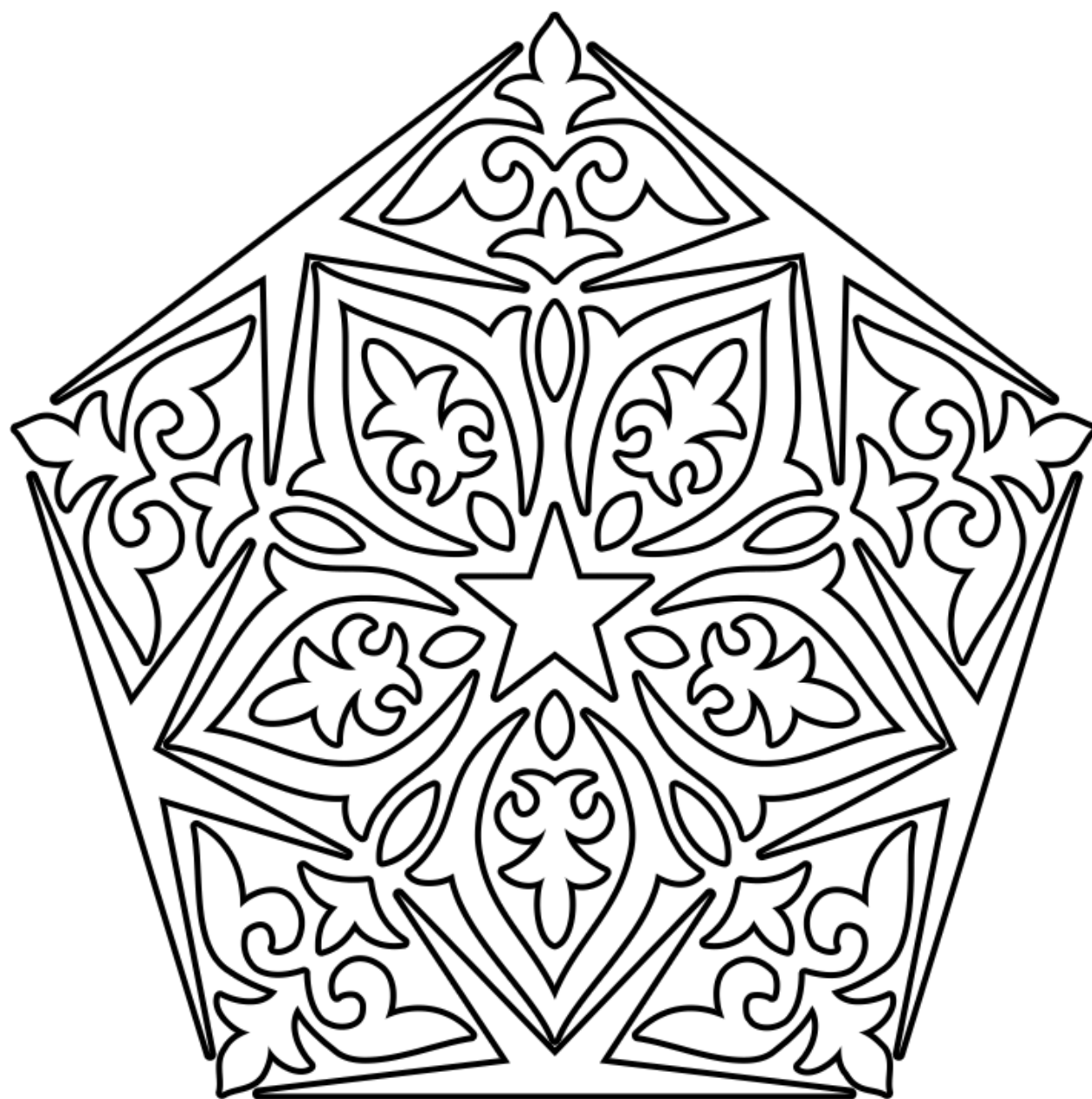
- What are your favorite colors?
- Would you rather go on a hike or go to an amusement park?
- What do you do to relieve stress?
- What is your favorite art? Why?
- What are your favorite vacation spots? Why?
- What kind of museum do you like best?



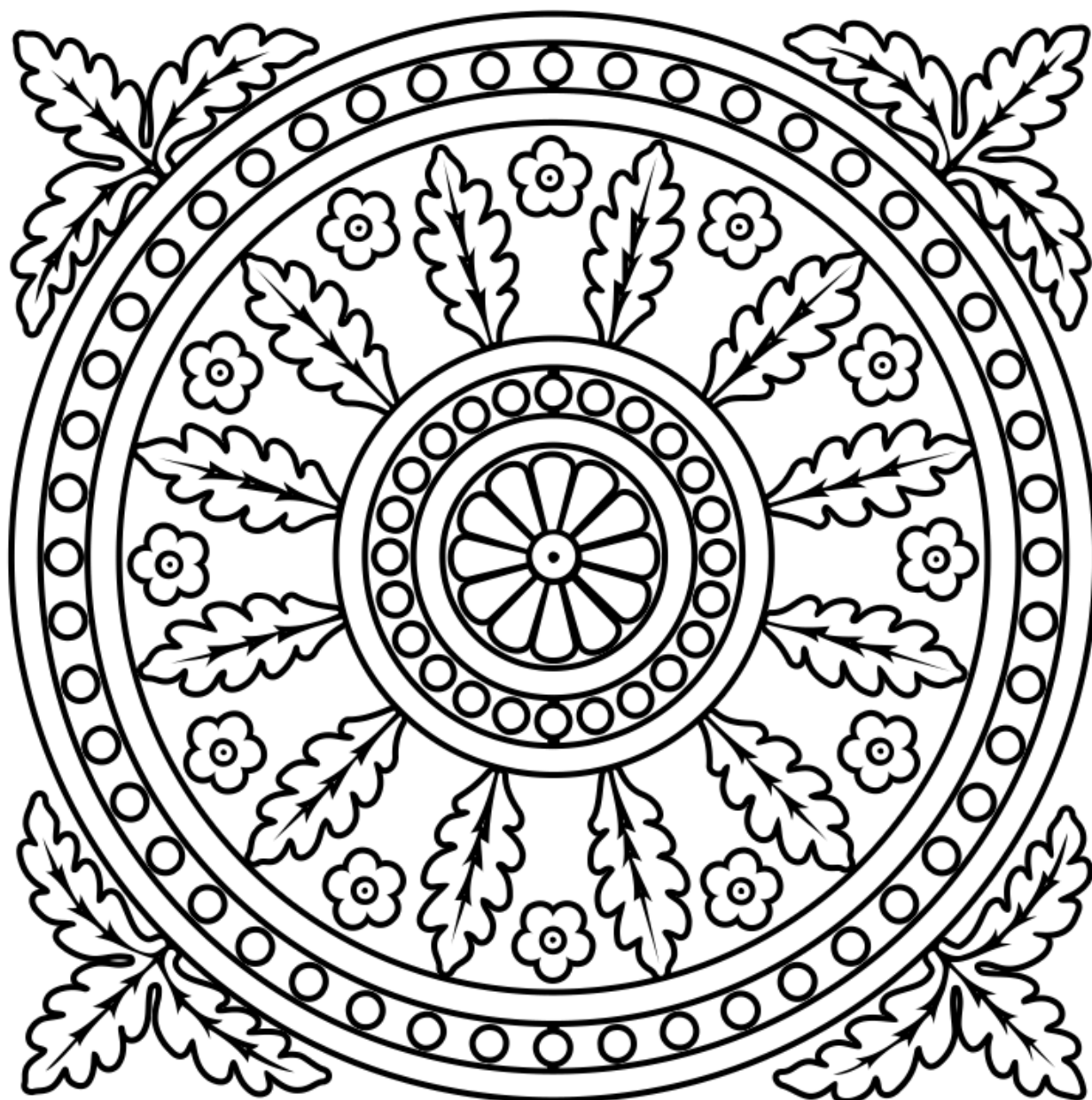
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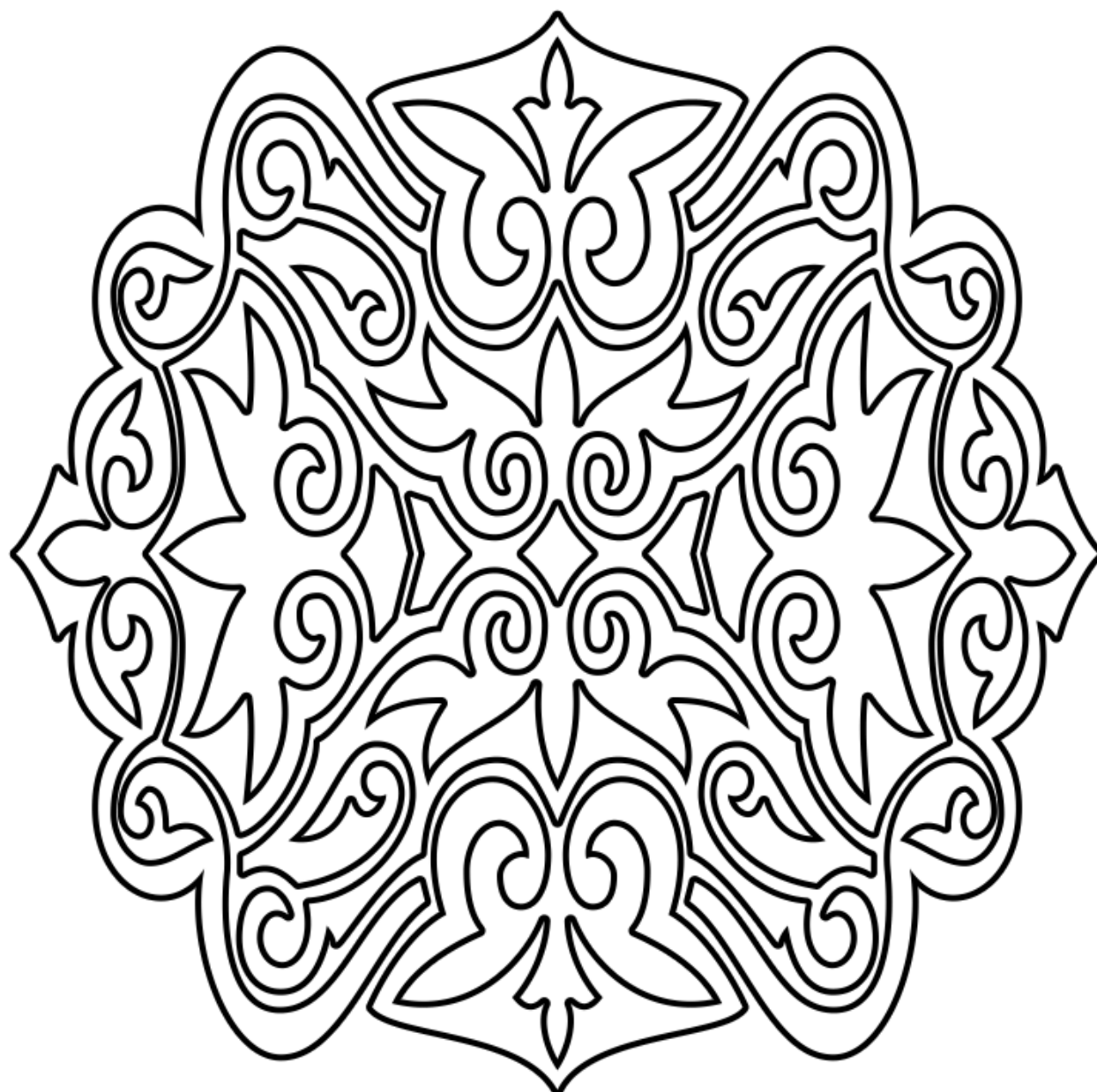
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OMK Rap

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creative Thinking
- ★ Communication
- ★ Sharing
- ★ Manage Feelings

Activity Overview

Compose your own rap song to share with friends and family.



Shout out!

Have you ever wanted to be a Rap star? Join us and use your creativity to compose and sing your very own 'OMK Rap'. You'll craft a Rap that will amaze family and friends!

Get Ready

Roles for Uniformed Service Member

- Get in the groove and work with OMK Rap groups
- Share your experiences about the type of music you like to listen to during deployment

Roles for Peer Volunteers

- Dance with OMK youth as they arrive in the room
- Help with the OMK Rap

Roles for Volunteers

- Work with OMK Rap groups and keep participants focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of boom box, karaoke functions and microphone
- Talk about Rap and being respectful

Preparation time: 1 hour

Space: Large room

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of Mobile Technology Lab for video camera.
5. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to watch the raps.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for paper and markers.



7. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
8. Learn how to use Boom box, Karaoke functions and microphone.
9. Read through activity.
10. Test the sound system and make sure it works.

Get From OMK Tool Kit

- Boom box & microphones
- Karaoke Rap CD's

Procure Supplies

- Large flip-charts
- Lots of markers
- Bags of suckers
- Electronic keyboard with beat maker (optional)

Background

Youth love music, especially music that resonates with what is going on in their lives. While loved ones are deployed, youth find it hard to tell others what they are feeling and the experiences that they encounter at school and at home. Writing raps can encourage them to talk about their challenges without them recognizing that they are sharing their feelings and communicating their feelings to others in a creative way. The rap they compose will make them smile and sharing their group rap with other OMK youth will empower teenagers to continue 'rapping' about their lives.

Set Up Your Space

(10 Minutes)

Set up stations in each corner of the room with flip charts. Have appropriate rap song/video playing. Have a 'dance area' in the middle that will be used for the Icebreaker. Keep the keyboard in a place where it is safe. Have peer volunteers ready to great OMK youth and dance in the middle area. Feel the groove.

WHAT TO DO

OMK Rap

Icebreaker

OMK Star(15 Minutes)

Turn off the music and have everyone stand in a circle. Pass the microphone, sing your name, and belt out the first line of your favorite song! You be the first exuberant example!

Introduction

(15 Minutes)

Who wants to write their own rap? Raps are a great way for you to express yourself. Today we're going to break into 'rap' bands and work on songs in a group. Writing raps can feel good, but not if you write nasty raps that don't respect others or yourselves. It's important that you rap about what's happening in your life but don't use inappropriate language. Think about the challenges during your loved ones mobilization and communicate your feelings to others in a creative way.

1. Rap is about life. It's about feelings. It's real. It's in verse.

OMK Rap



2. Demonstrate the structure of a rap. A popular rap structure would be: Intro, verse, chorus, verse, chorus, chorus, middle 8, (AKA breakdown), chorus and end.

Sample Chorus

You can rap my friend if you're white and from Anoka
Pick up that mike, there's a way to tell them
You'll be real smart, you'll be a star
Try my OMK Hip Hop and you'll go real far

Sample Verse

Of all the things that coulda happened
I know you'll be a rappin
Imagine a world where freedom was gone
Without your hard fighten' I wouldn't be free to sing this song. Etc.....

Activity 1

Write the OMK Rap! (40 Minutes)

1. Try to rhyme at least once a sentence.
2. Make sure not to repeat words, unless it's a verse, or at least sounds cool.
3. Keep a constant tone.
4. Break your group up into smaller groups. Each group should use a volunteer to guide them through the rap process.
5. Tell the groups to compose and write down the lyrics as they go on their flip chart. They can write more than one rap, but they must do it together.
6. Put your heart in it! Focus on rhythm and feeling....let go, feel, brag. Listen to your inner rapper and just keep rapping.

Activity 2

Sing it! (30 Minutes)

1. Now it's time for us to hear what you have to say and sing your Rap.
2. Remember to respect each other and be good listeners.
3. Optional: Videotape the groups.
4. After each group is done, hand them a sucker.
5. Facilitate the 'Talk It Over' section.

Talk It Over

(10 Minutes)

- ★ **Reflect:** What was the most surprising thing you learned about yourself by writing/performing the OMK Rap?
How did singing your rap make you feel?
How did you work with others to meet your mission?
- ★ **Process:** What was the most challenging part of composing your rap?
What was the most challenging part of singing your rap?
If you were to do this again, how would you do it differently?
- ★ **Generalize:** What did you learn about others by doing the OMK rap?
Why do you think it is important to communicate and share your daily life and feelings?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings?



★ *Apply:*

How can you relate composing and performing a rap song to the work of your deployed loved one?
How can you use these skills in other situations?
Why was this project important to you?
What would you think about posting a video of your rap on TroopTube for your deployed service member to see? (Information:
www.MilitaryOneSource.com and www.trooptube.tv/home)

Enhancement

Find ways to share your raps with others. Have a freestyle rap-a-thon, videotape your rap and send it to your loved one. Think of other ways different types of music and words can be combined to express feelings.

Closing

Composing and performing a rap can be a good way to be creative and express how you are feeling about the deployment of your loved one. Try your rap skills at home and compose respectful raps to express your feelings. Remember, music of any sort, can be a powerful force to lift your spirits while your loved one is mobilized. Share your music, your playlist or your next rap with your family, friends. Also, don't forget to send it to your deployed loved one! You'll be surprised at how much they appreciate your effort. When you communicate and share your experiences with others about how you're feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



OMK Rap

Dear Family,

Today your Operation Military Kid composed an 'OMK Rap.' Youth love music, especially music that resonates with what is going on in their life.

While loved ones are deployed, youth find it hard to tell others what they are feeling and the experiences that they encounter at school and at home. Writing raps, or any type of music, can encourage them to talk about their challenges without them recognizing that they are sharing their feelings and communicating their feelings to others in a creative way.



The OMK Rap they composed made them smile and sharing their group rap with other OMK youth empowered teenagers. We hope they continue to 'rap' about their lives. Ask them about their experience.

Thanks for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

Best regards,



If you have any questions about your youth's experience please feel free to contact me at:

_____.

Conversation Starters:

- If you could change one thing about your home, what would it be?
- What would be a creative way to tell someone that the music they are playing is offensive?
- How would you help someone who says "I can't sing".
- Who has the most beautiful voice that you know? The worst voice? How would you tell them?
- Who is your favorite musician right now?





The Homecoming Show

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Planning/Organizing
- ★ Teamwork
- ★ Communication and Cooperation
- ★ Creativity
- ★ Managing Feelings



Activity Overview

Youth perform a Homecoming Show variety show with marionettes, skits, songs and dances for other OMK youth and their families.

Shout out!

Come hang out with other Military Kids and get ready to welcome your Service Member home! Create an original Homecoming variety show about your Service Member's homecoming.

Get Ready

Roles for Uniformed Service Members

- Share who greeted them at the airport/any homecoming stories with their family
- Assist with making puppets, scenery and creating skits
- Encourage youth to take their time and be creative

Roles for Volunteers

- Be a 'director.' Lead a skit or help with scenery; ensure puppets are made to represent characters and that youth know their lines. Help with laptops, writing and printing of scripts
- Assist with making puppets, scenery and creating skits
- Work one-on-one with youth who need additional support/assistance
- Help with set-up and clean-up
- Keep youth on task

Activity Orientation for Volunteers: 1 hour

- Learn how to make marionette
- Talk about types of skits youth might choose and how to help them
- Familiarize volunteers with supplies available for activities
- Share strategies to use with youth to keep them on track/focused

Preparation time: 1 hour

Space: A large room with tables and chairs for youth to work. One table will be turned on its side to make a 'stage' for the marionette part of the show. A "Stage Area" for larger performances. Break out spaces for youth creating skits.



Do Ahead

1. Schedule use of OMK Tool Kit
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional markers, paper, embellishments and scissors.
5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
6. Schedule use of Mobile Technology Lab for video camera, laptops and printers.
7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to show performance.
8. Box of props. (suitcases, hats, anything that might be fun for the youth to use)
9. Make station signs.
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again!
 - Set design (This will be set up in the performance area)
10. Make an example marionette.
11. Talk to childcare providers to set-up a performance time for the show. Make sure the youth have an audience.
12. Learn how to run the video camera.
13. Print the Parent Letter.

Get From OMK Tool Kit

- Boom box with microphones and Karaoke CD's
- Stopwatch

Procure Supplies

• M&Ms	• Magazines
• Disposable Styrofoam cups	• Glue
• String	• Glitter/glitter glue
• Chopsticks or bbq skewers	• Prop box
• Googly eyes	• Sponges for clean-up
• Pom poms	• Plastic table clothes
• Pipe cleaners	• Two tables
• Markers	• Cookie and Juice for after performance
• Large rolls of paper for making scenery	• Cups and napkins
• Paint	
• Brushes	
• Paper shield cut-outs	



Background

Homecoming is normally a happy time for families. The deployment is over and families are reunited. However, homecomings are also stressful for families. Both the family and the Service Member have changed during the deployment and have to get used to living together again.

The Homecoming show is an opportunity for youth to do skits to help them to talk about their feelings and emotions that they might have as they wait for their Service Member to arrive at an airport after deployment. Youth will be encouraged to talk about some of the changes that have occurred during their deployment and some of their worries.

Remind youth that it is normal to have mixed feelings; happiness that their Service Member is coming home, relief that they do not have to worry about their Service Member's safety, concern that their Service Member has changed and anxiety about how it is going to change their family now that they are reunited.

Encourage youth to show their feelings on their Service Member's homecoming through their skits and Homecoming Show.

Set Up Your Space

1. Create a performance area in the room and set up the marionette stage.
2. Assemble all kits and boxes in one area so that youth can access the resources during their creative process.
3. Set up four stations each with a laptop, pens, paper and a printer. Make sure the printer is working. Put craft supplies at each station.
4. Label each station
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again! (Give this group the Boom box and microphone)
 - Set design (This will be set up in the performance area)
5. Have music playing as the youth enter the room. Encourage youth to sit together in the "audience" space of the performance area.

WHAT TO DO

The Homecoming Show

Icebreaker

M&M Get-to-Know You (30 Minutes)

1. Empty enough M&Ms (or other small candies.) into a bowl so that each youth can help themselves to a handful.
2. Pass the bowl around so that each youth gets to choose how many candies they want.
3. When the whole group has taken as many candies as they want, explain the rules.
4. For each piece of candy the youth took, they need to tell one fact about themselves, like their name, hometown, favorite movie, etc.
5. Youth cannot eat their candy until they have shared a fact.
6. One piece of candy for each fact.



7. Some youth take a lot of candy so this activity can take awhile. Try to keep it to about 30 minutes.

Introduction

Today we will be creating a Homecoming Show. The Homecoming Show is a variety show that takes place on the way to, and at the airport, on the day of the return of your Service Member. We will have four areas that you can choose from to create your show.

We will need a group to make the scenery and work with the other three groups to make props. We will have one group that will be in charge of doing a skit on the way or before the airport, another that will be making marionettes talking to other families who are also waiting at the airport, and then the last group will sing and compose a welcome home song and dance routine.

We will perform the Homecoming show for other OMK youth today and we will record the show and post it on TroopTube so you can show your friends and family.

Before we begin, I want to talk about several things. First, we need to make sure that everyone has a group, and that everyone in your group is respected, and has equal input into your final script. Stay in your group and do not interfere with other groups. Respect is important and everyone's opinion is valid.

Second, you will have to get organized in your group. Talk about roles. Who is in charge of using the computer to record the script you will be writing for your segment of the show, who will be doing the parts, how will you time each segment of the script. Talk to each other - work it out. If you need help there are volunteers who can help you put it all together. Finally, when you are performing, or watching please be respectful.

This is your chance to rehearse the scenarios and feelings you might experience when your Service Member returns. Most importantly, have fun and be creative! Good Luck!

The Homecoming Show (2 Hours)

Setting the Stage

1. Review each station. Ask if there are any questions.
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again!
 - Set design (This will be set up in the performance area)
2. Have youth choose one of the four stations.
3. Make sure there are similar numbers of youth at each station.
4. Have a volunteer assigned to each station.
5. Have the volunteer read the introductory scenario and start the discussion.
6. Begin the creative process.
7. Remind the youth of the time as they create their skits.

Skit 1: Getting ready to go to the airport

Your skit will be the first skit in the Homecoming Show. Your skit needs to be about getting to the airport so have your characters talk about your feelings about seeing your Service Member again after deployment.

Your skit should time out between 5 and 7 minutes in length.



As you create the first skit, think about where this scene should take place. Should it be in a Restaurant? Your Home? In the car? In a bus? In your yard? Anywhere is fine. Once you choose the location. Think about how you will let your audience know where you are. For example, If you decide that you are in a car, perhaps you will set up some chairs like you are sitting in a car for your part of the show.

Next, figure out who will be performing and what are their roles. Everyone should have a part in your skit, even if they do not feel comfortable talking. You will use the computer to write your skit, so nobody has to be nervous about forgetting to say his or her lines.

Now you have the scene and you have the characters, it is time to start writing what you want to say. Think about a beginning and setting the scene. Let people know where you are. For example:

“Gee, I really hate long bus rides. Everybody is smelly because it’s hot...and well I’m nervous too.”

“Yeah, me to. Freaky thinking about what he is going to look like. I hope he has not changed....

“What do ya think is going to happen....

It is important to think about what each of the characters might be feeling. Mom is going to be feeling different than little brother, or a teen. You might play a character other than yourself, so you will have to think about how others might be feeling. Talk about what might have changed. Here are some examples:

- I’ve grown
- I finished elementary school
- Our team finished first
- I have acne now
- Will my Service Member look different?
- How will Mom react to seeing Dad?
- How will Dad react to seeing Mom?
- Am I going to be able to keep the computer in my room?
- Do you think they know I have a girlfriend?
- What will happen next?
- Should I bring a present?

Skit 2: Marionettes: Waiting for the plane to land.

Puppetry dates back to the Greek theater in 5 B.C. It has been used throughout the years to convey history, to educate, and to expand one's imagination. A puppet is a doll or figure representing a person or animal that is moved using the hands inside the figure or by moving rods, strings, or wires attached to it. There are many different types of puppets – hand puppets, sock puppets, bag puppets, stick puppets and even theaters that use life size puppets! Marionettes are a type of puppet that is controlled with strings or wires.

Your marionette skit will be the second skit in the Homecoming Show. Your skit needs to be about waiting at the airport for the plane to arrive. Have your characters talk about your feelings about seeing your Service Member again after deployment.

Your skit should time out between 5 and 7 minutes in length.

As you create your Marionette script, think about what each of the characters might be feeling. Mom is going to be feeling different than little brother, or a teen. You might play a character other than yourself, so you will have to think about how others might be feeling. Talk about what might have changed. Here are some examples:



- I changed my hair
- I finished Junior High School
- Our team finished last
- I have facial hair
- Will my Service Member look different?
- How will Mom react to seeing Dad?
- How will Dad react to seeing Mom?
- Am I going to be able to keep the TV in my room?
- Do you think they know I have a boyfriend?
- What will happen next?
- Should I have brought some food?

You might want to have one of the characters be a reporter asking each of the marionettes questions. These could include questions like:

- Are you excited?
- What are you looking forward to doing with your Service Member at home?
- Where was your Service Member deployed and how long?
- Did you bring anything to show your Service Member?
- Use some of the ideas above as well.

Also, remember as you are writing your script to name your puppet, know what role they have and costume them for that role. Marionettes like to move, so remember to put some action into the script (running, jumping, dancing etc.). Remember to leave time to practice your show. When a Marionette is not in the scene, have them disappear behind the table 'set'. (Going to the bathroom is always a good way to exit.)

Each youth should make a marionette based on the characters you choose for your script. Have a volunteer work with you to write your script into the laptop and you will have printouts to use for your performance.

Materials Needed:

- 3 paper or disposable cups
- Strong cord or string
- Straight stick, bamboo skewers, chopstick, or 12-inch ruler
- Popsicle sticks, twigs, or pipe cleaners
- Colored markers or paint
- Googly eyes and pom poms

Directions:

1. Cut 4 pieces of string; each a length of approximately 12-inches.
2. For each piece of string, tie one end to the twig, stick, skewer, chopstick, etc. You should now have four strings with a piece of stick or twig on one end as in Figure 1. Set aside the two remaining twigs.



3. Designate one cup to be the *head* of your puppet.



4. In this cup, punch or cut a hole on each side and one hole in the bottom, large enough to feed cord through.
5. Take one string and feed through the hole from within the cup so that the tied piece with the stick rests against the inside as shown. This will prevent the string from slipping through.



6. The other two cups will form the "feet" of your puppet.
7. Punch a small hole in the bottom of each.
8. Feed string through, again from the inside as shown.



9. Next, take the strings from the "head" piece and tie onto your control stick (or ruler).



10. Now take the strings from the "feet" and feed through the hole you made in the bottom of the "head" cup. You will want to pull these strings all the way through until you are able to tie on a remaining twig pieces.
11. Then pull string back down from the bottom until the twigs rest snugly against the bottom of the cup. These strings are now forming the legs.
12. With markers, paint, googly eyes, or other embellishments, draw on your puppet's face and decorate your figure as desired.



13. Hold on to your control stick (ruler) and you are ready to have your marionette puppet dance and play!

Skit 3: Song and Dance: Happy to see you again!

Your skit will be the last skit in the Homecoming Show. Your skit needs to be that first moment you see your Service Member at the airport! Sing a song! Do a dance! Use the Karaoke Boom box and be creative. Your song and dance routine should time out between 5 and 7 minutes in length. Remember to give everyone a chance. Have fun!

Set Design

The most complicated and important job for the Homecoming Show is set design. It is your job to make the scenery behind the marionette show and make or find the props for Skits 1 & 3. This involves you working with all the groups, using the kits, boxes and props in the performance area and being creative with not much at all. During the performance, it will be your job to change the scenes and support the other youth so that the show goes smoothly.

The first thing you should do is set up the Marionette stage to make the airport scene. Have two more tables to be turned into the stage like the picture below. The scenery will be taped on the sideways table and the marionettes will be controlled from behind.





Once you get the Marionette stage near completion, start working with the other groups to see what they need.

Most importantly, have fun and get the job done!

Break/Snack

(15 Minutes)

Activity 2

Rehearsal (30 Minutes)

Have youth do a run through for each other before the audience arrives.

Activity 3

The Homecoming Show Performance (30 Minutes)

Make sure you videotape the performance and have the audience and performers have a snack. After the audience has returned to their other activity, take some time for discussion and clean up.

Talk It Over

- ★ **Reflect:**
 - Why did you choose the skit that you did?
 - What character did you feel most closely reflected your thoughts and feelings? Explain.
 - How did it make you feel?
 - What was the most surprising thing you saw? Why?
 - How does sharing this activity with others make you feel?
- ★ **Process:**
 - Did you like doing the Homecoming Show?
 - What part of the process was the most fun for you? Which part was the least fun?
 - What part of the process was the hardest? Which was the easiest?
 - What did you learn by working and creating with others?
 - Did it help to rehearse? Why or why not?
 - What did the audience think of the performance?
 - What suggestions would you have for someone else who wanted to do this project?
- ★ **Generalize:**
 - Why do you think people feel so differently about the same thing? (i.e. a loved one coming home?) Do you think that is normal? Explain.
 - How can you connect and share your feelings with other youth in the same situation?
- ★ **Apply:**
 - Who else might benefit from seeing the show? Why?
 - What did you learn about your feelings about your Service Member's homecoming?
 - What did you learn about your life from doing the show?
 - What are some ways you can let your friends and community know that your deployed loved one is coming home?
 - What is something you can do to welcome your Service Member home?

Enhancement



- Post the Homecoming Show on TroopTube
- Individually make up a song and dance routine for your Service Member for their return from deployment

Closing

Your Service Member is coming home soon. That is wonderful news. Understand though that some families find the homecoming more difficult and stressful than the deployment. Be open to the changes that will occur and be patient with your Service Member. They are not used to being home and will have to get to know you all over again! Hope you had a fun day!

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist and Amy Padden, Youth Program Specialist, 2009.



The Homecoming Show

Dear Family,

Today your youth put on **The Homecoming Show!** The Homecoming Show is a variety show that takes place on the way to and at the airport on the day of the return of your Service Member. Your youth participated in a skit, a marionette show, a song and dance routine or as a part of the set design team. Ask them about what they did!

We performed the Homecoming show for other OMK youth today. They were TERRIFIC! Bravo! We recorded the show to post on TroopTube so you can see your youth and what they did today. Share the show with your friends and family.



The Homecoming Show was a good way to get youth thinking about the variety of emotions that come with the homecoming of their Service Member. Youth are excited to see their loved one again, relieved that the deployment is almost over, nervous that they and their Service Member have changed.

Help your youth with these mixed feelings by reinforcing that it is normal to feel a variety of emotions and that does not mean they do not love or did not miss their Service Member.

Thank you for coming today and bringing your youth. It was wonderful to meet them. Your teen met many other Military youth going through a deployment just like them. The peer support is wonderful and I encourage you to have your youth continue communicating with their new friends and support network.

I appreciate your service on the home front with the family - you are a hero just like your Service Member.

Sincerely,

Conversation Starters:

- What do you do when you are really happy?
- Would you rather be with your family to welcome your Service Member Home, or in a large group?
- Have you ever been at “a loss for words”?
- Who is your silliest family member?
- Would you rather be an actor or a politician?







Rest & Relaxation

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Stress Management
- ★ Lifetime Activities

Activity Overview

Older youth may be taking on extra responsibilities as their loved one is deployed. These youth need to have an outlet to relieve stress and they need to take time to relax. This day is designed for them to relax and enjoy a variety of activities.



Shout out!

Enjoy a variety of activities! It's important to find an activity that you enjoy and make the time to do it. When we're under stress and overworked we seldom take care of ourselves. We'll take the time to just relax, play a few games, and enjoy life!

Get Ready

Roles for Uniformed Service Member

- Share with the youth your favorite “me” time activities
- Lead an activity, game, etc

Roles for Volunteers

- Lead an activity, game, etc
- Encourage youth to participate

Activity Orientation for Volunteers:

- None

Preparation time: 1 hour

Space: Large space with area to move

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for arts and crafts supplies.
6. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system and DVD's.



7. Schedule use of the Electronic Games Kit from the National Guard State Family Programs Office for TV, XBOX, Playstation and assorted videogames.
8. Mark the floor with two lines of masking tape, 3' to 4' apart.
9. Research what equipment is available at the location.
10. Round-up as much equipment, games, etc. as you can.
11. Contact any guest speakers there might be available in your area.
12. Prep for snack – layered sundae
13. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box & music
- Games and assorted balls
- Body Parts Debrief Bag
- A Teachable Moment: A Facilitators Guide

Procure Supplies

- Suckers in various colors for icebreaker activity
- Masking tape
- Pens
- Balloons
- Various art supplies
- Cones for boundaries
- Scarves or foam balls
- Graham cracker crumbs or granola
- 6-8 oz. Low-fat vanilla yogurt or frozen yogurt
- Chopped or canned fruit (ex: oranges, bananas, cherries, pineapple)
- Optional: Peanuts or chopped nuts (Check for allergies!)
- Candy sprinkles, hard shelled chocolate candies, gummy candies or other toppings
- Large serving bowl
- Bowls for various ingredients for snack
- Serving spoons
- Disposable cups-clear ones would be best so they see the layers
- Disposable spoons
- Disposable napkins

Background

Adolescence is a tough growing time for youth in general. Add the deployment of a loved one and additional stress is a given. Adolescents with a deployed Service Member may be taking on added responsibilities at home, they may have had to move and there is the stress of what might happen to their deployed loved one. This lesson is designed to incorporate lots of physical movement and an opportunity to discuss stress management in a positive way. A great way to relieve stress is to be physically active. This lesson is designed to have lots of physical movement in it.

Another side of stress management is quiet time. Each person is unique in this aspect. You may want to design time and space for more quiet time to read, journal, do art projects, take a nap, or mediate.



Set Up Your Space

- Have lots of fun activities set up for youth to do: games, art projects, music playing. Youth just come in and hang-out
- Have youth blow up balloons for one of the activities

WHAT TO DO

Rest & Relaxation

Icebreaker

Mailman Game (15 Minutes)

Directions:

1. Get in a circle.
2. One person will have to be in the middle.
3. This person will decide who has to move around by saying, "I have mail for... everyone who has brown hair."
4. What ever that person says, if it applies to the person, they will have to move.
5. You must move at least 2 spots away from where you started.
6. The last person standing will be the new person in the middle.

Color game (15 Minutes)

Directions:

1. Everyone sits in a circle and takes a piece of candy (suckers work best).
 2. Develop questions that must be answered for each different color.
- Examples:

- Green = Favorite memory
- Red = Most embarrassing moment
- Orange = The moment you had the most fun
- Pink = Random question, etc.

Activity 1

Don't Drop It (20 Minutes)

1. We all have responsibilities at home, at school, and at work. When we say we are going to do something, people count on you to get the job done. Because of a Service Member deployed in your life, you may have taken on added responsibilities while they are gone. Think about the responsibilities you have in all areas of your life – home, school, activities. Write down each specific responsibility on a piece of masking tape and attach each one to one of the balloons. The more balloons the better. The balloons represent all the responsibilities that you have.
2. Split the group in half. Each group stands on one of the lines facing each other.
3. The object of the game is to keep all the balloons in the air without any touching the ground. Begin the game by throwing each balloon in the air. Hit the balloons back and forth like a volleyball game. Once a balloon is on the floor, it cannot be picked up. Time the youth for 3 to 5 minutes or until at least half of the balloons are on the floor.
4. Call STOP and have the youth hold all the balloons that did not fall on the ground. Set them aside.

Rest & Relaxation



5. Have each youth pick up each balloon off the floor and read the responsibility that was not completed.

Process the activity:

- What would happen if you dropped these responsibilities in real life?
- How do you prioritize your responsibilities to make sure they are completed?
- What happens when a leader does not follow through on his/her responsibilities?
- Do any of you have added responsibilities since your loved one is deployed?
- Do you ever get overwhelmed by all the responsibilities?
- How do you cope with the stress?

This leads into the next discussion & activity.

Activity 2

Stressbusters (20 Minutes)

1. Many youth may not have even thought about what they do when they are stressed. Some may have a stress coping mechanism and not even realize it. Others know exactly what they need to do when they are feeling overwhelmed. Others may turn to negative behaviors when stressed. The object is to help youth find a positive coping mechanism when they are feeling overwhelmed.
2. Start the discussion with “How do you cope with stress?” Let the youth talk. Try to get everyone to give input. Give an example on how you cope with stress.
3. Examples of Coping Mechanisms
 - Exercise – physical movement – running, working out
 - Quiet time – reading, journaling
 - Hobby
 - Sports
 - Spending time with friends
 - Humor
4. As a group, make a list on flipchart paper of all the ways you can deal with stress in a positive way.

Activity 3

Abdominal Tag (40 Minutes)

1. One of the ways to cope with stress is to be physically active, so we are going to do several activities that get us moving. We are going to start by playing “Abdominal Tag.”
2. Tell the group the boundaries for the playing area are.
3. Have them scatter around the playing area. Ask for one or two volunteers to start out as “chasers” who will be identified either by wearing a scarf around arm or by carrying foam balls.
 - Facilitator note: The foam balls or bean bags are intended only to identify the chasers. They are not for throwing at people to tag them.
4. Read aloud or paraphrase the following information for the group:
When I give the signal, the chasers will try to tag other people. If you're tagged, you must lie on your back and put your feet and hands in the air with your toes and fingers pointed toward the ceiling. This position will help strengthen your abdominal or stomach muscles. When you're tagged, you can't let your hands or feet touch the



ground. This is so you won't trip the chasers and they won't step on you. To become unfrozen, you must be tagged by a free runner.

5. Change chasers frequently and vary the movement (such as running, walking, hopping, or skipping) the chasers and escapers use when chasing and fleeing.
6. Youth can also pretend to ride a bike with their legs while they're on their backs.

Process this activity

- How do you feel?
- Did anyone have a hard time holding up their arms & legs?

Activity 4 Introduction

Almost-A-Pyramid Sundae (20 Minutes)

Nutrition is just as important as physical activity. We're going to take a break and have a snack. This snack has almost all the levels of the food pyramid. Which one is missing? (Vegetable)

1. Have youth layer the ingredients they wish to eat in a cup to create a sundae.

Ingredients:

- Graham cracker crumbs or granola
- 6-8 oz. Low-fat vanilla yogurt or frozen yogurt
- chopped or canned fruit (ex: apples, bananas, raisins, pineapple)
- Peanuts or chopped nuts
- Candy sprinkles, hard shelled chocolate candies, gummy candies or other toppings

Equipment:

- Large Serving Bowl
- Serving Spoons and bowls for each item
- Disposable Cup, clear
- Disposable Spoon
- Disposable Napkin

Activity 5

Relax & Rest (90 Minutes)

In the busyness of life it is important to take time for activities you enjoy. This varies for everyone. I enjoy doing _____ when I have some "me" time.

1. Have the Service Member share about their favorite activities.
2. For the next hour and a half you get to just relax, have fun and hang out.
3. There are several things you can plan to do. The activities will vary depending upon your location. Try to have a variety of options.
4. Arts & crafts – have various crafts kits available to do. Have people who do crafts come in and demonstrate – beading, knitting, crocheting, scrapbooking, etc.
5. Sports – varies depending what is available – basketball, volleyball, soccer, kick ball, softball, beach ball, volleyball.
6. Leisure sports – badminton, croquet, horseshoes, lawn darts.
7. Electronic games – Wii, play station, etc.
8. Nature activities – take a walk, do a nature scavenger hunt.



9. Swimming – if a pool is available.
10. Invite a special speaker to come in such as yoga instructor, Pilate's instructor, dietitian from a local hospital, physical therapy personal or a health club trainer, etc.
11. Rent a yoga or Pilate's video.
12. Have a space for youth to hangout, listen to music and/or read.
13. Have nutritious snacks available.

Talk It Over

Use the Body Parts Debrief Bag to direct the discussion.

NOTE: Please be sensitive to the unique circumstances of your group.

Units or families with Wounded Warriors may be uncomfortable with the body part models.

- **Eye** – What qualities do you see in yourself? What qualities do you see in your Service Member that is deployed?
- **Stomach** – Did anything take guts for you to do today? What has taken guts about your Service Member being deployed?
- **Brain** – What have you learned today about how you handle stress? What have you learned about yourself, your family and your Service Member through this deployment so far?
- **Heart** – What means a lot to you?
- **Ear** – What was a good idea you heard? How are you going to use that good idea?
- **Foot** – What direction would you like to see yourself or your family?
- **Bone** – What strengths do you have? What stresses you & how do you plan to deal with stress in the future?
- **Full Body** – What are you going to try after participating in these activities today? Do you have any suggestions for your family to try?

Enhancement

Write up a schedule to exercise at least three days a week. Then schedule at least two periods where you do something that you find relaxing. Post it on the refrigerator as a reminder. Call a friend and go for a walk in your neighborhood or park.

Closing

I hope you had a great time resting and relax. Remember to take care of yourself. We all need physical exercise and good nutrition. I hope you will continue with an activity you tried here. Share with your Service Member the activities you did. Find out what they do to rest and relax. Thanks for coming!

Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Rest and Relaxation

Dear Family,

Today we talked about responsibilities and stress. How everyone may have added responsibilities in the family since there is a Service Member deployed. We discussed various positive ways to deal with stress. We encouraged physical activity, eating nutritious foods and taking time for activities you enjoy. We also took some time just “hang out”. Sometimes life is so busy that we don’t do that.

We encourage you as a parent or guardian to have your youth do activities they enjoy. If they seem to have withdrawn from friends and activities you may want to contact a counselor. Encourage your youth to participate in activities they enjoy. As a family make it a habit to do activities together daily, weekly, or monthly.



Thank you for participating in today’s activities. I hope your family enjoyed it. If you have any questions please contact me at: _____,

Sincerely,

Conversation Starters

- What was the best thing about today?
- What activities do you enjoy doing?
- Let’s think of things we can do as a family to rest and relax.
- You talked about stress today, what are some things that stress you about having _____ deployed?
- Do you think you have too many responsibilities? If yes, let’s talk about them.
- Would you rather do yoga or go for a run? Why?





Vacation Talk

Lesson Time: 4 hours

Age Level: Grades 6th-12th

Number of Youth: 30-50

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creativity
- ★ Brainstorming
- ★ Teamwork
- ★ Communication

Activity Overview

Youth will research, plan and present vacation possibilities while working on teamwork and communication and playing multiple vacation action games.



Shout out!

Take a vacation with Operation: Military Kids! We will do a suitcase relay, research cities to take a vacation, go on a cruise with a crazy captain, and make a conversation cache stash at home. Make your reservation now, and come take a vacation with us!

Get Ready

Roles for Uniformed Service Member

- Help youth with activities
- Talk about the importance of planning, dreaming and communication
- Share your personal stories about the importance of vacations

Roles for Volunteers

- Help youth with activities
- Guide youth in their vacation exploration
- Help facilitate relays
- Assist with communication jars

Activity Orientation for Volunteers: 15 Minutes

- Overview of the activities

Preparation time: 1 hour

Space: Large space for relays with tables and chairs for vacation stations and communication cache construction.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab and internet access, if possible.
7. Make attendance sheet.
8. Pack the suitcases with the clothes for the suitcase relay.
9. Go to AAA and get tour books, maps and brochures for San Francisco, Seattle, Denver, Minneapolis/St.Paul, Chicago, Orlando, Boston, NYC and Washington D.C.
10. Find travel books on these cities from your library.
11. Talk with a travel agent and get travel brochures.
12. Assemble city packets. Each packet should include all the books and maps you can collect and the worksheets.
13. If there is access to the internet, youth can use that for research as well.
14. On index cards, put one instruction per card for Activity 4, A Cruise Vacation, so that they can be shuffled and used many times.
15. Cut conversation question strips. (3 x 1 inch)
16. Procure supplies.
17. Copy Vacation Worksheet.
18. Copy Conversation Starter sheets. (1 per youth)
19. Copy Parent Letter. (1 per youth)

Get From OMK Tool Kit

- Boom box with assorted CD's
- Microphone
- Tarps
- Glue guns & glue sticks
- Cotton gloves

Procure Supplies

Icebreaker

- Pens
- Markers
- Popsicle sticks
- Sign-in sheet
- Balloons
- Flip chart

Activity 1

• 4 similar/identical suitcases	• 1 hat
• For each suitcase:	• 1 belt
• 1 pair of high heeled shoes/boots or other funny shoes (larger size)	• 1 wig (optional)
• 1 pair of mittens	• Other items? Facilitators choice
• 1 scarf	• Whistle
• 1-3 beaded necklaces	• Masking tape to mark start and finish lines
• 1 large men's dress shirt	• Suckers



Activity 2 (10 Stations)

- Poster boards (1 per station)
- Flip chart (1 per station)
- Markers (2 packs per station)
- Large post-it poster paper – (several sheets per station)
- Tour Books, maps, brochures and books for each city (the more, the better! Check AAA for Tour Books and other wonderful resources)
- Colored pictures printed onto paper of the city so the youth can use, cut them up for their posters.
- A stack of old magazines they can use to cut up for their poster
- Glue sticks (3 per station)
- Large poster of each city (optional, if you can find them to mark the stations)
- Writing utensils

Activity 3

- Suckers

Activity 4

- Captains hat
- Whistle
- Index cards

Activity 5

- 1 quart mason jar (1 per youth) or other plastic alternative around the same size
- Permanent markers
- A variety of embellishments (foam shapes, ribbons, stickers, silk flowers, sports appliques, etc)
- Tissue paper
- Question strips
- Writing utensils

Background

Everyone loves a vacation! Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family. Planning a vacation is a welcome diversion and practical entertainment for youth who are under stress when their Service Member is deployed. They look forward to the time when they will return and they can spend time together. It's a way to use their imagination as well as their research and problem solving skills. Vacation talk is also a great conversation starter for some of the 'tough to talk about' topics.

Vacation Talk is a fun and active variety of activities that will get Military Kids talking, not only about vacation destinations, but also about their lives.

Set Up Your Space

Before the youth arrive.....

1. Set up Vacation Stations for each city with all the information for the cities. Make a sign or hang a poster in different parts of the room. Make sure the stations include:



- Tour Books, maps, brochures and books
 - A poster board
 - Packs of markers and other drawing utensils
 - Colored pictures printed onto paper of the city so the youth can use, cut them up for their posters.
 - A stack of old magazines they can use for their poster
 - Glue sticks
 - Scissors
 - A copy of the vacation planner
 - Writing utensils
2. Use masking tape to make a large rectangular box in an open area of the room to fit all the youth to represent a ship. You will use this area for a start and a finish line for the suitcase relay as well. Triangles should be made in every corner that is large enough for 6 youth to stand. You might want to consider multiple colors of masking tape.
 3. Post Captains orders for Activity 4 on a wall using large Post-It paper.
 4. Get bags with all materials for Activity 5 ready. They should contain the mason jars and all the embellishments ready to place at the Vacation Stations after the Vacation Plan activity.
 5. Set jar of popsicle sticks by the door.

Set up your space

Count Your Throws (15 Minutes)

1. As youth enter the room, have them write their name on a popsicle stick and put the stick into a mason jar. Then have them write their name on an attendance sheet.
2. Give each youth a balloon.
3. Have them count how many times they can hit the balloon and keep it in the air, starting over if the balloon hits the ground.
4. They can team up with another youth and count throws back and forth as well.
5. Youth will continue until everyone arrives.
6. Write the name of the youth or team the flip chart.
7. Gather the students when you're ready to start and have them tell you their count.

WHAT TO DO

Vacation Talk

Icebreaker

Two Truths and a Lie (30 Minutes)

Introduction

Welcome to Vacation Talk! Today we are going to do many activities that will help us talk to each other, our families and our Service Member about issues that are important to us. The first thing we need to do, however, is to get to know each other.

Sometimes when you meet someone new, you want to say things about yourself, but it can seem uncomfortable and you never know if someone else is telling a 'truth' or a 'lie'. None of us lies on purpose. It is uncomfortable, but when we are nervous, sometimes we can exaggerate or say something that is not quite true.

We're going to play a game where you get to tell the group, two truths and a lie. Try to make the lie sound like a truth and see if the group can guess which one is a lie. Here's an



example. “I hate peas, I like potato chips and my favorite band is Cold Play.” Which one do you think is the lie?

Assemble the youth in a circle so that they face each other and go around, giving every youth a chance. Encourage them to be silly, yet reveal something fun about themselves.

Debrief

Now that everyone has had a chance to tell about themselves, let’s talk a little more about this activity.

- What surprised you about doing this activity?
- What did you learn about yourself?
- What did you learn about others?
- What advice would you give others when they meet new people? Why?
- Would you ever lie to a family member?
- Why would lying to a family member be different than lying to another youth you just met?
- Is lying ever a good idea?

Note to facilitator

The point of this debriefing is to have the youth understand that it’s never a good idea to lie to anyone. Help them discuss appropriate ways to say things to people without having to hurt their feelings or tell un-truths so that they look cool.

Activity 1

Suitcase Relay (30 Minutes)

Introduction

One of the first things we do when we go on a vacation is to pack our suitcases. I’ve already done that for you today. Now, I’m going to break you up into four groups (hold up the suitcase) and we are going to play suitcase relay!

1. Break group into four teams by drawing names with the Popsicle sticks.
2. Line teams up at the starting line.
3. Hand each team a suitcase.
4. Explain that they are to run to the other marked line, open the suitcase and put on the clothes in the suitcase.
5. When they have everything on, they are to run back to their team line with their empty suitcase, take everything off, put it back into the suitcase and hand the suitcase to the next person.
6. The first team that finishes wins!
7. Blow your whistle to start.
8. Have the teams cheer and encourage their teammates.
9. The game is over only when everyone has had a turn, the suitcase is packed and closed, and the team is sitting down behind the start line.
10. Everyone is a winner! Hand out a sucker and have them sit down in a circle to get ready for the next activity.



Activity 2

Vacation Plan (1 Hour)

Introduction

Are you ready to go on a vacation? Mobilization is hard on your family and on your Service Member. When your Service Member returns, or when your family wants to take some time to relax, you might want to plan a vacation. As you just saw from the relay, planning a vacation can be hectic and stressful, but it can be fun and make you laugh as well.

Now is your chance to think about a vacation for you and your family. When a family plans a vacation, they have to look at many factors. Some of these factors include:

- Transportation
- Maps
- Points of Interest
- Costs of Food and Hotel
- Budget
- Attractions
- Things to do

We cannot plan every *kind* of vacation, but we can plan some sample destinations and you can use the skills you learn doing this vacation, to start to plan a vacation with your family anywhere, at anytime.

After a discussion with your family, researching a vacation spot is always your first step. You may choose a cheap vacation close to home because money and resources may be scarce during deployment, but it's also important to have a travel dream. This allows you to learn about new places and look forward to the future.

Today, we've identified some cities that might be fun to visit that have a plethora of fun things to do. We're going to break you up into groups and you're going to research your vacation hot spot. We have a vacation 'guide' for you to fill out to help you plan. It doesn't have all the questions you might want to ask or information you want to research, but it is a jumping off point. Be creative and follow your interests.

Don't worry that you would NEVER want to go to the vacation hotspot you are assigned. You might just find out that it is not as uninteresting as you had thought. When you have all the information you need, you'll make a poster and share your vacation hot spot with the group. (If there is internet access, they can use this to get information as well.)

Look at the information that you find at your city station. Take turns reading aloud sections of the Tour Book, brochures or other information sources to each other. Take your time to think about what you would want to do in these cities. What excites you? What seems boring? What would be your priorities? Work as group to choose things to put on your poster.

Take good notes so that whoever you choose as the representative of the group to present the poster can explain how you made decisions and answer questions about the city.

1. Break the youth into groups using the Popsicle sticks.
2. Assign a city to each.
 - Los Angeles
 - San Francisco
 - Seattle
 - Denver
 - Minneapolis/St.Paul
 - Chicago
 - Orlando
 - Boston
 - NYC
 - Washington D.C.
3. Youth can work on the laptops and print documents. If the internet is available, they may do some of their city research on the internet.
4. Youth work on their work sheet and make their posters.



5. Play some music on the boom box while the youth work if it does not get too loud in the room.
6. Have volunteers and MFLC circulate and help youth.

Break & snack (facilitator's choice)

(15 Minutes)

Activity 3

The Travel Show (30 Minutes)

Introduction

Did you know that Rudy Maxa, who is from “The Savvy Traveller”, and a National Geographic reporter, is a Military Kid, just like you? He is a professional travel planner, just like you!

Now it is time for us to share what we have learned. I would like to remind you to be a respectful audience and there will be time at the end of the presentation for questions. Presenters, please introduce all the vacation researchers before you begin. Who would like to start?

1. Youth present their posters and findings.
2. They may use the boom box with the microphone to project if it is a large group.
3. After each group has presented their research and shown their posters, give them a sucker.
4. After the presentation, leave time to ask the youth:
 - What surprised you about doing this activity?
 - What was your favorite thing about researching your city?
 - What did you learn?
 - What was the easiest part?
 - What was the hardest part?
 - How did you feel?
5. Have youth stay where they are until they have finished their suckers and you can introduce them to the next activity.

Activity 4

A Cruise Vacation? (15 Minutes)

- Make a large masking tape enclosure on the floor to represent the ship
- Choose an older youth to be captain to wear the captain's hat
- If there are many older youth, have them rotate the captain's hat

Introduction

This is your cruise ship. (Point to the rectangular masking taped area) This is NOT a normal vacation. Your captain is in charge and you need to follow his directions while on board. All aboard! (Blow whistle. Everyone moves into the taped area.)

Your Captain is very strict and if you do not follow directions, you will be thrown overboard. So listen up mates! These are your directions, practice them as the captain reads them, before it is too late, and then we will set sail. Rrrrr.... (pirate noise).

1. Blow the whistle and the captain reads a command card.
2. Youth are allowed one round of practice before they set sail.
3. Youth are sent 'overboard' if they are caught by the captain not doing his command.
4. Play as many rounds as the kids seem to want, but leave time for the making the next activity.



Directions for cards:

- **To the ship:** run to the captain's right
- **To the island:** run to the captain's left
- **Hit the deck:** lay down on your stomach (or if players don't want to get dirty, they can crouch down)
- **Attention on deck:** salute and yell, "Aye, aye captain!" -- players may not move now until the captain gives the order of, "At ease!" (i.e. even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease")
- **Three men in a boat:** the crew must form groups of three and sing "Row, row, row your boat" Anybody who is not in a group of three is out
- **The love boat:** Crewmembers grab a partner and dance. Anybody without a partner is out.
- **Clear the deck:** everyone must have their feet up off the floor
- **Scrub the deck:** everyone on their knees scrubbing
- **Captain's Quarters:** everyone run towards the captain
- **A Periscope:** Every player falls on their back and sticks one leg in the air. The last ones are eliminated
- **SHARK!** Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated
- **Three maids in a row:** Children form groups of three and sit in a vertical row. The players who are the odd-man-out are eliminated
- **Sick turtle:** Everyone falls onto their backs and wave's hands and feet in the air
- **Bow:** Run to the front of the boat
- **Stern:** Run to the back
- **Port:** Run to the left side of the boat
- **Starboard:** Run to the right side of the boat
- **Row the Boat:** Each player finds a partner, sits face to face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow are eliminated

Activity 5

Communication Cache (45 Minutes)

Introduction

Sometimes it is easier to talk with your family if the question is random and not full of situational energy. One way might be to put questions in a container and each day, someone gets to pull out a question, and everyone in the family must answer it. You could even send that question to your Service Member and you can all share in the answer. Next, we are going to create a communications cache of questions so that you can use to ask family members and Service Members questions every day.

Let's think of some questions we might want to talk about or ask our family. (There will be this list of conversation starters at each of the previous vacation stations as well.)

- Where was your favorite vacation when you were a child?
- Are you a morning person or a night person?
- Have you ever been out of the country? If yes, where?
- Tell me about a special holiday tradition.
- What time do you get up on Saturday morning?



- What is the best TV show ever?
- What is your favorite sport to watch?
- What is your favorite color?
- Can you tell me a silly knock-knock joke?
- Do you prefer the winter or summer Olympics?
- What is your biggest pet peeve?
- Do you like cats or dogs better?
- What is your favorite dessert?
- What would your dream car be?
- Would you pick a tent, camper or hotel as a place to spend the night?
- What is your dream vacation?
- What is your favorite school subject?
- What is your favorite season?
- Do you like white or chocolate milk?
- Finish this statement: Weekends are for....
- What is one song you could listen to over and over again?
- What is your favorite home cooked meal?
- Would you pick boots, flip-flops, tennis shoes, loafers, or sandals as your favorite shoe?
- How much sleep do you need each night?
- What was the best gift you ever received?
- What is your favorite board game?
- What do you think mom/dad/loved one is doing right now?
- What's the very first thing you want to say to mom/dad/loved one the next time we talk?
- What was the best thing about yesterday? The worst thing about yesterday?
- One goal I have for tomorrow is.....
- Are you more like an elevator or escalator? Why?
- What traits do you look for in a good friend?

1. Can you think of more? (Brainstorm more questions on large tablet at each station.)
2. Write more questions on the strips of paper provided.
3. Encourage the youth to cut up the questions from the Conversation Cache sheet at their table and put it in their jars or containers too.
4. Use tarp to cover tables.
5. Decorate your jar or container with permanent markers, glue guns and other embellishments provided.

Talk It Over



Reflect:

How did you feel about the activities you did today?
What was your favorite activity? Why?
Which activity was the most challenging? Why?
What did you learn by doing the activities today?



- ★ **Process:** How did you make the decisions on planning your vacation today?
How did you communicate and use teamwork to make your choices?
What did you learn by sharing your poster with others?
What suggestions would you have for someone else who wanted to do a similar project?
- ★ **Generalize:** How can you use the skills you learned today to help your family plan vacations?
What did you learn about your own skill in communicating with others?
Why is it important to have plenty of information before making decisions?
- ★ **Apply:** What other situations can you use the teamwork and communication skills you learned today?
How can you share your experience today with your mobilized Service Member?
Why were these activities important?
What other ways can you plan for a vacation?
How can you assist in planning your family's activities?
What factors in your vacation planning may become more important as your Service Member comes home?

Enhancement

- Bring in travel agents to talk about planning family vacations
- Explore different travel web sites. Look at Expedia, Travelocity and Orbiz, but also check out alternative ways to vacation. Look at National, State and county parks, for rent by owner cabins, beach home or ski condominium. Think about what your family likes to do. Ski? Hike? Relax? Go to plays? Ride a rollercoaster?
- Make a Conversation Cache for the car to use while in traffic

Closing

We had a very busy day today! The Suitcase Relay was fun and we all learned so much about the different cities by doing our posters. Before you leave today, decide who in your group will take home your poster. Put your Communication Cache in a place where you will remember to choose a conversation starter everyday. Don't forget to send your question to your Service Member. They'll like to be in on the fun.

Remember, everyone loves a vacation! Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family. Planning a vacation is a welcome diversion and practical entertainment when you are under stress. It doesn't have to cost much and you can take many types of vacations close to home. It will also help you look forward to the time when your family can spend time together. Research and explore online. You'll find corners of the world worth exploring. It's a way to use your imagination as well as their research and problem solving skills.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Vacation Talk

Dear Family,

Today we took a vacation! We first did the Suitcase Relay. It was tons of fun; ask your youth about some of the things that happened. Then your youth spent time planning a vacation for one of ten cities. They made a poster and presented their posters to the group. Ask your youth about the cities they heard about and which city they thought might be the most fun to visit.



Remember, everyone loves a vacation. Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family, even if you are on a tight budget and need to stay close to home. Planning a vacation is a welcome diversion and practical entertainment for youth who are under stress when their Service Member is deployed. They look forward to the time when they will return and they can spend time together. It's a way to use their imagination as well as their research and problem solving skills. Vacation Talk is also a great conversation starter for some of the 'tough to talk about' topics.

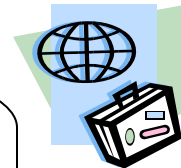
Another activity we did today was to make a Conversation Cache. This decorated jar is full of conversation starters, like those at the end of this letter, for you to use everyday. Draw a question daily and share that question with your deployed Service Member. It will help everyone talk about topics that are fun and interesting.

Vacation Talk is a fun and active variety of activities that will get Military Kids talking, not only about vacation destinations, but also it is also about their lives. Thanks for helping your youth participate in this Operation: Military Kids Deployment Support Cycle Yellow Ribbon Outreach experience!

Best regards,

Conversation Starters:

- What is your dream vacation?
- What is the most important thing for you to pack in your suitcase?
- What is more important on a vacation for you, staying in your budget or not missing one of the highlights of an area?
- Where in the world would you NEVER want to visit? Why?





Vacation Talk Vacation Planner



NAME OF CITY:

STATE:

STATE FAST FACTS

POPULATION:

LOWEST POINT:

CAPITAL:

TIME ZONE:

HIGHEST POINT:

STATE TAX:

CITY FACTS

POPULATION:

ELEVATION:

WEATHER:

HISTORY:

FUN CITY FACTS:

1.	5.
2.	6.
3.	7.
4.	8.

VACATION FUN

GEM ATTRACTIONS (list cost):

1.	5.
2.	6.
3.	7.
4.	8.

OTHER INTERESTING ATTRACTIONS (list cost):

1.	5.
2.	6.
3.	7.
4.	8.

RANK YOUR INTEREST IN THESE ATTRACTIONS:

Other things to consider:

How would you get there? How much would that cost?

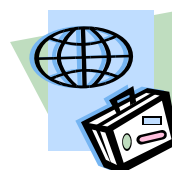


Where would you stay? How much would that cost?
What and where would you eat? How much would you budget per day?

What other things should you consider?

Notes on your city

Vacation Talk Vacation Planner





Vacation Talk



Conversation Starters for the Conversation Cache

- Where was your favorite vacation when you were little?
- Are you a morning person or a night person?
- Have you ever been out of the country? If yes, where?
- Tell me about a special holiday tradition.
- What time do you get up on Saturday morning?
- What is the best TV show ever?
- What is your favorite sport to watch?
- What is your favorite color?
- Can you tell me a silly knock-knock joke?
- Do you prefer the winter or summer Olympics?
- What is your biggest pet peeve?
- Do you like cats or dogs better?
- What is your favorite dessert?
- What would your dream car be?
- Would you pick a tent, camper or hotel as a place to spend the night?
- What is your dream vacation?
- What is your favorite school subject?
- What is your favorite season?
- Do you like white or chocolate milk?
- Finish this statement: Weekends are for....
- What is one song you could listen to over and over again?
- What is your favorite home cooked meal?
- Would you pick boots, flip-flops, tennis shoes, loafers, or sandals as your favorite shoe?
- How much sleep do you need each night?
- What was the best gift you ever received?
- What is your favorite board game?
- What do you think mom/dad/loved one is doing right now?
- What's the very first thing you want to say to mom/dad/loved one the next time we talk?
- What was the best thing about yesterday? The worst thing about yesterday?
- One goal I have for tomorrow is.....
- Are you more like an elevator or escalator? Why?
- What traits do you look for in a good friend?





Leafy Notes

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Communication Skills
- ★ Sharing
- ★ Cooperation

Activity Overview

Bring nature indoors! Learn about trees and put leaf rubbings on note cards to send their deployed Service Member.



Shout out!

Do you have a favorite tree? Learn about trees and turn a leaf rubbing from your favorite tree into a journal cover, a work of art or even as a note card with the latest happening at home to be shared with your deployed Service Member.

Get Ready

Roles for Uniformed Service Member

- Set up and help lead activities
- Share about your favorite tree. Why is it a favorite? If you have been stationed elsewhere, what types of trees did you see there? If there were none, why not (weather, soils, other growing conditions)?

Roles for Volunteers

- Help set up activities
- Help younger youth with the activity stations
- Help with any special needs youth

Activity Orientation for Volunteers: 1 hour

- Ability to work with a mixed age group
- Read through curriculum and supplies needed to set up activities
- Become familiar with activity directions or ways you might modify the activity for the age group(s)

Preparation time: 1 hour

Space: Open area with tables set up for activities. An outdoor setting near trees would be ideal.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Contact DNR or Soil and Water Conservation District officer and request tree poster of trees native to your area.
7. Check Tool Kit for Tree Identification Book or Fandex Field Guide: Trees (can be ordered from <http://www.nature-watch.com>) Use Tree Identification Book to identify the leaves you'll be collecting.
8. Order Leaf Rubbing Plates from Nature Watch – <http://www.nature-watch.com>
9. Make copies of the Crossword Puzzles and Word Finds for each participant.
10. Make copies of Parent Letter.
11. Collect an assortment of leaves from various locations. (It's a good idea that the instructor collect the leaf assortment instead of the youth, as we do not want trees damaged or defoliated by too many grabbing handfuls of leaves.)
12. Make copies of tree leaf identification answer sheets for Ice Breaker activity. (attached)

Get From OMK Tool Kit

- Fandex Field Guide: Trees

Procure Supplies

Activity 1 -Why Trees are Important

- Poster Paper
- Markers

Activity 3 -Leaf Rubbings

- Leaves or Leaf Rubbing Plates
- Paper for note cards or journal covers – several for each participant
- Crayons, with the paper removed, for rubbings
- More crayons, water color markers (or water color paints and brushes), colored pencils (optional: stamp pads)

Optional supplies for Leaf Rubbings

- Water color paints and brushes
- Colored stamp pads

Background

Trees provide many products that we use everyday. Participants will learn about why trees are important to us and have the opportunity to do leaf rubbings on paper that can be used for a journal cover or notes. The journal can be kept by the youth to record what they are doing, or what they have noted while the Service Member is deployed. Leaf rubbings could also be used to decorate note cards and used for Thank You's to those who have helped their family in any way or to write a short message to their deployed Service Member.

Set Up Your Space

(15 Minutes)

Set up tables, covering them with newspaper or plastic table clothes. Set out Word Find and Crossword Puzzles for individuals to work on as they gather. Remember pencils. Look for risk factors in the space; doors, broken chairs, electrical outlets, danger to young kids, security etc.



WHAT TO DO

Leafy Notes

Icebreaker

Which Tree is It? (15 Minutes)

Youth are going to match the name of the tree to the leaf, putting their answer on the prepared answer sheet.

- Lay out examples of leaves you have collected, labeling each A-K.
- Lay out the Tree Identification cards (note cards with the names of trees on them. (Be sure you have tree names for each of the leaves you have put out. Include a couple of unique tree names that are not represented in the rubbing or brought by you.)

Introduction to Trees

How are we like trees? (5 Minutes)

Who has a favorite tree? What is it? Why is it your favorite? Today we are going to do some nature prints using leaves from some of our favorite trees, but before we do that, I want you to think about a specific tree. It could be your favorite tree (if outdoors have the youth look at the trees around them). How would you describe that tree? Is it strong or weak? What makes us think it is strong or weak? (The shape, how tall it is, if it is straight or bent, if it has broken branches, if there are any signs of disease - might be some of the answers you will get.)

Can you identify any of the trees here at the site? (If you are not at a site where there are trees, bring in a poster of trees. This can be gotten from your Department of Natural Resources or your local Soil and Water Conservation District Office.) How did you know it was a _____ tree? (Answers will vary, but may lead back to the shape of the tree, the leaves, the seeds, etc.)

We all have favorite trees and like them for different reasons. Trees, like us, have different characteristics and live harmoniously with each other. Trees, like us, survive better when they can put down roots. When we feel grounded in one place, we are more comfortable. Making new friends, or moving to a new location can give us broader experiences in life, yet it can also be a scary thing. Sometimes we feel uncertain about what is going to happen next. Like the tree, we want to put down our roots, to stay in one place. Unlike the tree, we are better at adapting to the changes. We have some family members and others who are there for our support. We make new friends, many who might also have a loved one deployed. We can grow tall and become strong. We can work with others to feel more safe and secure.

Activity 1

Why are trees important to us? (15 Minutes)

1. Break students into groups, giving each a sheet of poster paper and a marker.
2. Tell them you are going to give them 1 minute to come up with items/reasons that trees are important to us.
3. Post the lists (or have someone from the group hold them up) and have a spokesperson from each group share one thing that the group listed on their poster.
4. Go around the room, so each group has the opportunity to share one thing.
5. Give each group the opportunity to share another benefit. Continue until most ideas have been shared. Some of the things they might share are listed below.
 - Trees provide temperature control by providing shade and blocking strong winds (reducing wind speeds)
 - Trees provide us with products - wood products include furniture, paper for writing on, for gift boxes and for shipping boxes and food packaging, rayon for



clothing and tires, wood in countertops, activity tickets (made of paper), paper we write on, the outside of a pencil, particle wood is found in cement too

- Trees provide us with recreation equipment - bowling pins, baseball bats, etc.
- Trees provide us with food products - nuts (these are actually the seeds of the conifer trees and are dropped in the spring), syrup (maple is the most popular), artificial vanilla is made from a wood product; there are some aspen particles in some cereals (giving fiber to the cereal)
- Trees provide building materials for our homes and food for wildlife
- Trees provide us with products for some Holiday celebrations. Many Christians will have a Christmas Tree for their Holiday celebration. Did you know that 35 million are sold annually? MN, Wisconsin, Michigan provide 1.3 million of these trees
- Trees provide us with a heat source for campfires and wood furnaces and stoves. Trees are a renewable resource
- Trees filter air pollutants and noise pollution. They use carbon dioxide and give off oxygen for us to breath
- Trees provide beauty
- Trees prevent soil erosion. Their roots help hold the soil together (and their leaves reduce wind speed that might blow soil away)
- The Forestry industry provides many jobs

Summary: Trees give us many benefits. They provide materials for food, shelter, and clothing. They have a role in our transportation and recreation. They are renewable resources. They help protect and clean our environment.

Activity 2 Introduction

Tree Identification (15 Minutes)

What are some characteristics that make you, you? (Answers will vary, but may include eye color, hair and skin color, curly or straight hair, tall or short, ethnic grouping, etc.) What are some ways that we identify trees? (Trees can be identified in different ways at different times of the year. In late Fall, Winter and early Spring we need to go by the tree shape. In late Spring, Summer and early Fall, we can also use the leaf of the tree or the seed to help us identify the tree. Twig arrangement is also a way we can identify the tree.) Most times we use tree shape and leaves to identify a tree.

Let's see how you did with the icebreaker activity. (Hold up each individual leaf and ask the youth what they had for an answer. If you have the *Fandex Field Guide: Trees*, have the youth select a tree before beginning this activity. The one who has that tree can then give a little information about the tree. (If you do not have this resource, you will probably be the one giving a little background on each tree.) Complete this process for each leaf you had them identify.

Activity 3

Leaf Rubbing (40 Minutes)

You will need several sheets of white/colored paper, flat leaves – fresh leaves work better than dried leaves, or the leaf rubbing plates, paper towels or table cloth to protect table surfaces, crayons with paper removed or washable markers or water color paints, etc.



1. Place paper covering on table.
2. For the first one, have all the kids do the same thing:
3. Place leaf veined side up on table.
4. Place plain paper over leaf.
5. Take the paper covering off of the crayon.
6. Using crayons on side, rub gently across leaf, looking for veining pattern and leaf shape to appear on paper.
 - Encourage students to make several rubbings experimenting with different leaves and different coloring materials
 - Encourage them to be creative in the leaf placement as well as color
 - Help them identify their leaves using your tree identification book or *Fandex Field Guide: Trees*

Activity 4

Writing a Note (20 Minutes)

Encourage the youth to think about someone they want to thank for doing something kind for them or their family. They might be thanking a family member for helping them with homework or a neighbor for mowing the lawn or bringing in a meal. Help them with wording of a thank you note using the rubbings made in the previous activity.

The following format is a simple one to use:

- Thank you for (whatever the deed was)
- I (or my family) appreciated your act of kindness
- Sincerely, (their name)

Talk It Over

(10 Minutes)

★ *Reflect:*

What did you learn about trees today?

Why are trees important to us?

How did you feel about making the thank you note for someone who has helped you or your family?

★ *Process*

What did you learn about tree leaves that you didn't know before?

Why is it important to communicate with those who are helping us while our Service Member is deployed?

What are some things you could write in your journal about what we did today that you can share with your deployed Service Member?

★ *Generalize:*

How might the trees in different parts of the world be different from the trees you gathered leaves from in your community? How might they be similar?

Would you like to hear about the trees that are found in the area your deployed Service Member is serving?

How do you feel when someone says "Thank You" or sends you a thank you note?

★ *Apply:*

Although the leaves of different trees look very different, they perform the same function. Just like you, they may look different from one another, yet you have many things in common. What are some of the things you have in common?



Will you do leaf rubbings with your family? How will you use those you make?

How else can you use the skills of writing in your journal or writing a note to someone?

Enhancement

1. Visit the Nature Watch website <http://nature-watch.com> for other tree identification ideas and activities you can do with leaves.
2. Read the book *The Giving Tree*, by Shel Silverstein.
3. Do a “leaf walk”, like a cake walk, only instead of numbers on the floor, put down squares of different leaves (make these with your leaf rubbing materials). Make smaller version and draw one out to be the selected leaf/tree. Play songs about trees and when the music stops (done by the leader) who ever is standing on the “selected” leaf needs to name the tree. If he/she is struggling, give hints or allow them to draw on a partner to help answer. Reward with some small item (product that comes from a tree, such as pencil, small note pad, etc.). Game continues with the last person drawing out the “leaf” for the next round. Music begins, is stopped, and whoever is standing on the “leaf” gets to identify the tree, and so forth. Stop the game before the excitement wears off. Be sure to award everyone at the end.

Closing

Before you go, remember all the things you learned about trees and leaves today. We use tree products everyday ranging from paper to building products to nuts and fruits that we eat. Trees also help keep us cool in warm weather and can protect us from cold winds. Leaves are what make trees so interesting and beautiful to people. Leaves are important to our environment. What else do you remember about trees? (Let youth give some answers.) Our leaf prints will help us remember to appreciate the importance and beauty of leaves and also the importance of writing *Thank you* notes to others.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. Exploring the Treasures of 4-H, Helpers Guide, Washington D.C.: The National 4-H Council, National 4-H Council, 2005.

National 4-H Cooperative Curriculum System, Inc. Forest Resources Project Beginner Level, Washington D.C.: The National 4-H Council, 4-H BU-3647F, University of Minnesota, 1989.

Activity developed for Operation: Military Kids Deployment Cycle Support on Yellow Ribbon Outreach Experience by: Shirley Doering, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Leafy Notes

Dear Family,

Today we learned about trees, which are our favorites, and why they are a favorite. Some shared they liked their tree because of how they looked, some shared a pleasant memory they had with a tree. Others remembered certain trees because they fell out of it when climbing. Not such a good memory!



We used tree leaves and leaf rubbing plates to create a note card to write a *Thank you* note to someone who has helped them or their family during the deployment time of your Service Member. Please help your youth address an envelope and mail their *Thank you* note.

We encourage you to discuss with your child things they might want to put in their journal. It might be some daily happenings, exciting things at school or community events you've participated in. It might be the happy thoughts when someone has offered their kind help to your family. It might be drawings or pictures. We are hoping that the journal will be shared with your deployed Service Member either during deployment or upon their return.

Thank you for having your child come to our program! Not only did this project help provide knowledge about trees, but provided an effective communication tool for your child.

Sincerely,

Conversation Starters:

- If you could be any tree, what kind would you be?
- What is your favorite season? Why?
- Where are your strongest roots?
- If you were going to make something out of wood, what would you make?





Which Tree Is It?

Leaf	Tree Name
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	



Our Best Friends

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 10+

Deployment Segment: Mobilization

Project/Life Skills

- ★ Communication
- ★ Resiliency
- ★ Managing Feelings

Activity Overview

Youth will explore the world of pets while understanding the need to have someone or something to talk to and help them through difficult situations.



Shout out!

Many times we are full of so many feelings and need to have someone or something to talk to. Come and learn about pets and how they can help us in difficult times. We will have fun and games while learning about our furry (or feathered or scaly!) friends! You don't have to have a pet to attend!

We will collect and send donations to Operation Baghdad Pups. Any of the following would be greatly appreciated:

Items for the Dogs and Cats

- ★ **Collars**
Red or royal blue is the preferred color. Collars should be adjustable to fit small, medium, and large dogs.
- ★ **Leashes**
Red or royal blue is the preferred color. Leashes should be at least 6 feet long.
- ★ **Poop Scoop Bags**
Biodegradable bags designed for picking up poop are needed. The holder that can attach to the leash are appreciated too.
- ★ **Housebreaking Pads**
These are used to line the bottom of the airline crates that the cats and dogs are in when they are flying.
- ★ **Litter Boxes**
Small plastic litter boxes (approximately 6 inches x 12 inches) fit best inside the airline crates. Litter boxes with hoods will not work.
- ★ **Plastic Food/Water Bowls**
These must be the type approved for use in airline crates. They are white plastic and they clip on to the inside of the door on the airline crates. Bowls that would just sit on the floor of the airline crate are not allowed.



Get Ready

Roles for Uniformed Service Member

- Assist in lesson plans
- If possible, bring in a personal pet and talk about your relationship

Roles for Volunteers

- Assist in lesson plans

Activity Orientation for Volunteers:

- None

Preparation time: 1 hour

Space: Indoor space

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Gather supplies.
7. Ask facility if pets are allowed on site.
8. Print off animal pictures from internet and laminate. Have enough for at least one per youth plus a few extras.
9. Explore the web site for Operation Baghdad Pups: <http://www.baghdadpups.com/>. You will need to use the donation address on the website to send any donations that are collected.
10. Make copies of Parent Letter.

Get From OMK Tool Kit

- Gyro ring
- Teachable Moments book

Procure Supplies

- Laminated animal pictures or an assortment of stuffed animals
- Variety of craft supplies – yarn, craft sticks, pipe cleaners, egg cartons, buttons, straws, etc.
- Glue
- Masking tape
- Poster paper
- Cardstock 8 ½ by 11” in variety of colors
- Animal cracker cookies
- Milk
- Washable markers
- Pens/pencils
- Poster paper
- Cups & napkins



Background

In a time of deployment, youth need to know that it is important to be able to talk about their feelings. Sometimes it is the parent that is still at home, sometimes the Service Member that is deployed and sometimes it is their beloved pet. Not all students will have pets that come to this session. Some may enjoy feeding the birds in their backyard or being in nature. Be able to stress that there are lots of people in their lives to talk to. Evaluate the age of your group and respond with age-appropriate activities. Animals are important to Service Members also. Operation Baghdad Pup is one organization helping to rescue dogs and cats from Iraq and provide safe homes here in the states.

Set Up Your Space

Indoor space – work area should have tables and chairs for youth to work at and room for youth to sit in a circle.

WHAT TO DO

Our Best Friends

Icebreaker

Animal Introductions (15 Minutes)

Have youth sit in circle and welcome them to the day. Put the laminated pictures or stuffed animals in the middle of the circle. Instruct the youth to pick an animal that best represents them. Have youth go around circle, introduce themselves and then tell why the animal best represents them.

Activity 1

Create An Animal (45 Minutes)

1. Spread craft supplies around tables.
2. Instruct youth that they need to use the supplies to create their own animal. They can use tape and glue to put it together.
3. Encourage youth to make it big and creative.
4. Tell them they will need to introduce their pet and what they eat to the rest of the group.
5. When all seem to be done, have youth sit at the tables by their new pet.
6. Have the youth go around and introduce their pet and what they eat.
7. Ask, what are some ways that we need to take care of real pets? Encourage answers for feeding, water, health needs, shelter, love, and other needs. List answers on the poster paper.
8. Put craft aside to dry.

Break

(15 Minutes)

- Hand out animal cracker cookies and milk
- Allow time for restroom break

Activity 2

After Snack Game (15 Minutes)

Gyro Ring activity - Have youth stand in a circle and introduce the gyro ring. The object is to get the rings going and then pass the hoop around the circle without stopping the rings. If they stop, the person it stopped with can have the chance to start them up again and pass it. Try until the gyro ring has made it around the circle without the small rings stopping.



Activity 3

Cards for Operation Baghdad Pups (20 Minutes)

1. Introduce the Operation Baghdad Pups mission.
2. Tell youth that they will be making cards for the organization to give to sponsors or Service Members that are working with the animals.
3. Hand out cardstock and markers.
4. Have youth fold in half to make a card.
5. Instruct youth that they can write a thank you for taking care of the animals or create drawings to accompany the donations.
6. Collect the cards to be later shipped with the donations. Show the youth the donations that have been made.
7. Gather students back in a circle to discuss Talk It Over. If Uniformed Service Member brought a pet, have them talk about their relationship prior to Talk It Over.

Talk It Over

(15 Minutes)

- ★ **Reflect:** What were your expectations when you came here today?
What was your favorite part of today?
How did you feel about the Operation Baghdad Pups?
- ★ **Process:** What is something new that you learned today?
Why is this important to learn?
What else could you do with animals?
When is it important to talk with someone about how you're feeling?
- ★ **Generalize:** Since your Service Member has been deployed, how can animals help you?
What else would you like to learn about animals?
Where else have you learned about pets and animals?
- ★ **Apply:** How can you use your animal information after you leave today?
What are other situations that you can use these skills?
What are other situations that you need to talk with someone?
What else can you do further with Operation Baghdad Pups or other organization?

Enhancement

Invite a veterinarian in with an animal to talk about proper health care for pets.

Closing

(10 Minutes)

In our short time together today, we created an animal, talked about how we would take care of it, had an animal snack, and made cards to go to Operation Baghdad Pups. We also talked about how when we take care of animals, they take care of us.

Pets and animals can help us through difficult situations by being a good friend to us. They can take care of us and just be there when we need them. Remember, you can take care of animals around your area at zoos, wildlife sanctuaries and many other places. When you leave today, make sure you have the right animal that you created. The letter going home has the web site for Operation Baghdad Pups that you can explore. I encourage you to look for other ways on the web site that you can help animals.



Credits/Sources

Cain, Jim; Cummings, Michelle and Staunfield, Jennifer. A Teachable Moment, A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection. Kendall/Hunt Publishing Company, Dubque, Iowa. 2005. Gyro ring Activity.
< www.training-wheels.com >

Operation Baghdad Pups: <http://www.baghdadpups.com/>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Our Best Friends

Dear Family,

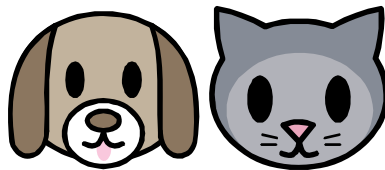
Today we explored the world of pets. We designed our own made-up animal and discussed how we would take care of it. We ate animal crackers for snack and then we made cards for the Operation Baghdad Pups organizations that will go with our donations.

Throughout the day we talked about how when we take care of pets, they can take care of us by being a great friend when we are going through difficult situations. Your family may not have a pet within the home, but we can feed the birds in our yard or visit zoos and wildlife sanctuaries to know the animals around us. Operation Baghdad Pups can be further explored at: <http://www.baghdadpups.com/>.



Thank you for allowing your youth to participate in the session today. If you have any questions about your child's experience, please feel free to call me at _____.

Sincerely,



Conversation Starters:

- Tell me about your animal that you created. . .
- If you own a pet – what are some ways we can make sure [name of pet] is taken care of?
- If you do not own a pet – what are some ways we can take care of the animals around us?
- What are you feeling while your Service Member is gone?
- Would you rather have a cat or a dog? Why?



Desert Garden

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creative Thinking
- ★ Learning to Learn
- ★ Self-responsibility
- ★ Managing Feelings
- ★ Relationships



Activity Overview

Youth will create a desert indoor diorama – a dish garden.

Shout out!

Does a cactus have a personality? Come and find out! We'll explore the deserts of the world looking for succulents, cacti and other plants. Then we'll make a cactus dish garden to take home and nurture.

Get Ready

Roles for Uniformed Service Member

- Talk to the youth about your experience in the desert, or with the dryness of where you have worked as a Service Member
- Help the youth at the tables as needed

Roles for Volunteers

- Assist with placing all the materials on the tables
- Help the youth at the tables as needed with their dish garden

Activity Orientation for Volunteers: 30 Minutes

- Background on creating a dish garden, succulent plants, dioramas

Preparation time: 2 hours

Space: Tables, chairs

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra embellishments and scissors.
6. Schedule use of Mobile Technology Lab for a laptop or bring your own with connections.



7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to use with a laptop.
8. Research cactus and succulent plants. www.encyclopedia.com/topic/cactus.aspx
9. Cut out pictures of cactus and succulent plants from magazines and/or run off from CD found in Tool Box.
10. Order Mobile Technology Lab to use to show DVD's of cacti/deserts and for digital camera and printing.
11. Purchase cactus and succulent plants.
12. Procure supplies.
13. Copy Parent Letter.

Get From OMK Tool Kit

- CD's of Deserts from around the world
- CD's with Photos of Cacti
- Tarps

Procure Supplies

- Photos of deserts. (see CD of AZ deserts), also Iraq, Afghanistan
- Photos of cactus. (see CD of AZ botanical gardens with cacti from around the world)
- Pictures of cactus cut out of magazines or off the internet. (one for each participant as well as several extra ones)
- Small cactus and succulent plants (in 2 ¼-2 ½" pots), various heights and shapes donated from floral/landscape businesses, or purchased/donated from local department stores
Succulent plants: Cactus, Aloes, Sedum, Snake plant, House Leek, Jades, Panda plant
- Acrylic photo frame that will fit and look nice in the background of the desert dish garden.
- Paint pens
- 2" (minimum) terracotta dish
- Garden trowels
- Gloves
- Tongs
- Teaspoons or strong plastic spoons
- Course sand or fine gravel
- Small pebbles
- Loam (a mixture of sand, clay, silt, and organic matter)
- Digital camera and printer or a Polaroid camera and film.
- Other small items to put into the dish for added color, variety, etc. (small military people, little tents, small American Flag, etc.)
- Optional: small wading pool covered with brown/tan paper and filled with sand
- Snack
- Masking tape

Background

Youth will explore the deserts of Iraq, Afghanistan, AZ, and others, and learn about cactus and other succulent plants. An analogy will be made between the dryness of the desert and the times of "dryness" in our life (how we go through changes), as well as the age and strength of the



cactus and how we too find strength within to get through the “dryness” and changes of our life.

Set Up Your Space

Have a desert scene set-up as the youth arrive. It could be a larger dish garden or cover the outside of a plastic wading pool with tan/light brown paper and put sand in there with larger succulent plants, cactus, etc. Place an acrylic photo frame in the background of the dish garden that would have a picture of someone deployed.

WHAT TO DO

Desert Garden

Icebreaker

Become a Cactus (15 Minutes)

1. Have the youth come up to a table and look over the pictures of cactus.
2. Have each youth choose a cactus that they would want to “transform” into if they could, and then have youth sit in a circle.
3. Go around and tell why they would want to look like that particular cactus, and also tell the group where they would want to live as that cactus.
4. Have them state their name, age, and where their Service Member is deployed.

Activity 1

Uniformed Service Member (10 Minutes)

1. Service Members should talk to the youth about their experiences in the desert, or with the dryness of where they have worked.
2. Have the Service Member answer any questions that the youth may have.

Activity 2

Types of Deserts (20 Minutes)

1. Show photos/CD of deserts (AZ, Iraq, Afghanistan...).
2. Talk about what kind of weather is found in a desert (hot, dry, sunny...).
3. We all go through a “desert” time in our life, and we need to know that we are not alone and that there are others who can help us get through these “desert” times. Who might be some of these people (teacher, counselor, friend, neighbor, clergy)?

Activity 3

Types of Cactus (20 Minutes)

1. Show photos/CD of various cacti;
2. Talk about the strength of cacti and the size and age of them. Relate back to the responses that the youth gave in the Ice Breaker activity. Some can get to be over 200+ years old. We are asked to be strong when facing tough times. In what ways can you be strong while your Service Member is away from home? We also need to look at others to help us during difficult times. It does not mean that we are claiming defeat when we just don’t feel strong, but that we have acknowledged that there are others who can help us for awhile. We can look to those that are older than us as they have the wisdom from their own experiences. We can connect with other families in the Service.

Activity 4

Desert Photo Frame (20 Minutes)

1. When you are designing the desert dish garden, we want you to include a photo of your Service Member.



2. Pass out picture frames and paint pens.
3. Have youth put their Service Member's name and unit on the top or bottom of the frame. Make sure that they leave room to see the photo!
4. Remind them that they can always replace the photo with new photos of their Service Member, or a memory of something you did with them.
5. The frame should go into the background of the garden, like a diorama.
6. Explain that a diorama is a three-dimensional representation of a scene (show the one that was put together as the visual when the youth came in the door. (ex: wading pool) Show examples.

Break

(15-20 Minutes)

Activity 5

Choosing Plants and Designing (15 Minutes)

1. On the tables you will find the materials needed for your dish garden. Each garden will have a cactus and other succulents that grow well under hot, dry conditions and last the longest in the home without much replanting.
2. We'll call you up by tables to choose a couple plants, plants of different heights and shapes. When you handle the plants you will need to have gloves and/or tongs to protect yourself from thorns.
3. As we call you forward, picture in your mind the kind of design you would like to have in your garden.....right angle, horizontal, circle, vertical, oval, triangle, etc.

Activity 6

Designing the Dish Garden (15 Minutes)

(Show and Tell)

1. You will want to keep the soil line ¼" from the rim because of watering.
2. For drainage, use the fine gravel/course sand on the bottom.
3. We will be mixing 2 parts sand, 1 part loam. With this type of desert dish garden we will not need peat moss as called for in other types of dish gardens.
4. Keep in mind where you want to place the photo frame.
5. Begin taking the cactus and other plants out of their containers wearing gloves and using tongs. Use a spoon to carefully lift the plant.
6. For a desert garden, put about ¼" layer of sand or small pebbles over the soil to keep the plants dry.
7. Add other little items to the garden (color, variety).

Activity 7

Youth Design and Make their Dish Garden (45 Minutes)

Break

(10 Minutes)

Activity 8

Rabbit Race (20 Minutes)

1. This is a relay race.
2. Put down a piece of tape on the floor at one end of the room and another piece of tape at the opposite end of the room.
3. Have youth break up into teams of 5.
4. Have one of the youth from each team be the cactus in the middle of the relay route.



5. Their job is to stand somewhere in the middle of the route, not move, but make themselves as big as possible. (Spread legs, lie on the floor, sit) They're cacti in a desert.
6. Then have 2 youth at each end of the room.
7. Now explain to the youth that their job is to be a rabbit. They need to cross the desert as fast as they can and avoid the cacti and each other.
8. When they get to the other side, the next rabbit can come out of their hole and race across.
9. The goal is to see which team can hop faster across the desert

Talk It Over

- ★ **Reflect:** Why did you choose the plants you did for your desert dish garden?
How did it feel when you put the picture of your Service Member in your desert garden?
Does working with cacti help you feel more connected with your deployed Service Member?
What did you learn while doing this project?
What surprised you?
- ★ **Process:** What problems came up over and over? How did you handle them?
How did others help you with the dish garden?
Did you include your photo from the beginning or put it in at the end?
Why?
What skill(s) were you developing through your project?
- ★ **Generalize:** Why was it important to have plenty of information about deserts, cactus, etc., before making decisions to create the dish garden?
What are some ways that you like to learn to get information?
How can you use this information to communicate with your deployed Service Member?
What deserts do you have in your life?
How can you survive and grow?
- ★ **Apply:** In what ways do people help each other learn new things?
What can you do to help yourself keep learning? Are there people you would ask for guidance from?
If you have questions or need information about anything while your Service Member is gone, how will you get that information?
If you would design another desert dish garden, what would/could you do with it?
What other type of dish gardens could you make that might be helpful for your Military Family at home?

Enhancement

For those who finish early and want to design another dish garden, they could do so and then add a small American Flag in the garden and deliver to VA Hospitals and Centers. Find out about other types of deserts in the world.



Closing

You have learned quite a few skills in creating your desert dish garden, and we are proud of what you have accomplished in this amount of time. Talk about your garden when you return home and place it in an area that will remind you of your Service Member, and also remind you of the skills you used to design it, the people who may have helped you, and the friends you made today. You will only need to water every 7-10 days and keep them in the sun.

Credits/Sources

Minnesota Extension Service, University of Minnesota 4-H Youth Development, Indoor Gardening, Revised 1974, <www.encyclopedia.com/topic/cactus.aspx>

Harris, Anita M., Pictures of Cacti and Deserts, 2007.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anita M. Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Desert Garden

Dear Family,

Today we made desert dish gardens. Youth explored various deserts (Iraq, Afghanistan, AZ, and others) and learned about cactus and other succulent plants.

An analogy was made between the dryness of the desert and the times of “dryness” in our life, as well as the age and strength of the cactus and how we too find strength within as well as strength from our peers, family, and friends to get through the “dryness” or the changes of our life. Encourage your youth to talk about their garden when you return home and place it in an area that will remind you of your loved one. Remind youth of the skills they learned today, the people who helped them, and the friends they made. Encourage your Service Member to send pictures to put in their youth’s desert garden.



You will only need to water every 7-10 days and keep them in the sun.

You may also want to think about how you can make other types of dish gardens for your home. For example, make an herb garden, to add spice and flavor to your foods. Share how they grow and what foods you are making for your family with your Service Member. Encourage your Service Member to share some of the spices and herbs from their area.

Thank you for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience! We hope they had a good day.

Best Regards,



Conversation Starters:

- What did you learn about the desert and the strength of a cactus?
- Tell me about the strength inside of you that will make you strong while (insert name here) is away? Who can we as a family reach out to for strength and support while (insert name here) is away?
- If we made a dish garden together, who could we give it to?
- What other type of dish gardens can we make?





Frogs are Fun!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Mobilization

Project/Life Skills

- ★ Gathering Information
- ★ Observation
- ★ Concern for Others
- ★ Learning to Learn

Activity Overview

Explore the variety, differences, and sounds of frogs from around the world and have fun playing some frog related games.



Shout out!

Frogs are Fun! Discover the variety, differences, and sounds of frogs from around the world. Then we'll investigate 'metamorphosis' and play an abundance of 'frog' games.

Get Ready

Roles for Uniformed Service Member

- Share with participants any stories they have about frogs, especially if they have seen any in another country
- Assist youth with activities as needed

Roles for Volunteers

- Assist with the cutting of templates for frog faces
- Assist with cutting of fleece for frog bean bags
- Assist with running the hot glue gun for frog bean bag activity
- Assist with snack and other items as needed
- Assist with games

Activity Orientation for Volunteers: 30 Minutes

- Basic orientation of lesson and where assistance will be needed
- Listening to frog sounds and knowing which supplies will be helpful in making the frog sounds

Preparation time: 30 minutes

Space: Indoors, large room or outdoors, if possible, for some observation.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional embellishments and scissors.
6. Print template of frog bean bag.
7. Depending on the age of the participants cut out the felt pieces for frogs and tongues.
8. Copy metamorphosis worksheet.
9. Procure supplies.
10. Copy Parent Letter.

Get From OMK Tool Kit

Activity 2

- Hot glue gun & glue sticks
- Extension cords
- Scissors
- Cotton gloves

Activity 3

- Boom box

Activity 4

- Book: "A Guide to Wildlife Sounds" with audio CD

Activity 7

- Large mixing bowl
- 1/3 measuring cup

Procure Supplies

- Jar of jelly beans (pre-counted) (Set up your space activity)

Activity 2

- Green felt (1 piece of 8 ½ x 11 piece per participant)
- Red or pink felt (will need to cut frog tongue from pattern – should be able to do 12-15 from one piece of felt)
- Rice
- Paper funnel
- Google eyes

Activity 3

- Hula Hoops – several
- Swim fins – several pairs

Activity 4

- Plastic bag
- Sleigh bells (or small craft size bells) (approx 30 ct)
- Balloons – one per participant
- Rubber bands – one per participant
- Plastic comb – one per participant

Activity 5

- Wooden stick (long popsicle) – one per participant
- Cardstock cutout of face – one per participant
- Markers
- Crayons
- Pens/pencils



- Glue

Activity 6

- Party blower (one per participant)
- Velcro (1 piece of hook side and 4 pieces of loop side per participant)
- Photocopies of flies to be used in activity (4 per participant)

Activity 7

- Small plastic bags (Act 7)
- Plain m&m's
- Raisins
- Chow mein noodles or small stick pretzels
- Gold fish crackers

Activity 8

- Celery sticks
- Peanut butter
- Cheez Whiz
- Table knives to spread peanut butter or cheese
- Sharp knife to cut celery

Background

Frogs and toads are found around the world. The sounds made by frogs and toads may be very familiar to many people. As a frog lays eggs and the tadpole emerges and later becomes a frog, many people also go through a metamorphosis as they learn and change and grow. Thinking about the similarities to a frog, many people will identify with the changes. It is helpful for youth and families to think about how they may have their own metamorphosis related to a deployment and how they will share that story of change with others. Encouraging youth to explore and learn about themselves, as well as their surroundings will help them better understand the experiences they may have.

Set Up Your Space

When youth enter the room, there will be a CD playing different frog and toad sounds. Photos of frogs and toads may be displayed. As youth enter, there may be a jar filled with jelly beans where youth could guess how many jelly beans were inside. A box should be available where youth could slip their piece of paper inside with their guess. (Be sure they include their name with their number guess.)

WHAT TO DO

Frogs are Fun!

Icebreaker

Noisy Names (15 Minutes)

Ask youth to stand in a circle. Since we will be spending some time together today, it is important that we know one another's names. I'd like each of us to introduce ourselves by saying our first name. After you've said your name, I'd like you to make a sound or noise. You'll continue to make that noise quietly as everyone introduces themselves. You cannot repeat the same noise if someone else is already using that noise.



Introduction

(5 Minutes)

Just like each of us made a noise when we introduced ourselves, animals and birds and other creatures found in nature make sounds and noises as well. Frogs and toads make noises like peeps, snoring, and cackling while birds sing and call. You can hear squeaks and chatters, yips and howls as you take a walk outdoors and listen. As you think about the sounds and noises that creatures make, it's also important to think about the messages they are communicating. As humans listen, we may not always know what the creature is saying, but to others of that species it might be a mating call, a warning or just a friendly hello. Communication is important for humans as well as animals. Today we are going to explore some information about frogs and we'll have some opportunities to listen to sounds, but also to see if we can replicate some of those same sounds ourselves.

Activity 1

Tadpole Changes (30 Minutes)

As you think about frogs, can you think of a few things that describe how a frog looks? Does it always look the same? One of the important things to remember about a frog is that it starts out as a tadpole. Frogs actually lay eggs in the water, where they usually cling to a leaf or something close to the surface, where they can be warmed by the sun. It takes about two weeks for the eggs to hatch and then you see tadpoles swimming in the water. Tadpoles have long, strong tails and swim in water. After two more weeks, the tail on the tadpole grows longer and legs start to grow. On each leg, there are five toes on his webbed feet.

As the tadpole continues to grow, he starts to grow front legs and their gills disappear and they begin to breathe through their lungs – making them a froglet. The tail begins to get shorter, but his long, sticky tongue is beginning to grow now. With the legs fully grown, he is now a frog and will spend most of his time on land, instead of in the water. It takes a frog nearly two years to fully change from a tadpole into a frog and be done growing.

Can you tell me what the name of this full change is called – from being a tadpole to a fully grown frog? The word is metamorphosis and it means change. While many things, including people, change over time, the change is not always as obvious as it is with a frog. We are going to do an activity that shows how this frog has changed from a tadpole into a frog. (Use worksheet attached to this lesson)

Activity 2

Frog Bean Bags (30 Minutes)

1. Ask youth to trace two frog patterns on their piece of felt.
2. Cut out two frog patterns from felt. (one piece of 8 ½ x 11 felt will work per participant)
3. Cut out one frog tongue from felt using pattern.
4. Identify an older youth or adult who will use the hot glue gun to fasten the two pieces of felt together (leaving a small opening near the mouth). It is best to glue in short sections to assure the felt and glue will bond. (If youth in the group are young, you may also want someone to do the cutting prior to the activity.)
5. Identify another older youth or adult and they will help with the use of a funnel made from paper to fill the frog with ¼ cup of rice through the hole remaining in the mouth.
6. Return to the older youth or adult with the hot glue gun and have the tongue glued into the mouth hole.



7. The older youth or adult can use the hot glue gun to fasten the Google Eyes to the frog.
8. Spots could also be added to the frog or any other identifying features.

Activity 3

Frog Games (60 Minutes total)

We will play several games that are named after frogs or imitate something a frog does. Can you tell me what any of them might be? (You might hear Leaping Frogs, Leap Frog, Frog Leap, etc.) We'll actually do a couple of the games now and see how much we can be like frogs.

1. **Leap Frog:** (15 minutes depending on size of groups)
Form even teams and line the teams up. Place three or four hula hoops flat on the ground in a line in front of each team. Young people will "leap" like a frog from hoop to hoop. When one member of the team has "leaped" through the hula hoops, the next team member may begin. When each member of the team has completed "leaping," they should sit down so it is obvious that they are all done. The first team completed is the winner of this game. (If hula hoops are not available, string may be used to form circles.)
2. **Frog Leap** (15 minutes depending on size of group)
Form even teams and line the teams up. The first member of the team will do a leap frog move (jumping forward while in a squat using their arms and legs). This team member will then stay in that squat position where they landed. The next team member will then "leap" over the first team member and then stop where they landed. Each team member will repeat the "leap" over each team member and then stop where they landed. The relay will be complete when the first team member does a final "leap" over all team members. The first team completed will be the winner.
3. **Swim Fin Races:** (15 minutes)
Form even teams and line the teams up. The first member of each team will be given a pair of swim fins (available from a sporting goods store or retail store). The team member will put on the swim fins and race to a point marked on field/floor and turn around and race back to the team line. The team member will take the fins off and give them to the next member in line who will repeat the race to the marker and return. As each team member returns to the line, they are asked to sit down and wait for all team members to complete their race. The first team with all members sitting will be declared the winner.
4. **Frog Bean Bag Toss:** (15 minutes)
Place hula hoops or circles made of string on the ground or floor. Divide youth into small groups and assign them to a hula hoop. Have them each stand four giant steps back from the hula hoop and toss their bean bag into the hula hoop. If this is too easy for them, have them take additional steps backwards. If this is too difficult, they can take one step forward. Set up challenges between groups to see how many from each group can achieve the goal in a certain number of tosses or in a time limit, etc.



Activity 4

Frog Sounds (20 Minutes)

Introduction

We're going to listen to some frog sounds and see if they can be identified by the sound they are making. Following our listening, we will use some items from around the house and see if we can duplicate those sounds.

Sounds to listen to from the book "A Guide to Wildlife Sounds":

- #59 Spring Peeper
- #60 Western Chorus Frog
- #63 Cope's Gray Tree Frog
- #65 Green Frog
- #66 Bullfrog
- #68 Pickerel Frog
- #69 Northern Leopard Frog
- #71 American Toad

As you listened to these sounds, can you think of anything you have around the house that we might be able to use to make these same sounds?

1. **Spring Peeper** (repeat track #59). I'm going to put a bunch of sleigh bells (or jingle bells) inside a bag and shake. Does this sound like a spring peeper to you? (share photo)
2. **Western Chorus Frog** (repeat track #60). Pass out a plastic comb to each participant. Ask them to run a thumb along the tines of the comb – this is an example of the sound made by the Western Chorus Frog, which is usually repeated every one or two seconds. (share photo).
3. **Cope's Gray Tree Frog** (repeat track #63). Participants can often use their own voice to make this sound. Have everyone try it. (share photo)
4. **Green Frog** (repeat track #65). Give everyone a rubber band and ask them to hold it between their thumb and pinky finger on one hand. "Pluck" it with the other hand like a banjo string. This is the sound that you will hear from a Green Frog. (share photo).
5. **Bullfrog** (repeat track # 66). Participants can use their own voice to imitate this sound. A deep voice is especially fun to listen to.
6. **Pickerel Frog** (repeat track #68). Using the balloon from earlier, make one long slow drag with a wet finger. This call usually lasts about two seconds. (share photo).
7. **Northern Leopard Frog** (repeat track #69). Give everyone a balloon and ask them to inflate it and hold it still. Ask everyone to wet their thumb and draw it across the balloon. one long draw and two short draws will make a sound that is similar to the Northern Leopard Frog. (share photo)
8. **American Toad** (Repeat track #71). Can you put your tongue on the roof of your mouth and "trill"? This is how the American Toad makes his sound, which sometimes lasts for 30 seconds. (Share photo of American Toad).

Activity 5

Frog Faces (20 Minutes)

We are going to make a frog face and be creative with our ideas of how frogs look. You've already seen many pictures of frogs and know that they all have different features – from skin color to spots and size. As we do this activity, use your imagination and create a frog face.



1. Distribute the following items to each participant: wooden stick, paper to create a frog face.
2. Have available at each work station: markers, crayons, pens, glue.
3. Allow participants to decorate their face as they wish to resemble a frog.
4. Remind participants they will need to glue their wooden stick to the cutout of the frog face (fastening the wooden stick to the side of the frog face).
5. Ask participants to write their name on the back side of the frog face or on the stick for later identification.

Activity 6

Catching Flies (30 Minutes)

1. Have youth draw pictures of house flies on a quarter piece of 8 1/2 x 11 paper. They will need to cut out the pictures of the flies.
2. Provide to each participant the following: a party blower; 5 pieces of Velcro (one piece of hook and 4 pieces of loop).
3. Mount the hook piece of Velcro to the end of the party blower (you will need to blow out the roller to do this).
4. Mount the loop pieces of Velcro to the back sides of the fly cutouts.
5. Lay the fly cutouts on the table with the Velcro side up.
6. Use the frog's tongue (party blower) to try and catch the flies.
7. You may wish to have a race with this activity or ask youth to work in teams and see how many flies they can catch in a certain amount of time.

Activity 7- Snack 1

Frog Food

Mix the following in a big bowl:

- Plain m&m's (represent bugs)
- Raisins (represent flies)
- Chow Mein noodles or small stick pretzels (represent worms)
- Gold fish crackers (represent small fish)
- Use a 1/3 cup measuring cup to scoop mixture in small plastic bags for a snack

Activity 8 – Snack 2

Flies On A Log

Wash and cut sticks of celery into 6 inch pieces

- Provide peanut butter and/or Cheez Whiz for participants to spread on celery sticks
- Sprinkle raisins on the celery sticks
- ✓ **Note:** Please check to be sure there are no peanut or peanut butter allergies before opening the peanut butter jar and sharing with youth. Cheez Whiz is the safe alternative unless there are no allergies.



Talk It Over

- ★ **Reflect:** What was your favorite part of learning about frogs?
What did you learn that will make it easier to identify frogs in nature?
What activities might you do another day that will remind you of frogs?
Was the word metamorphosis new to you?
- ★ **Process:** What surprised you about frogs?
How will you react if you hear a frog sound when you get home?
What will you share with others about frogs?
Can you think of any way you have gone through a metamorphosis in your life?
- ★ **Generalize:** Can you think of anything in your life that makes you think of a frog?
What happens to you when you hear a frog sound outside?
How can you use your skills to figure out what frog sound you are hearing?
Have you seen a 'metamorphosis' in your family since your loved one has been deployed?
- ★ **Apply:** What did you learn about yourself doing these activities?
Is there another topic you would like to learn more about that you can explore with the help of a friend or adult?
How will you act next time you are outdoors and you hear a frog?
How do you think you will experience a 'metamorphosis' during this deployment?

Enhancement

Explore other species of frogs found around the world. Learn more about frogs in the region where a loved one is deployed. This might involve research or asking questions of your loved one to learn more. Look for frogs in the news!

Closing

Frogs can be found in many places and you can often hear them when you are outside and quiet and listening. You might think about telling your loved one what you have learned about frogs and asking them some questions about frogs where they are currently deployed. Do they see or hear frogs? What colors are they? Are their sounds anything like the ones you heard? Could they find something to imitate the sound so they could help you "hear" that frog? Looking around your outside world can help you learn more about the animals and birds and other creatures that are around us every day.

Credits/Sources

Lang, Elliot. A Guide to Wildlife Sounds. Stackpole Books. 2005

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Frogs are Fun!

Dear Family,

Today your young person had the opportunity to learn about frogs. We learned about the metamorphosis that frog's experience – from eggs being laid in the water to becoming a tadpole and developing legs and lungs and then living on the land instead of water. Has your young person gone through a metamorphosis that you could talk about? (This might be the change from being a baby to growing taller, developing new skills, or accepting responsibility during the deployment.) It's important to help your young person see how they have grown and changed over time and if possible, identify how that has happened.



Learning about frogs is a good way to be more aware of the environment and the creatures around us. It might be interesting to have your child talk to their loved one who is deployed and ask questions about the frogs in their region and learn about the differences or similarities. Learning together can be a fun way to connect and share stories about what each person sees or hears throughout the day.

Thank you for allowing your child to participate in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience today. I hope they enjoyed their time and can tell you more about the day.

Best Regards,



If you have any questions about your child's experiences, please feel free to contact me at:

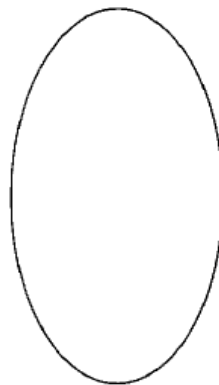
_____.

Conversation Starters:

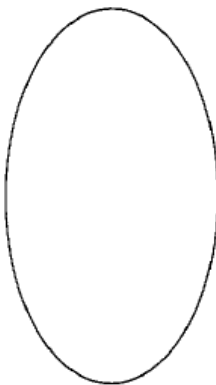
- Can you tell me how you would imitate any of the frog noises you learned today?
- How do you think our family has gone through metamorphosis during deployment?
- What might be an idea of an activity we could do together that relates to frogs?
- What does the word metamorphosis mean to you?



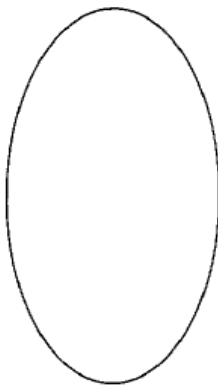
Metamorphosis



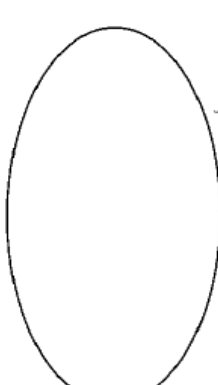
Draw a tail and make
this into a tadpole



Draw two back legs
and a tail

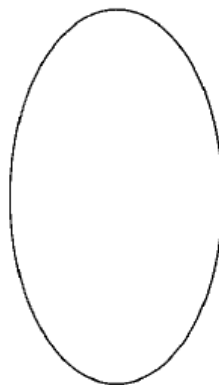


Draw two front legs,
two back legs and a
tail

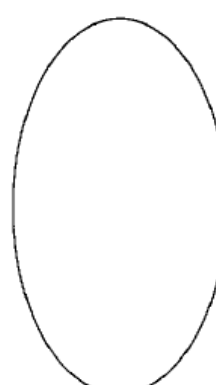


Draw two front legs
and two back legs to
make a froglet

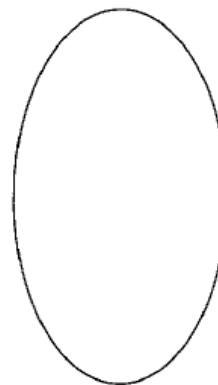
Metamorphosis



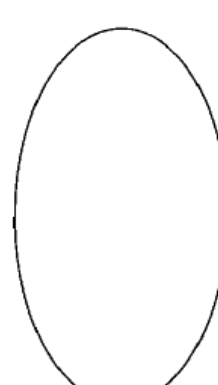
Draw a tail and make
this into a tadpole



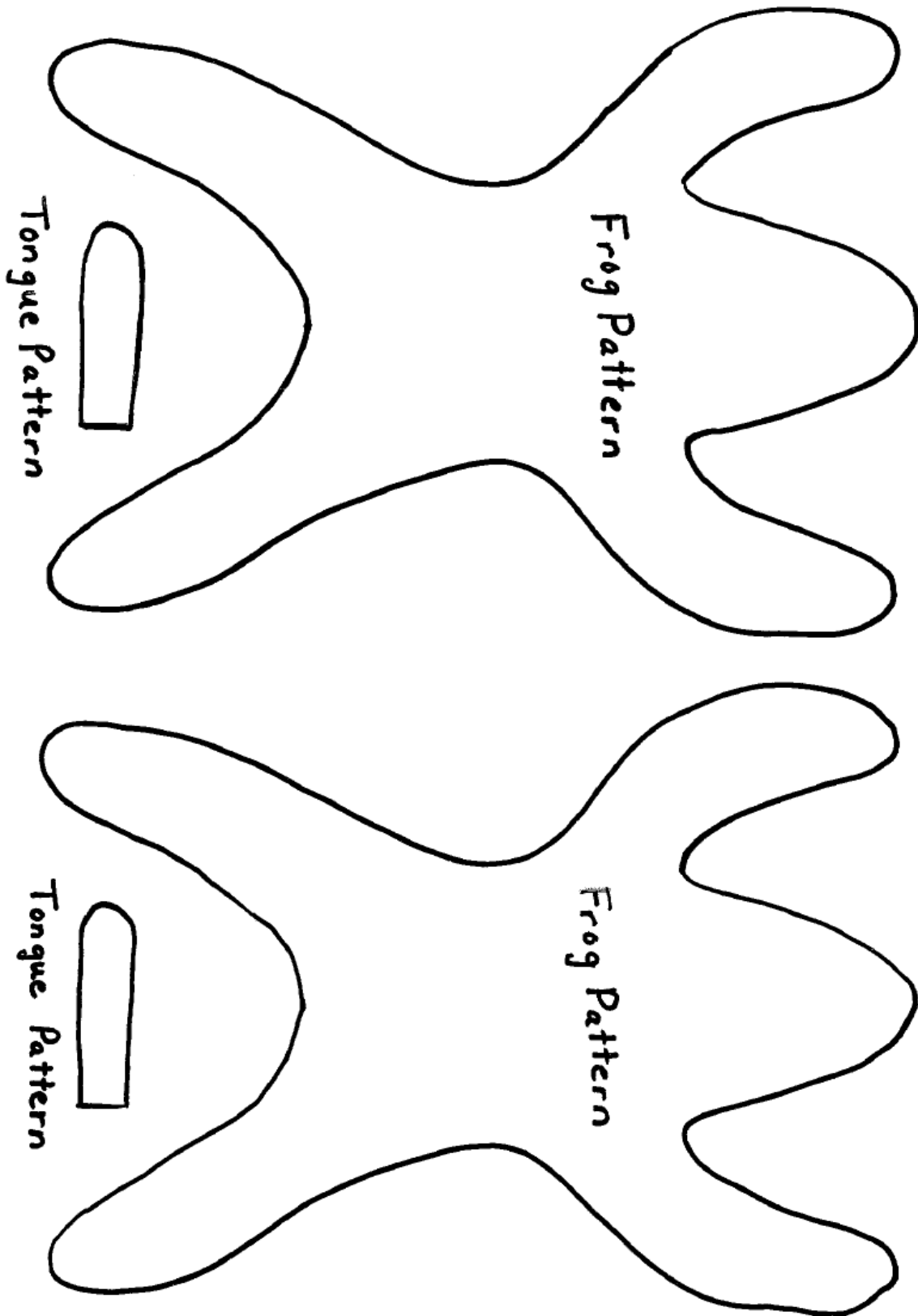
Draw two back legs
and a tail



Draw two front legs,
two back legs and a
tail



Draw two front legs
and two back legs to
make a froglet







Welcome Home!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: up to 100

Deployment Segment: Mobilized

Project/Life Skills

- ★ Planning/Organizing
- ★ Contributing to Group Effort
- ★ Service Learning
- ★ Managing Feelings
- ★ Sharing



Activity Overview

Youth will get ready to welcome their Service Member home by making a Photo Face Board, welcome home signs, and T-shirts. Youth will learn about photography and have fun making ice cream.

Shout out!

ARE YOU READY.....Your Service Member is coming home! Come and create a Photo Face Board, welcome signs, and a T-shirt. Learn how to take that perfect picture and how to make homemade ice cream.

Get Ready

Roles for Uniformed Service Member

- Sign-off with the Activity Coordinator, on the completed Photo Face Board designs
- Control and handling of the dry ice for the ice cream activity

Roles for Volunteers

- Assist, as needed, with the painting of the boards
- Spray the boards with a clear “sealer.”
- Lead the ice cream station, sign station, and T-shirt station if needed

Activity Orientation for Volunteers: 1 hour

- Use of the spray sealer for the boards
- Instruction on how to lead or assist the different activity stations. Make sure to have a lot of volunteers for the T-shirt station; it will be messy and involves cutting

Preparation time: 2 hours

Space: An open space to make the Photo Face Boards and ice cream; long tables for the signs and pennants; more tables for the T-shirts; and large tables with chairs set-up in a circle for the photography tutorial. Mark off a start and finish line in the open area or a hallway. At the finish line have large pieces of paper that the teams can hang up their Icebreaker flag. Make sure to have tape balls by the paper for easy hanging.



Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional art supplies, embellishments and scissors.
6. Schedule use of Mobile Technology Lab to use the digital camera and photo printer.
7. Find additional digital cameras (check the MTL, with 4-H County Extension Office, 4-H Regional Office, the Military Branch hosting the activity, and electronic stores (to borrow cameras for the event or ask personnel to help with the activity)
8. Contact FRG Leader or other military personal to transport the picture board, banners, and pennants to the homecoming event to be displayed.
9. Precut 2 holes into the board.
10. Familiarize self with dry ice; it's uses and handlings.
11. Bring insulated gloves for handling dry ice and a cooler for storing the dry ice.
12. Purchase supplies.
13. Cut out the Icebreaker's stars and stripes. Six white stripes and seven red stripes per team. Also cut out one blue rectangle and a couple of white stars per team.
14. Copy Exploring Photography worksheets from National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005 located in OMK Tool Kit.
15. Make a sample T-shirt.
16. Have a dry run with making the homemade ice cream in the coffee can.
17. Become familiar with the various cameras that will be used for the photography tutorial.
18. Set-up the area with the stations inside or out (depending on weather and space) for the various activities.
19. Copy Parent Letter
20. Copy an attach the recipe for homemade ice cream to the Parent Letter.

Get From OMK Tool Kit

- Tarps
- National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005.
- Boom box
- Patriotic CD's

Procure Supplies

- Large sheets of paper
- Masking tape
- Red, white, and blue paper cut in the Icebreaker flag shapes
- Purchase boards or have them donated
- Various bright colored washable paints



- Various sized paint brushes
- Empty egg cartons to place various colors of paint
- Clear (possibly acrylic) sealer that can be sprayed over the painted boards when completed to protect the images
- Cups or containers for water
- Towels/rags
- Wipes
- Hand sanitizer
- Newspapers/oil cloth/plastic disposable table cloths (if no tarps)
- White scratch paper
- Cameras for display (1 of each type – simple, adjustable, automatic, digital)
- Disposable cameras for youth (they can share in small groups)
- Various sizes and types of film
- A piece of paper cut into strips of 1” wide by 3” long
- Scotch tape
- Pencils
- Optional: drawing of a camera, parts to be labeled by the youth
- Heavy paper or cardboard
- White T-shirts in various sizes (one per child, extras for youth to make for family members)
- Potatoes
- Knives (ideally the safety knives that are used to carve pumpkins)
- Cookie cutters (optional)
- Foam or sponge letters (optional)
- Foam
- Pencils
- Washable fabric paint or fabric spray paint
- Scissors
- Roll of white paper
- Felt pennants (felt triangles)
- Glitter, felt, glue, etc to decorate the pennants
- 14-16” sticks to attach the pennant
- Whole milk or half and half
- Sugar
- Vanilla
- Quart zipper bags
- 2 pound coffee cans
- Dry ice or regular ice and rock salt
- Wide masking tape or duct tape
- Ice cream scoop
- Dixie cups for individual ice cream

Background

The return of your Service Member is often a reason to celebrate and it's an intense time as families anxiously await the return of their Service Member and get ready for the changes that the homecoming and reintegration bring. Today we are focusing on how to give your Service Member a warm welcome home. We are going to make a Photo Face Board, welcome home signs, and T-shirts. We will also learn how to take that perfect picture and make homemade ice cream.

Set Up Your Space

Open space for the Photo Face Boards and for the ice cream, tables for the signs, T-shirts, and large tables with chairs set-up in a circle for photography tutorial. Have a starting line marked off in the open area. Have a finish line on a wall with a piece of large paper per team. Have

Welcome Home!



plenty of tape so groups can hang up the Icebreaker flags. As the youth enters, have the boom box playing with patriotic songs.

WHAT TO DO

Welcome Home!

Icebreaker

Flag Relay (15 Minutes)

1. Break youth into teams of 5-7.
2. Give each team the 13 stripes, blue rectangle, and white stars. Explain that this is a relay race to make an American flag.
3. Going one-at-a-time, teams will run from the start line to the wall, hang up their one piece of flag and run back.
4. Then the next person goes until the flag is complete.
5. Each person must go once and the flag must look like the American flag.
6. The first team to complete their flag and be back behind the finish line wins a standing ovation from the other teams.

Activity 1

Photo Face Board (50 Minutes)

1. Put youth into groups of 5-7 (depending on their age).
2. Explain to the youth that they are going to be designing a Photo Face Board for photo ops at the homecoming ceremony. (It'll be a good thing for youth to do while waiting for the Service Members to arrive.)
3. Have the groups go to the pre-set up stations where the large Photo Face Boards and the supplies are located.
4. In their groups decide what pictures are to be drawn on the board. Two cut-out holes are provided on the board where youth and Service Member can place their face. Youth should draw out on scratch paper their design. When their design is complete, call the Activity Coordinator/Service Member to give the "ok" to begin painting their Photo Face Boards.
5. When done, have them go to an area with hula hoops, Legos, etc, to burn off any extra energy while they wait for others to complete their Photo Face Boards.

NOTE:

If there are more than 15 youth, have youth break into 4 groups.

Rotate through the following 4 stations:

- Photography
- Welcome Home Signs/ Pennants
- T-Shirts
- Homemade Ice cream

Activity 2

Photography (45 Minutes)

1. Seat the youth at the tables/chairs that are in a circle.
2. Use the worksheets as a guide.
3. Review the basic elements of photography.
4. Discuss the seven basic parts of the camera.
5. Review the different types of cameras and discuss the qualities of each.

Welcome Home!



6. Demonstrate with a simple camera how light enters through the lens which exposes a film.
7. Show various sizes and types of film and digital cards.
8. Practice holding a camera.
9. Discuss the care and handling of the camera.
10. Have youth demonstrate how they would take a picture.
11. Ask the youth to take several pictures with the disposable camera.
12. If there is time, send images out for 1 hour developing or download the images from a digital camera to a computer and print the image out.

Activity 3

T-shirt Printing (45 Minutes)

1. Give youth a T-shirt.
2. Have youth place a piece of heavy paper or cardboard inside their T-shirt so that paint, etc. does not bleed through
3. Based on number of volunteers and the youths ages and abilities, have youth make either a stamp or stencil pattern for their shirt based on the attached directions.
4. Have youth work on a covered work area (covered with newspapers, tarps, etc.) and make sure to have a covered area where T-shirts can dry.
5. Youth should make a shirt they can wear to the homecoming. If enough T-shirts, encourage youth to make one for themselves and one for the rest of their family.

Activity 4

Welcome Home Signs and Pennants (45 Minutes)

1. Have youth decide if they are going to make a banner or pennant to display at the welcome home ceremony. Encourage youth to work together on banners and individually on pennants.
2. Have youth create a welcome home message on their banner or pennant to be displayed at the welcome home ceremony.
3. Have hula hoops, Legos, etc. on hand for youth to use if they finish early so they don't get bored and can burn off energy while waiting to go to the next station.

Activity 5

Make Homemade Ice Cream (45 Minutes)

1. Divide youth into smaller groups of 5 or 6 for this activity.
2. Staff or a volunteer should guide the youth while they make homemade ice cream following the recipe (*see enclosed directions*).
3. Ice Cream may be made and eaten outside on the lawn.

Talk It Over

★ **Reflect:**

What was your favorite part about the day?

What photography skills have you learned today? Which skills have you improved?

What are you going to take picture of now that you have the skills?

Do you think it will be fun to take pictures of your Service Member when they arrive?



- ★ **Process:** What process did you use while making the ice cream? Would you try to make it at home?
How were you able to make the T-shirt? What can you tell us about the printing process?
What made this a good day?
- ★ **Generalize:** How would you describe your skill at photography? (before/after)
What things have you done today that you would like to continue to practice at home?
What do you think will make this a good day for your service member?
- ★ **Apply:** What do you think your Service Member will think of your signs, T-shirts, photography?
What other events would you need good photography skills?
What can you do to have a 'private family' welcome home when your Service Member gets back to your home?

Enhancement

Have a photographer or the Public Affairs person come in and talk about taking a good picture, developing prints, using a mat, public presentation, etc.

Closing

Thank you for coming today, we hope that the homecoming experience is memorable for you and your loved ones.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist and Anita Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Welcome Home!

Dear Family,

Homecoming is a reason to celebrate and can be an intense time for families as they await the return of their Service Member and get ready for the changes that reintegration brings.

Today we focused on how to give your Service Member a warm welcome home. We made a Photo Face Board, welcome signs, and T-shirts. Your child learned how to take that perfect picture and make homemade ice cream.



Attached is the recipe for making homemade ice cream. Please feel free to try this activity at home or at your next family gathering.

Thank you for coming today and bringing your child to this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach experience.

Sincerely,

Conversation Starters:

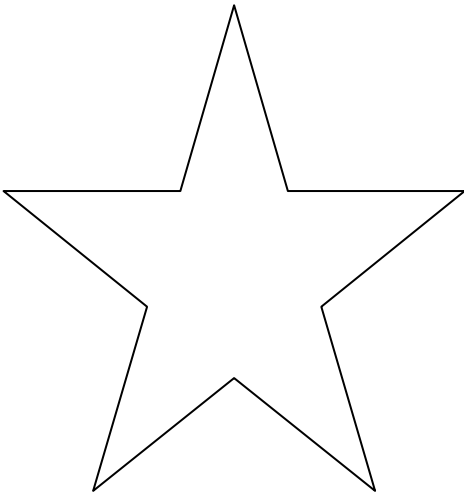
- Do you think your Service Member will like the welcome home sign/pennant you made them? Why or why not?
- What can we do at home to welcome your Service Member?
- Other than the homecoming, where else could we wear the T-shirt?
- Where else do you want to use your photography skills?



Welcome Home!



Icebreaker Flags





How to make a printed T-shirt

Potato Stamps



★ Supplies

- T-shirts
- Potatoes
- Safety knives
- Washable fabric paint or fabric spray paint
- Brushes
- Cups of water
- Cookie cutters (optional)
- Foam or sponge letters (optional)

Directions:

1. Have youth choose a T-shirt in their size and sit down at a covered work area.
2. Give each child a potato and a safety knife.
3. Have youth flatten out one side of a potato and then carve out a stamp on the flat face of their potato. Youth can also push a cookie cutter into the flat face of the potato and carve out around it to make a stamp.
4. When the stamp is done, have youth brush their potato stamp with paint and press onto the T-shirt. Youth can stamp multiple times or use letters to write a message on their shirt.
5. Let shirts dry. If you have enough T-shirts, have youth make T-shirts for their family so they match at the homecoming.

Printing

Supplies:

- T-shirts
- Scrap paper
- Foam
- Pencils
- Scissors
- Washable fabric paint or fabric spray paint
- Brushes



- Cups of water
- Foam or sponge letters (optional)

Directions:

1. Have youth choose a T-shirt in their size and sit down at a covered work area.
2. Give each child a piece of scrap paper. Have youth draw an image on a sheet of scrap paper.
3. Then explain that for each color they want to use in their drawing they will need to put the pieces of their drawing that will be the same color on one piece of foam. For example, if a child makes a rainbow, they will need seven pieces of foam. Each piece of the rainbow will be on its own piece of foam; the red arch on one sheet, the orange arch on another, etc. Point out that they can cut pieces of foam into smaller pieces to reflect what they need; they won't necessarily need seven sheets of foam just seven pieces of foam.
4. Youth will then cut out their stencils.
5. Place the foam stencil on the T-shirt and paint through cut out part of the stencil the desired color.
6. Remove the stencil, place the next stencil down and paint the next color. Repeat until the whole picture is printed.
7. Youth can then use the letters to write a message on their shirt.
8. Let the shirts dry. If enough T-shirts, have youth make T-shirts for their family so they match at the homecoming.



Let's Make Ice Cream

2 cups whole milk (or 1 pint/2cups half and half)
¼ cup sugar
1-2 teaspoons vanilla

Put milk, sugar and vanilla in a 1 quart, zippered freezer bag.
Force out the air and zip shut. Put in another zippered bag, force
out air and zip shut.

Fill a 2 pound coffee can 1/3 full of ice and sprinkle with 1 cup of
rock salt. Put filled freezer bag on top of ice and salt. Cover bag with enough ice to fill can and
sprinkle another cup of rock salt on top. Cover can and tape lid well. Roll can gently for about
15 minutes.

Remove bag and check to see if ice cream is hard enough. You may scoop ice cream out or may
cut a small hole in bottom corner of the bag and squeeze the ice cream out.

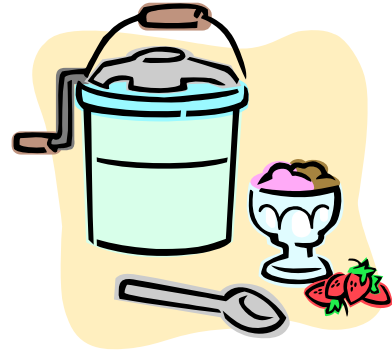






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OMK Idol

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Self Esteem
- ★ Coping with stress

Activity Overview

Sing songs with new friends and discover the next OMK Idols!



Shout out!

Have you ever wanted to be on American Idol? This is your chance to sing! We will help you with the tunes, using Disney songs and patriotic tunes everyone knows. Nobody is eliminated, but our panel will decide on 'Who is the next OMK Idol'!

Get Ready

Roles for Uniformed Service Member

- Be an 'OMK Idol' judge
- Introduce yourself to the audience and share your musical 'likes' during the activity

Roles for Peer Volunteers

- Work with the youth on their songs
- Help boost youth confidence

Roles for Volunteers

- Coordinate youth and keep them focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of boom box, video camera and microphone
- Talk about how to teach the songs and about being respectful

Preparation Time: 1 hour

Space: Mobile Technology Lab/ Large room

Do Ahead

1. Schedule use of OMK Tool Kit
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC)
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of Mobile Technology Lab.
6. Read activity, set up the room with stage and tables.



7. Make contestant numbers for youth.
8. Copy Parent Letter and song sheets.
9. Download some American Idol highlights from www.youtube.com
10. Test the sound system and make sure it works.
11. Set up the video camera and make sure it is working.

Get From OMK Tool Kit

- Boom box with Disney Tunes/Patriotic Music
- Microphones
- Large American Flag

Procure Supplies

- Box of props. These can include: scarves, hats, gloves, pieces of material, strings of beads, heels, just about anything 'BIG' and shiny that you might have at home.
- Folding table
- Index cards, large and small
- Bags of suckers
- Video Camera (Mobile Technology Lab)

Background

Youth love music! Youth especially love music that resonates with what is going on in their lives. While loved ones are deployed, youth find it hard to tell others what they are feeling and cope with the experiences that they encounter at school and at home. Gaining the confidence to sing in front of a group and having fun with others who share the anticipation and experience of deployment can help youth share their feelings. OMK Idol will help youth overcome the embarrassment and fear of singing in front of an audience and 'judges', and to gain the confidence to stand up and speak out for themselves in their community.

Have your MFLC circulate and interact with the youth during the activity.

Set Up Your Space

(10 Minutes)

Set up a stage area with an American Flag as a backdrop and a table for the judges. Get the camera ready and loaded. Download some American Idol highlights from www.youtube.com and have that playing on the computer stations as the youth enter. Have a volunteer greet each participant to OMK American idol.

WHAT TO DO

OMK Idol

Introduction

(15 Minutes)

How many of you watch American Idol? It is always great to see how the contestants improve with each try they get to sing a song. They gain confidence and share a part of themselves with every performance. It is scary for everyone at first, when they have to sing in front of an audience, but it can be fun too!



Everyone will get a chance to be an OMK Idol and sing a song to the judges and the rest of the Operation Military Kids. We will be videotaping our episode and maybe you will see it on troop tube soon!

Icebreaker

OMK Star (15 Minutes)

Have everyone stand in a circle. Pass the microphone and sing your name and belt out the first line of your favorite product jingle or commercial!

Activity 1

(90 Minutes)

Today is patriotic song day. You may sing a patriotic song of your choice or you can use our song sheet. When you arrive in front of the judge, remember to state your name, your age, your loved one's name and unit, and the name of the song you will be singing.

1. Hand out the song sheets and contestant numbers.
2. Tell them they can have 20 minutes to grab some props and practice.
3. Remind them that **EVERYONE** will sing for the first round.
4. When it is time to start, seat the judges and introduce them with the microphone.
5. Have the judges introduce themselves and their 'Musical' experience.
6. Pick a number out of a hat or randomly choose the first contestant.
7. Have the judge prompt the kid to state their name, age, loved one's name and their unit. Then have them announce the song they will be singing.
8. Everyone will sing a song. At the end of each song, everyone should clap.
9. Judges should ham it up, but always give a "thumbs up."
10. After each person is done, hand them a sucker.
11. Everyone is a winner!
12. After youth have completed the first round, do a second round if they want. Not everyone has to participate during this round.
13. Optional: if you have time, watch the tape.
14. Facilitate the 'Talk It Over' section.

Talk It Over

(15 Minutes)

★ *Reflect:*

What was the most surprising thing you learned about yourself by singing in front of other youth?

How did singing your song make you feel?

How did you work with others to do a better performance?

Why did you select the song you did?

How did having to select a "patriotic" song make you feel?

★ *Process:*

What was the most challenging part of being an OMK Idol?

What was the most challenging part of singing your song?

If you were to do this again, how would you do it differently?

How does music help express feelings, emotions?



- ★ **Generalize:** What did you learn about others by being an OMK Idol?
How do you think being a participant in OMK Idol is important to how you communicate and share your daily life and feelings?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings?
- ★ **Apply:** How can you relate singing your song to the work of your deployed loved one?
How can you use these skills in other situations?
Why was being an OMK Idol important to you?
What are other positive ways that you can share your feelings?

Enhancement

Find ways to sing more often. This can be at your place of worship, school or by forming a singing group with friends. Think about writing your own songs. What would you sing about? Think of other ways, types of music, and words that can be combined to express feelings.

Closing

Performing a song in front of an audience, by yourself, can make you feel good and be a good way to express your creativity. Use may want to use singing to express how you are feeling about the upcoming deployment of your loved one. Try your singing skills at home and compose songs to express your feelings. Remember, music of any sort can be a powerful force to lift your spirits while your loved one is mobilized.

Share your music, your playlist, or your next song with your family, friends, and loved one. Use the Internet to send videos of yourself singing and to share your musical abilities. You will be surprised at how much they appreciate your effort. When you communicate and share with others about how you are feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



OMK Idol

Dear Family,

Today your Operation Military Kid became an OMK Idol! They did an awesome job of singing patriotic songs and having fun. Youth love music, especially music that resonates with what is going on in their lives.

When Service Members are deployed, youth find it hard to tell others what they are feeling. Gaining the confidence to sing in front of a group and having fun with others who share the anticipation and experience of deployment, can help youth talk about their feelings. OMK Idol may help your youth overcome the embarrassment and fear of singing in front of an audience and 'judges'. In participating in OMK Idol, we hope your youth feels more confident to stand up and speak out for themselves in their community.



We hope they continue to use music and songs to express and share their feelings and gain confidence to stand up in embarrassing and stressful situations at home, in their schools and in their communities. Your youth were wonderful!

Thank-you for bringing your youth to this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach Activity.

Best regards,

Conversation Starters:

- Who do you think is your hardest audience?
- What is your biggest fear?
- What is the one talent you are most proud of?
- Who is your harshest judge?
- What is your favorite band? Why?





OMK Idol Song Sheet

America, The Beautiful Lyrics by Katharine Lee Bates - 1913

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassion'd stress
A thoroughfare for freedom beat
Across the wilderness!
America! America! God mend thine ev'ry flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America! May God thy gold refine
Till all success be nobleness,
And ev'ry gain divine!

O Beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

AMERICA My country, 'tis of Thee Lyrics by Samuel F. Smith – 1832

My country, 'tis of Thee,
Sweet Land of Liberty
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let Freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet Freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our fathers' God to Thee,
Author of Liberty,
To thee we sing,
Long may our land be bright
With Freedom's holy light,
Protect us by thy might
Great God, our King.

Our glorious Land to-day,
'Neath Education's sway,
Soars upward still.
Its hills of learning fair,
Whose bounties all may share,
behold them everywhere
On vale and hill!

Thy safeguard, Liberty,
The school shall ever be,
Our Nation's pride!
No tyrant hand shall smite,
While with encircling might
All here are taught the Right
With Truth allied.

Beneath Heaven's gracious will
The stars of progress still
Our course do sway;
In unity sublime
To broader heights we climb,
Triumphant over Time,
God speeds our way!



Grand birthright of our sires,
Our altars and our fires
Keep we still pure!
Our starry flag unfurled,
The hope of all the world,
In peace and light impearled,
God hold secure!

Yankee Doodle Lyrics

Father and I went down to camp,
Along with Captain Gooding;
And there we saw the men and boys,
As thick as hasty pudding.

Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

There was Captain Washington
Upon a slapping stallion,
A-giving orders to his men,
I guess there was a million.

And then the feathers on his hat,
They looked so' tarnal fin-a,
I wanted pockily to get
To give to my Jemima.
Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

And then we saw a swamping gun,

Large as a log of maple;
Upon a deuced little cart,
A load for father's cattle.

And every time they shoot it off,
It takes a horn of powder;
It makes a noise like father's gun,
Only a nation louder.

Yankee doodle, keep it up,
Yankee doodle dandy;
Mind the music and the step,
And with the girls be handy.

Other songs to sing: Star Spangled Banner,
Stars and Stripes Forever, God Bless America,
The Halls of Montezuma, The Battle Hymn of
the Republic.

**If you have Internet access, you can look
up more lyrics!**



Setting Down Roots

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Nurturing Relationships
- ★ Communication

Activity Overview

Participants will learn basic tree knowledge and receive a tree to plant with a Service Member.



Shout out!

Come and discover the world of trees! Participants will discover what trees have to offer us and bring a tree home to plant with a Service Member. Participants will also have a brief instruction in how to communicate with a deployed Service Member.

Get Ready

Roles for Uniformed Military Personnel

- Discuss with the youth the significance of communication with Service Member
- Assist in lesson plans

Roles for Volunteers

- Assist with management of class behavior
- Assist with putting on tree discs
- Assist with snacks
- Assist with card making

Activity Orientation for Volunteers: ½ hour

- Go over instructions for planting a tree, when youth ask
- Go over how to make tree discs and cards

Preparation time: 1 hour

Space: Indoor space and outdoor space to plant tree (if available)

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for more markers, embellishments and scissors.



6. Contact local DNR or US Fish and Wildlife Forester and request planting instructions and trees to plant that are indigenous to your area or locate a source of alternate indoor trees like bamboo, palm, fir or fig etc. in your area and ask for donations.
7. Type up index-card size planting instructions that will be sent home with youth and their tree.
8. If able, contact site coordinator regarding the possibility of planting one tree in honor of the group.
9. Order Tree Discs from Nature Watch - <http://www.nature-watch.com/cgi-bin/naturewatch/201s.html>.
10. Make copies of handouts.
11. Choose a snack that is a by-product of trees.
12. Cut cardstock to 4" by 5".
13. Make copies of Parent Letter.

Get From OMK Tool Kit

- None

Procure Supplies

- Snacks
- Trees – 1 per kid
- Tree Discs – 1 per kid
- Permanent markers
- Cardstock
- Washable markers
- Shovel
- Pots for trees if planted for indoor use

Background

Trees provide many products that we use on a daily basis. As participants learn the basic knowledge trees, they will also learn about how as their tree grows when the Service Member is deployed, so will they. Planting a tree or nurturing a tree in a pot, with the Service Member will not only provide an activity for them to do together, but will provide a talking piece for them during deployment. Youth can take pictures of their tree and themselves to send to the Service Member. Planting and nurturing a tree is a significant ceremony to honor a loved one and as the tree matures, it will provide us with many resources in our environment, whether outdoors or indoors.

Set Up Your Space

Indoor space should allow adequate room for the youth to present, sit in a circle and have enough room to do the activities. If available, outdoor space with trees for a nature walk and room to plant a tree in honor of the youth would be a great addition to session.



WHAT TO DO

Setting Down Roots

Icebreaker

Tree Discs (15 Minutes)

- Pass out tree discs and permanent markers to youth.
- Instruct them to count the number of rings on their tree disc. They will use this information later.
- Have the youth decorate the disc with their name.
- Assist youth with tying the disc around their necks with the string provided.
- Have youth sit in circle and introduce themselves.

Introduction

Trees (15 Minutes)

1. Introduce counting rings on trees from the Talking Trees handout.
2. Ask youth to look at their tree discs and count the number of rings again.
3. Around the circle, have the youth say how old their tree was at the cutting.
4. Ask, are there other markings on the disc that tell us a story about the tree? Did you count the same number of rings as you did when you first received the disc?

Activity 1

Tree Snack (30 Minutes)

1. Ask youth to list products that they get from trees.
2. Write the list on a poster paper for all to see.
3. Pass out snacks.
4. Pass out My Couch is a Tree? handout as they are having snack and discuss.

Restroom Break

(10 Minutes)

Activity 2

Trees and Me (20 Minutes)

1. If you are able to have a Forester join the group, have their Forester discuss the Forestry career and how to plant the tree. If you do not have a Forester, talk with the youth about the trees that they will receive. Tell them – this tree is for you and the Service Member to plant together before they are deployed. Take a picture of yourself with the tree to send with the card that we are about to make. Throughout the time of deployment, you can take care of the tree that you planted together and send updated pictures of you and your tree (If session takes place in winter, youth can plant the tree in a large planter indoors until weather permits healthy outdoor planting).
2. Introduce Uniformed Military Personnel. Have them discuss the importance of communication with the Service Member.

Activity 3

Honor Cards (20 Minutes)

1. Pass out cardstock and have the youth fold it in half to make card.
2. Instruct them to make a card for their Service Member to honor them with the planting of their tree.
3. Use Talk It Over questions to stimulate discussion for the group.



Talk It Over

- ★ **Reflect:** What did you learn about trees today?
What products were you surprised to hear come from trees?
What did you learn about trees that you did not know before?
How did you feel about making the card for your Service Member?
- ★ **Process:** Why are trees important to learn about?
Why is it important that we communicate with our Service Members?
What are some ways that you can communicate about your tree to your Service Member?
- ★ **Generalize:** What will it mean for you to have communication back from your Service Member?
How is taking care of the tree like taking care of a relationship with your Service Member?
What help will you need from others to keep communicating with your Service Member?
What do you and your Service Member need to keep your relationship healthy and growing while you are apart?
- ★ **Apply:** Why is this important to your life?
What have you learned about yourself today?
How can you use those skills at home or school?
What are other ways that you can keep your relationship growing?

Enhancement

- Forester – Invite a DNR Forester into your activity to talk about trees and careers
- Visit the National 4-H Forests of Fun website for more resources - <http://www.4-hcurriculum.org/projects/forestry/>
- Take a nature walk

Closing

(10 Minutes)

As you go today, remember all the wonderful things that we get from trees. We use tree products every day. It is important that we take care of trees and plant trees to ensure that they are always around. You will also receive a tree and instruction card for you to use as you plant your tree with your Service Member. Take care of the tree and take pictures of it and you to send in the mail or through e-mail. Tell your Service Member about your tree and about you! They want to know how you are both doing. Thank you for being here!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. "Forests of Fun." Follow the Path: Level 1. Washington D.C.: The National 4-H Council, 2004, revised 2008. Pages 5, 30.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Setting Down Roots

Dear Family,

Today we learned about trees, how they grow, and what they give to us. Each youth received a tree to bring home and plant with the Service Member as a reminder while they are away. The youth also made a card honoring the Service Member, which can be sent when the deployment takes place. Please help your youth plant the tree according to the attached planting instructions.

If you are unable to plant the tree at your residence, contact community resources to ask if your family can plant the tree. Check with schools, city/county parks or local nursing homes for other tree planting opportunities. Your local Forester may also have ideas.



Thank you for having your youth come to our program! Not only does this project help provide knowledge about trees through an activity for the youth and Service Member to do together before deployment, but it also reminds them of the importance of remembering the Service Member while they are away and offers a communication piece between your youth and the Service Member.

Thank you for allowing your youth to participate in the session today. If you have any questions about your youth's experience, please feel free to call me at _____.

Sincerely,



Conversation Starters:

- Let's walk around our house and identify what we have that comes from trees.
- What types of trees do we have in our neighborhood?
- Talk together about how the youth will write about the tree and themselves to the Service Member (take pictures of youth and tree, talk about how the tree has changed, etc.).



CHAPTER
1

Know Your Trees

Talking Trunks



Forestry Skill:
Aging trees by
counting their rings

Life Skill:
Interpreting
information

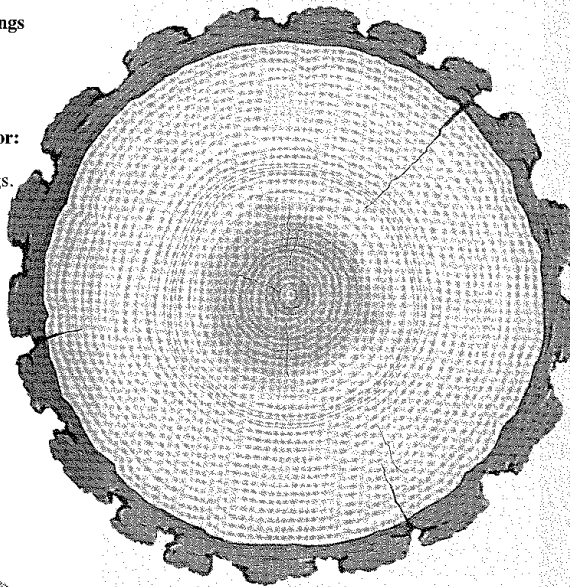
Success Indicator:
Ages trees by
counting the rings.

**Education
Standard:**
Characteristics
of organisms

Most of the large trees you see are much older than you — and even older than your parents and grandparents! How old? See if you can find the answer. In this activity, you will examine a tree's rings and use your interpreting skills to estimate its age.

Take a Hike!

On the diagram of the tree trunk below, draw a line to the ring that was added when you were born and record the age of this tree trunk.



Tree Talk

Tree Ring

Age

Tall Tales (Talk it over with your helper)



Share

How did you tell how old the tree was when it was harvested?



Process

What can you learn by studying a tree's rings?



Generalize

If you planted a tree today, what important events would you like to mark in the life of the tree?



Apply

How does knowing how much history a tree has lived through help you understand how time passes?

Budding Knowledge

Finding the Age of a Tree

A **tree ring** is added under the bark each year — the greater the width of the ring the better the growing conditions.



My Couch Is a Tree?

You may not like the sound of depending on a tree for your next meal, but in this activity you'll use your learning skills to find the many different products, even the things we eat, that come from the forest.

Take a Hike!

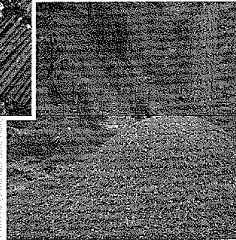
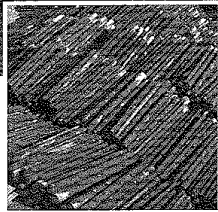
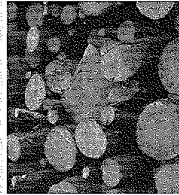
Complete the word find to see just a few of the products that come from trees and other plants in the forest.

Forestry Skill:
Realizing the many products that we get from our forests

Life Skill:
Learning to learn

Success Indicator:
Completes the word find.

Education Standard:
Characteristics of organisms



Tree Talk

Forest products



The cashew is not actually a nut.

Forest Products Word Find

Z R A L L I N A V F A D D S
B A L L O O N D A C D M N P
M A K T Q S A O C O C O F E
A M S A A W E O O L A U U N
P W U E S B A R C A B T R C
L A T S B S L L O W I H N I
E K R H H A F E N E N W I L
S P A P E R L X U U E A T B
Y D I D O H O L T K T S U R
R L L B N E O O B E S H R U
U K I O A J R Y M A D L E M
P R N A I S S T T S T L I U
V O G T P O A M R A T I U G
H C O F F E E B E A N T E P
W C L I N C O L N L O G S A
S K C I T S N O M A N N I C

Forest Product Word Bank

Balloon	Door	Paper
Baseball bat	Floors	Pencil
Boat	Furniture	Piano
Cabinets	Guitar	Railing
Cocoa	Gum	Table
Coconut	Lincoln logs	Vanilla
Coffee bean	Maple syrup	Walnut
Cola	Mouthwash	
Cork	Mushrooms	



Safety Comes First!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Health/Safety
- ★ Analyzes Situations & Information
- ★ Making Decisions
- ★ Safety skills related to fire, first aid, telephone, and internet safety
- ★ Personal Safety related to managing self



Activity Overview

Practice decision-making skills in everyday situations that help youth recognize how to be safe and enhance personal strengths.

Shout out!

Have fun while learning to be safe! Through play and practice, you will look at First Aid, Fire, Telephone, and Internet safety. You will find that it is easy to be safe!

Get Ready

Roles for Uniformed Military Personnel

- Set up and help lead activity stations such as First Aid
- Share experiences

Roles for Volunteers

- Set up and clean up activity stations
- Share experiences
- Assist youth, especially youth with special needs

Activity Orientation for Volunteers: 1 hour

- Ability to work with K-5th grade youth
- Read through curriculum and supplies needed at stations
- Become familiar with specific activities to be led

Preparation time: 1 hour

Space: Indoor, classroom size space to set up activity stations.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Bring in volunteers early to train.
4. Schedule a Military Family Life Consultant (MFLC).



5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
7. Read instructions on activity stations.
8. Collect supplies & set up activity stations.
9. Make copies of handouts/Station directions.
10. Make tent cards with activity station names.
11. Print Parent Letter.

Get From OMK Tool Kit

- Balls and games

Procure Supplies

- Bell/Whistle to indicate time to change stations

Station 1-First Aid

- First Aid Kit per youth
- Check with local resources (physician, pharmacy, etc.) for donated supplies.
- Clean and dry container or self-closing plastic bag, labeled as First Aid Kit
- Band-aids
- First Aid cream
- Tweezers
- Alcohol Wipes
- 2" X 2" Gauze Pads
- Roll of Adhesive Tape

Station 3-Telephone Safety

- 2 telephones

Station 4-Internet Safety

- Piece of paper and pencil per participant

Station 5-Kitchen Safety

Facility oven or bring in microwave to cook mini pizzas.

Mini Pizza (ingredient for 6-8 youth)

- 1 can of refrigerated baking powder biscuits (substitution could be English muffins)
- 1 can pizza sauce
- Shredded cheese
- Toppings of your choice (olives, pepperoni, onion, etc.)

Optional: Collect a few props to show as examples related to scenarios

- Host this station in a kitchen facility, using facility examples for safety lesson
- If oven isn't available, check with local appliance dealer for use of microwave oven for this station

Background

A change in family structure may lead to the situation of unsupervised youth being home alone. Often times many families are caught unprepared. Being home unsupervised is a demanding



responsibility. Few youth have the broad knowledge or wealth of experience required to handle most adult responsibilities. Through this activity, youth will gain decision-making experience and skills related to personal safety.

Set Up Your Space

Volunteers set up their stations. All look for risk factors in the space; doors, broken chairs, electrical outlets, danger to younger youth, security etc. As youth arrive, use balls and games from the Military Recreation Kit for physical activities.

WHAT TO DO

Safety Comes First!

Icebreaker

What's Different? (15 Minutes)

Purpose: To test everyone's powers of observation while learning to notice things about individuals. Group size: 6 – unlimited

1. Everyone finds a partner and introduces him/herself.
2. Give the partners 30 seconds to inspect each other, taking note about things about their hair, clothing, jewelry, etc.
3. Have partners turn back to back and quickly change one to two things about themselves. For example: remove earrings, change nametag location, and put a pencil in their pocket.
4. Have partners turn back around and name what the other person changed.
5. Have everyone change partners, introduce himself or herself and repeat the activity.

Reflection:

1. How many changes were you able to identify with your first partner?
2. Was it easier to identify more changes with your second partner? Why?
3. Why might being able to recall these changes be important to personal safety?



Activities by Station (30-45 Minutes per station)

(3 Hours)

(Signal with whistle/bell when it's time to switch stations every 45 minutes)

Station 1 – First Aid

Introduction

This activity will help youth identify and practice using items in a First Aid kit to treat minor injuries that often occur in and around the home. Injuries occur with fairly high frequency in and around the home as a result of playing or doing household chores. Knowing something about First Aid in these situations is very important. It sometimes can make the difference between a lesser injury and a more severe one.

First Aid is what one does at once when an accident or sudden illness happens. This can be done for oneself or for someone else. An emergency is a situation in which there is a real or potential threat to someone's health or safety, and the youth is not expected or unable to handle the situation alone. If the situation is life threatening, youth should contact emergency officials immediately. First Aid training helps young people develop the safety consciousness needed to handle a non-emergency situation.

1. Make a First Aid Kit

This is not a complete First Aid kit. Other items can be added.

Check with local resources (physician, pharmacy) for additional supplies.

- Clean and dry container or self-closing plastic bag, labeled as First Aid Kit
- Band-aids
- First Aid cream
- Tweezers
- Alcohol Wipes
- 2" X 2" Gauze Pads
- Roll of Adhesive Tape

Discuss with participants what each supply might be used for in a non-emergency situation.

2. Practice First Aid scenarios using extra demonstration items.

Scenario 1: A youth has a small burn on the back of their hand. Have the youth give first aid to the imaginary burn. How should this be treated? (Immerse burned area in cold water immediately for a minimum of 5 minutes. Apply First Aid cream on the burn and cover with a band-aid.)

Scenario 2: One of the youth has a nosebleed. Have the youth give first aid to this imaginary nosebleed. How should this be treated? (Pinch the nose gently for five minutes, do not blow your nose or it could start to bleed again.)

Scenario 3: Cut on finger that is bleeding really badly. Have the youth give First Aid to this imaginary cut finger. How should this be treated? (Place gauze on the cut and apply direct pressure on the cut. Hold hand in the air above heart level. If still bleeding, apply second



piece of gauze, continuing to hold above heart level.) Once bleeding has stopped, apply First Aid cream and band-aid.

Be sure to show wound to an adult.

Scenario 4: Some youth have been playing football and one person was hit in the stomach. He's breathing funny and his face is turning blue. Is this an emergency? What do you do in case of emergency? (Emergency! Call for medical assistance immediately and follow their directions. Have someone stay with the victim until medical assistance arrives.)

Questions

1. What is the difference between an emergency and when you can administer First Aid?
2. Whom would you call in case of emergency?
3. Do you have a First Aid kit where you live?
4. Do you know where to find the First Aid kit?
5. Where else might you find a First Aid kit?



Station 2 – Fire Safety

This activity will help you identify and practice using items in fire safety help you practice real situations using role-play.

Introduction

The possibility of having a fire while you are home alone is frightening. Fire is a major cause of death in the home among school age youth. Reducing injuries and deaths due to fire requires you to know both how to prevent fires and what to do in case of a fire.

The most probable cause of home fires are those that are started with accidentally playing with matches, or lighters, grease on the stove becoming too hot or electrical cords on home appliances.

Questions:

1. What would you do if something in your room were on fire?
2. Have you ever been part of an accidental fire? How did you react?
3. How many of you have smoke detectors?

Smoke alarms or smoke detectors can detect a fire during its early stages. Once flames break out, there is only an average of four minutes to escape before being overcome by smoke. Smoke detectors need to be checked to make sure the battery is working. It's a good idea to do this annually on the same date. Many families check their detectors on January 1 of each year. Many also write the date the battery was changed on a piece of tape and place it inside the detectors cover.

Home fire extinguishers are important to have as part of your home safety. Raise your hand if you know where your fire extinguisher is where you live. When you get home, locate your fire extinguisher.

How many of you have a family planned escape route for your home? This is an identified plan of how to leave your home in case of a fire. Each room should have a safety route to escape. Identify a place for the family to meet well beyond the house where everyone is to gather once they have left the house. These can be places at the neighbors or other location away from the house. All family members and frequent visitors (your friends) should know where this location is so you can locate each other.

Practice Fire Safety Situations

Scenario 1:

It's a good idea for your family to have a fire escape plan and to practice it.

- Share a plan that you may follow to escape from your bedroom
- Where would your family meet? (Neighbor's house, tree across the street)
- What would be your second escape plan if the fire were outside your bedroom door?

Response: It's important that families have an escape plan as well as an identified location to meet. Many local fire departments have stickers that you can put in the bedroom window of younger youth or special needs persons. It signals to the fire personnel that there might be someone in that room who would need assistance to get out.



Caution the youth to feel the door/door handle before opening it to escape. If it's hot or if there is smoke coming in under the door, do not open it. Take a blanket from your bed and stuff it under the door to help prevent smoke from coming into the room. Then open a window as an escape route. If you can't open the window, take a chair or something else strong and break the window. Shout loudly to attract attention, calling for help. It's a good idea for families to have a fire ladder that hooks over the windowsill with rungs that drop down as part of the second escape route plan.

Scenario 2:

In most communities, contacting emergency response is as simple as 911.

Do you call 911 from inside your home? (Not if there is a fire! Escape and go to a neighbor's house, or use a cell phone.)

Response:

The key is to call from outside your home or from your neighbors

Do not hide in a room or a closet; get out of the building even when you are scared.

Remember to get yourself and your family members out first and NEVER go back in for a pet.

Scenario 3:

When calling 911, what type of information will the 911 operator ask you to share?

Response:

- Full name of the caller
- Address of emergency
- Type of emergency
- Directions to your home
- Number calling from

Questions:

Do you know the address of where you live? Street/county road address and city?

Do you know your telephone number? It's important to learn this information in case of an emergency. Practice using the phones, pretending to call 911 Emergency. (A volunteer could pretend to be the dispatcher taking the call and should ask questions about the emergency, if they are still in the home, etc.)

Scenario 4:

Now we will read a question and several answers. We will ask for the best response. I will read all of the choices first and then read them again. When I read them the second time, give me thumbs up if you think the answer is a good one, thumbs down if you don't think it's a good one, and an open hand moving side to side, if you are not sure or think you need more information. (Repeat the directions.)

What if you were putting out a grease fires on your stove and your potholder catches on fire? Should you...

- a. Throw it outside.
- b. Drop it and run to a neighbor's house.
- c. Drop it and stomp on it.
- d. Drop it in the sink and run water on it?



Response: Oil and grease fires can be extinguished by cutting off the oxygen supply. Dropping it and stomping on it will cut off the oxygen supply.

Discussion:

Often putting a lid on the burning pan and shutting off the heat source will extinguish the fire. Flour, baking soda, or a fire extinguisher will extinguish the flames. Remember, water and oil do not mix so putting water on it will only cause the oil to bubble up more and you might be splattered with hot oil/grease.

Scenario 5:

You are at home alone and your toaster starts on fire. What should you do?

- a. Call your neighbor to help you.
- b. Blow on the fire until it goes out.
- c. Try to slap the fire out with a kitchen towel.
- d. Unplug the toaster and carefully watch to make sure nothing else starts on fire.

Response:

Burning toast in the toaster can be extinguished by cutting off the heat source. This is done by unplugging the toaster.

Scenario 6:

You are cooking in the kitchen and your sleeve catches on fire with a small flame.

You should...

- a. Stop, drop, and roll.
- b. Try to slap the fire out with a towel?
- c. Blow on it until the fire goes out.
- d. Run outside and yell for help.

Responses: Stop, drop and roll until the fire is extinguished.

Why would you not slap the fire out with a towel?

Why would you not blow it out until the fire goes out?

Would running outside to call for help be wise? When might that be wise?

Scenario 7:

You see a fire or smell smoke in your house. You should ...

- a. Go upstairs to get your gerbil and then exit the house.
- b. Call out names of others at home and get out.
- c. Hide in a closet until someone comes to get you.
- d. Get out and go to a neighbor and call 911 emergency.

Responses: Call out names of other people at home and everyone leave the home.

Do not try to go retrieve your pet. Why would that be? You could be killed trying to retrieve your pet. Why not hide in a closet? The smoke and fire will kill you in the closet.

A second acceptable answer is to get out and go to the neighbors to call 911.

Optional activity: Bring in a fire extinguisher and have the youth practice using this tool.

Remember that most fires can be prevented. The dangers of fires in at home situations are very real. It's important to know what to do in the case of a fire. You may want to talk your parent or guardian when you get home to ask about your escape plan and how they would react if a fire occurred.



Station 3 – Telephone/Cell phone Safety

Introduction

Telephone calls to parents and friends provide answers to questions and provide reassurance. When emergencies arise, the phone provides immediate contact with those who can help. It's advised that you and those you live with develop a list of emergency phone numbers and post this by the phone so they are readily available should you ever need them.

There are sometimes when a phone call can make us feel uncomfortable. This station will provide you with telephone skills to use when you are home alone. If you have an answering machine, it's a good idea to let it screen your calls when you are home alone. We are now going to role-play some scenarios with the telephone.

Scenarios

Talk about the following scenarios, allowing the youth to play the parts and give responses.

Scenario 1: The telephone rings and you are expecting it to be your neighbor, so you answer it. The person on the phone asks if your parent is home. You don't recognize the voice. What would you say? (One should never admit to a stranger that they are home alone. You would want to tell the caller that your parent is busy and cannot come to the phone at the present time.) Ask if you can take a message or a phone number so they can call them back.) What are other answers or reasons you could use?

Scenario 2: The telephone rings and you let it go to the answering machine. No one is speaking, but before the phone disconnects you hear someone say, "Yep, it's a good time, no one is home." What would you do? (This is the time to call your local police or sheriff and report what just happened. They would rather come to your home and check out a presumed situation than get a call later that something happened. When you call them, be sure to identify yourself and say that you are home alone, then tell them what you heard on the phone. They will tell you what you should do. Don't hang up until you are told to or until emergency personnel arrive.)

Scenario 3: While Julie is home alone, the phone rings and she answers it. A strange man begins talking. He tells her that he loves her and lots of other weird things. She hangs up the phone right away. Shortly the phone rings again. What would you do if you were Julie? (Julie should not answer the phone. When it stops ringing, she could call her parent or local law enforcement for advice. If the phone has caller ID, do not erase the number as that will help the call.)

Scenario 4: Pretend you are home alone. The phone rings, and the answering machine picks up. It's Mrs. Gray, the school nurse calling about updating your health information. You know the answer to what she is asking. What do you do? (Even though Mrs. Gray is a trusted adult, and one you know, it's best to let an adult call her back with the information.)

Reflection

1. Did any of the situations we talked about make you feel uncomfortable? Why?
2. Is there ever a time that it would be OK to answer the phone and let the person calling know you are home alone?



Station 4 – Internet Safety

Introduction

The use of the Internet connects us with friends and resources rapidly. How does the Internet help us? While it's a wonderful tool to use, it also has its dangers. As we do the activities let's think about what could be dangerous about Internet use; what are rules you might follow to be safer on the Internet at home; and are we any safer on the Internet at school or the library than we are at home? The activities we are going to do now should enhance your ability to recognize dangers on the Internet. We need to remember that the Internet is a tool to be used correctly. If it isn't used correctly, it could be a tool that gets one hurt.

Who Do I Know/Who Knows Me?

- Give each person a piece of paper and a pencil.
- Have each write their name on the left-hand side of the page about halfway down.
- To the right of their name, have them draw three lines.
- Now it's time to meet others in the group. Ask three people in the group to write their names on one of the lines.
- Ask the same three people to draw three lines from their name and write the names of three of their friends, one on each line.
- Each person should now have their own paper.
- Ask: "Do you know all of the people whose names are written on your page?"
- Ask: "If each of the last nine names on your diagram gave your name to three of their friends, how many people would now have your name?" (Twenty-seven people.)
- Ask: "Would it be a good idea to talk to all of these people on the Internet? Why?" (No, because you don't know most of them. Because you don't know them, you shouldn't trust them.)
- Ask: "How would you feel if one of the people you don't know contacted you online?" (Confused, uncomfortable.) www.NetSmartz.org

What rules do we have to help us stay safer on the Internet?

Discuss what Internet safety rules they would follow in the following situations.

Have the youth complete the sentences below, then briefly share answers from the group.

- If I come across any information that makes me feel scared, uncomfortable, or confused, I will...
- If someone online asks me for a picture of myself, I will...
- If someone I first "met" online asks me to meet him or her in person, I will...
- If someone online asks me for my personal information, I will...
- If I see any messages that are mean or make me feel scared, uncomfortable, or confused, I will...
- If I receive a file over the Internet from someone I don't know, I will...
- In order to set up rules for going online, I will... (Discuss any additional rules the group would like to add to their list.)

Reflection Questions

1. What are some of the real dangers of Internet use?
2. How can you avoid the dangers?
3. Who can help you set up your Internet use rules?



Station 5 - Kitchen and Food Safety

How do you know that our food is safe to eat? How do we protect ourselves from accidents in the kitchen?

Kitchen safety and food safety are important issues for all youth, but especially for those who are in the kitchen without adults. Prevention strategies and awareness can help avoid kitchen accidents and food poisoning.

Scenario 1:

If you spill in the kitchen what should you do?

Response:

If you spill, clean it up. Spills left cause many of the slips and falls in the kitchen. Shoes left untied, can cause a person to fall. This would be particularly dangerous in the kitchen if you were carrying a sharp or breakable object or a pan of hot food.

Scenario 2:

If you are carrying a knife or scissors, what's the best way to carry this item?

Response:

Always carry a knife or scissor at your side with the blade pointed down. If there is a protective cover on the knife or scissor, leave it on until you get to the place where you're going to use it. Always walk, don't run when carrying a sharp object. When you are putting away a knife or scissors always put the knife blades in their protective covers before putting them away.

Scenario 3:

You are using a knife and drop it, what should you do?

Response:

Don't attempt to catch it, in fact it is safer to jump back so it doesn't land on your foot. Once it has landed on the floor or counter, wash it off with soapy water and then continue to use it. Be sure you are picking it up by the handle, not the blade. Also remember always use a cutting board and cut away from yourself. This is true when using a carrot peeler too.

Similarly, if you need to get something that you cannot reach, don't stand on an open drawer or jump to reach it. Use a sturdy step stool to prevent the fall.

Scenario 4:

You're cooking noodles in a pan on the stovetop. Is there a certain way the pan should be on the stove?

Response:

Always turn panhandles in toward the center of the range when cooking. If the handles are left pointing out, someone may come by and bump them. This could cause the contents to spill and the person might get burned by the hot water or hot noodles. Also, be very careful when you're going to drain hot water from noodles. Do this in a colander at the sink. Use a potholder to move the pan from the range to the sink, carefully raising the lid of the pan away from you to prevent a steam burn. Pour the contents into the colander. You can then transfer it to the serving dish or back to the pan if you're adding a topping at this time.



Scenario 5:

You are going to lift a lid off a pan on the stove; do you need a potholder?

Response:

Always use potholder when handling hot pots. Lift lids away from your body, allowing the steam to escape before checking the contents of the pan. Use utensils that have wooden or plastic handles as metal handles will conduct the heat and burn you.

Similarly when using the range, do not turn the burners on until you are ready to heat the food. Be sure to turn all burners off when you are done cooking. It's a good habit to turn them off before removing the pan.

Mini Pizza Activity

Ingredients:

- 1 can refrigerated baking powder biscuits
- 1 can pizza sauce
- Shredded cheese
- Toppings of your choice, sliced thin

Instructions:

1. Wash hands.
2. Press out biscuits to form crusts for mini pizzas.
3. Place on cookie sheet, one-inch part.
4. Spoon pizza sauce over the top, to within ¼ inch of outer edges.
5. Place favorite toppings on sauce.
6. Top with cheese, being careful not to have cheese extended over edges.
7. Bake at 375 degrees for 8 to 10 minutes.
8. Adaptation if you don't have an oven on site. Use microwave oven with English muffins. for crust and cheese for topping. Be sure plates are microwave safe.

Kitchen safety messages:

1. Wash hands with soap and water.
2. Wash counter space with soap and water.
3. Assemble all ingredients and supplies prior to creating pizza.
4. Preheat the oven.
5. With clean hands, form the pizza crusts from the biscuits and place on cookie sheet.
6. If you use pizza sauce from a can, be careful of sharp edges.
7. Put extra pizza sauce in a proper storage container. It should be used within 3 days or placed in a freezer for longer storage. Don't place the sauce in the refrigerator in the original can.
8. Slice toppings using a knife and cutting board. Show the proper way to cut with a knife, cutting down on the cutting board, not up against the thumb. Toppings that could be included are ham pieces, olives, and pepperoni.
9. Shred cheeses using a grater. Show the proper way to grate cheese, away and down, being careful not to get fingertips too close to the edge.



10. While pizzas are baking, discuss the proper storage or refrigeration of any left over ingredients. Wash utensils.
11. When pizzas are done, be sure your youth uses a potholder to remove. **Caution** the youth that the food is hot and needs to cool momentarily prior to eating.

While the mini pizzas are baking:

Food safety is an important key to prevent food poisoning. Many cases of food poisoning are unrecognized because the symptoms are mild like having stomach flu. They often occur long after the food is eaten. Make sure to keep cold food cold; put them in the refrigerator, keep hot food hot.

Discussion

What are some important things that you do to keep food safe at home?

1. Wash your hands and food surfaces often.
2. Wash your hands with soap and warm water for 20 seconds before and after handling food. Wash your hands before you make or eat a snack or meal, after playing with pets, and after using the bathroom.
3. Rinse fruits and vegetables with running tap water before you eat them.
4. Always use clean knives, forks, spoons, and plates.
5. Use a clean plate to put cooked foods on. Don't place them on the same plate that held raw meat, poultry, or fish.
6. Only put food on clean surfaces. Don't put your sandwiches or snacks on a dirty table or counter.
7. Keep your backpacks and books off the table or counter.
8. Look for signs that indicate that food isn't safe to eat. Check the color, the odor and the appearance.
9. Wash the tops of all cans and bottles before you open them.

Optional Activities and additional information found at:

http://www.fsis.usda.gov/Food_Safety_Education/For_Kids_&_Teens/index.asp



OPTIONAL BREAK

(10-15 Minutes)

Include physical activity such as: Frisbee, 4 squares, basketball, or soccer.

Talk It Over

(20 Minutes)

- ★ **Reflect:**
 - What are some of the important safety concepts you learned today?
 - What was your favorite part about these safety lessons?
 - What ideas surprised you? Why?
 - 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 safety day programs?
 - How can working together make things safe?
- ★ **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?
- ★ **Apply:**
 - What strengths do you bring to your family to help them be safe?
 - How did you learn about yourself by learning about safety?
 - How can you be responsible for the safety in your family?
 - How can you be a better team member at home?
 - What can you do to express your needs for safety while you are alone on in groups?
 - “What” did you learn about yourself by learning about safety?
 - What can you do to express your safety while you are alone “or” in groups?

Enhancement

Station 1 - First Aid

- Partner with local doctors, nurses or EMTs for the first aid section

Station 2 - Fire Safety

- Partner with the local fire station for a professional presentation on escape routes and fire safety or fire extinguisher demonstration. Many have Hazard Escape Houses that they would bring for the youth to explore and learn correct ways of escaping from a burning/smoke filled house
- Home fire safety information:
http://www.fsis.usda.gov/Fact_Sheets/Fires_and_Food_Safety/index.asp

Station 4- Food Safety

- Utilize the USDA food safety activity booklets:
http://www.fsis.usda.gov/PDF/BFS_Activity_Book_Color.pdf
<http://www.foodsafety.gov/~dms/cbook.html>
- Visit kitchen with youth and identify some safety features to beware of while working in facility
- Partner with a local restaurant to use their donated resources to create mini pizzas



Closing

Personal safety is very important to all of us. Knowing how to be able to provide the correct response to the scenarios in this program will aid in real situations. Remember not to panic, and to react quickly and correctly to any of situations as we practiced today.

Credits/Sources

Doering, Shirley, Asche, Kimberly, Damerow, Diane, Lund, DeeAnn. Self Kare for Kids. University of Minnesota Extension Service, 1994.

National 4-H Cooperative Curriculum System, Inc. First Aid in Action. Washington, D.C.: The National 4-H Council, 2005.

Procedures for Emergency Care. South Central MN Emergency Medical Services.

Activity developed for Operation: Military Kids Deployment Cycle Support Experience Yellow Ribbon Youth Outreach by: Kimberly Asche & Shirley Doering, 4-H Extension Educators, University of Minnesota Extension Center for Youth Development, 2009.



Safety Comes First!

Dear Family,

Today we practiced safety issue concepts with your youth.

The safety issue scenarios were a great way to identify safety issues and how to respond to different situations. We recognize that there are many changes happening in families as deployment of a Service Member nears. In some cases, this means parents are beginning to consider the possibility of having youth care for themselves before or after school rather than being cared for by others. Many of the safety concepts covered in this lesson are the foundation to learning self-care concepts. Youth who gain confidence in their own abilities are less likely to be afraid or make mistakes that could lead to personal injury.



Help your youth talk about the safety elements covered today. You may want to review your family fire safety escape route. Maybe you would offer suggestions regarding key family kitchen safety guidelines, for example, which appliances the youth can use without adult supervision. Have them share the different scenarios covered and the recommended action steps regarding Internet safety and telephone safety.

Thank you for helping your youth participate in Operation Military Kids Deployment Cycle Support Yellow Ribbon Youth Outreach Activity. If you have any questions about today's activities, please feel free to contact me at _____.

Best Regards,



Conversation Starters:

- What is our family meeting spot outside our home?
- What do we do in case of a fire in our home? What are our escape routes?
- How do you know how to trust people on the internet?
- What are the real dangers of internet use and how can you avoid the dangers?
- Are there any family safety guidelines you would like to talk about?
- Who is your designated safety contact person, should you not be available?
- How do you decide who you can trust on the internet?

Safety Comes First!



Scrapping and Laughing

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: up to 100

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Sharing and Nurturing Relationships
- ★ Stress Management
- ★ Resiliency

Activity Overview

Youth will create a scrapbook that they will fill in while their Service Member is deployed and learn to relax with laughter and yoga.



Shout out!

Come laugh with us! We will learn how to lose stress by laughing. We will also make a scrapbook that youth can journal or draw in during the deployment. The scrapbook will give the Service Member an inside view of their youth while they were deployed.

Get Ready

Roles for Uniformed Service Member

- Share a funny story about their youth or something funny that happened during deployment
- Help youth bind their scrapbooks

Roles for Volunteers

- Help set-up the scrapbooking tables and clean-up after
- Work one-on-one with youth who need additional help
- Assist Uniformed Service Member with the assembly of scrapbooks
- Supervising the making of Tension Putty-helping youth mix their putty to the right consistency

Activity Orientation for Volunteers: 1 hour

- Overview on scrapbooks and how to assemble them
- Introduction to laughter and yoga and other youth relaxation techniques

Preparation time: 1 ½ hours

Space: A large space with tables and chairs an open area to view a projection screen..

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional embellishments, markers and scissors.
6. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system.
7. Purchase scrapping supplies. Should have one page per week the deployed Service Member will be gone. Err on the side of caution and include extra pages-you do not want the youth to have false expectations about when their Service Member is coming home and they can always scrap the homecoming on the extra pages. The Army generally deploys for 12 months, or 52 weeks; Marines for 9-10 months, or 36-40 weeks; Navy for 3-6 months, or 12-24 weeks; and the Air Force deploys for 6 weeks. However, the Air Force often deploys multiple times in a year so it is good to put in extra pages for their potential multiple deployments.
8. View Laughter Yoga DVD and be familiar with the concept and exercises.
9. Set up the room so as to have two distinct work areas; one with tables and chairs for scrapping the other area open so that youth can see the TV or projection screen when the Laughter Yoga DVD is played.
10. Copy the Parent Letter.
11. Have scrapping supplies on each table so youth have access to all the goodies.

Get From OMK Tool Kit

- Boom box with fun music
- 3-hole punch
- Laughter Yoga DVD
- Body Part Debriefing Bag

Procure Supplies

• Garbage bags (one per youth-can probably be saved and used again)	• Chip board (old cereal, cracker, etc boxes) in 8 ¼ x 8 ¼ squares
• 8x8 paper (enough for one sheet per youth per week of deployment plus 5-10 extra sheets per youth)	• Brass brads (3 per scrapbook)
• Glitter	• Water (and cups)
• Glue	• Bubbles
• Stickers	• Ziploc bags (one per youth)
• String	• Plastic spoons
• Markers, crayons, and/or paint (and brushes and water cups)	• Elmer's glue
• Themed paper	• Borax
• Binders (one per youth)	• Warm water (consider having a thermos with water in case there isn't water at the site)
	• Snack

Background

A deployment can seem like a long time and often it is all the little things that are missed that the Service Member and family most keenly feel. The youth are going to make a scrapbook with a page a week for the length of the deployment. The idea is that each week the youth chooses



something to write about, draw about, or include so the Service Member is still a part of the youth's daily life. Things to include could be a fall leaf, a concert program, game stats, pictures, etc. When the Service Member comes home, the youth and Service Member can sit down together, look at the last year of the youth's life, and start reconnecting.

The second part of the day involves laughter. Laughter is a great way to reduce stress and to exercise. The youth will do yoga to learn some new techniques have fun and relax. Since deployments are stressful times, it is great to have some de-stressing techniques at the youth's disposal. After yoga, the group will talk about and practice some other ways to reduce stress.

Set Up Your Space

Set up the room so as to have two distinct work areas; one with tables and chairs for scrapping the other area open so that youth can see the TV or projection screen with the yoga DVD. Have scrapping supplies on each table so the youth have access to all the goodies, it makes it easier for youth to work if they have all they need handy. Make sure the open area is clear for yoga. After yoga, have the youth sit in a circle and share other relaxation techniques. Have music playing as the youth enter the room.

WHAT TO DO

Scrapping and Laughing

Icebreaker

Musical Garbage Bags (30 Minutes)

1. Give each of the youth a garbage bag.
2. Have them dance/jump around while the music plays.
3. When the music stops, they need to sit on their bag. Explain that that if the game is too easy that you will take away a few of the garbage bags.
4. Explain that the youth still need to dance/jump and sit on a bag when the music stops. Do not explain further; let the youth figure it out themselves. (The youth should share their garbage bags with others.)
5. Continue eliminating garbage bags until only one is left. (Or more if there is a huge crowd.) The youth should eventually figure out that they need to open their garbage bag so more youth will fit.
6. This is a good way to get youth talking and interacting!

Activity 1

Scrapbooking (1 ½ Hours)

1. Start by giving each youth two pieces of chipboard; one for the front cover and one for the back cover. Have the youth decorate them. (And put their names on them somewhere.)
2. Give each youth one sheet of paper for each week their Service Member will be deployed, plus a few extras in case there is an extension. (The youth can always put homecoming memories in the book with the extra pages.)
3. Tell the youth that they are going to have a scrapbook page for each week of the deployment. Each week the youth should think of something they want to include in their scrapbook like: a fall leaf, a concert program, game stats, pictures, etc. Have them do some predecorations on the pages; themed paper for holidays or seasons, etc. Encourage them to get most of the pre-work done now so during the deployment they can focus on what they want to include in the scrapbook and do not get overwhelmed.



4. When the youth are done, have them take their scrapbook over to the Service Member for binding with brass brads.
5. Allocate about an hour-and-a-half for this but have some alternative activities for youth who finish early and have to wait: legos, k'nex, balls, jump ropes, hula-hoops, etc.

Break & Snack

(15 Minutes)

Activity 2

Yoga (2 Hours)

1. Gather all the youth together in the open area. Explain that you are going to do Yoga. Yoga is traditional yoga with a twist.
2. Make sure all the youth can see the TV or projection screen. Start the video and go around encouraging youth to participate.
3. When the DVD is over, have a water break.
4. Then sit in a circle in the open area and discuss/practice other relaxation techniques youth can use during the deployment and other stressful times in their lives.

Relaxation Techniques:

1. Start by asking the youth what stress is. When everyone's weighed in, try to combine the definitions into one. Share that combined definition with the group. Explain that there are many ways to relieve stress, is one, and below are more ways.
2. **Blowing Bubbles:** Blowing bubbles is very calming for youth. Plus, other people such as younger youth think the bubbles are fun, so it relaxes them.
3. **Breathing:** Have youth practice some breathing exercises. Point out that breathing is something they can do wherever and whenever they are stressed because it's private. Have the youth breath in a deep breath and hold it to the count of three. Then let out their deep breath and hold it for the count of three. Repeat as needed until the youth get the idea and feel comfortable doing it on their own.
4. **Stretching:** Youth can do these easy stretches to help relax. Have youth sit on the floor with their feet straight out in front of them. Have the youth touch their toes and then reach up to the sky. Have them repeat this 5 times. Then have youth stand up and reach down towards their toes. Allow gravity to pull their arms and head down, stretching the neck and back. Remind youth to go slow and be careful; you don't want any injuries!
5. **Muscle Relaxation:** Have the youth lie on their backs. Have them close their eyes and follow your directions. Have them relax their feet, feeling them drop to the ground and resting, then have them do their legs, torso, hands, arms, cheeks, mouth, and forehead. Have them lie there for a minute feeling relaxed. Tell them they could do that at home to de-stress themselves.
6. **Tension Putty:** Give each youth a plastic bag and a spoon (have them share if there's not enough.) Have them put one spoon of Borax in the bag and fill it 1/3 full with warm water. Seal the bag and mix. Have youth dump in glue bit-by-bit, mixing while they go until they get their own tension putty.

All told, Yoga and the relaxation techniques should take about 2 hours.



Talk It Over

Use the Body Part Debriefing Bag found in the Tool Kit. Try to ask the easier questions of the younger youth and the more complicated ones of the older youth.

NOTE: Please be sensitive to the unique circumstances of your group. Units or families with Wounded Warriors may be uncomfortable with the body part models.

- ★ **Reflect:** **Heart:** How did you feel when you arrived today? How do you feel now?
 Stomach: What was easy about today? What was challenging?
 Eye: Do you think your Service Member will like the scrapbook? Why or why not?
- ★ **Process:** **Ear:** Did laughing make you feel better? What happened once you heard someone laughing?
- ★ **Generalize:** **Brain:** What is one thing you learned today?
 Smiley Face: What did you think about today? Did you meet any new friends who you are going to keep talking to after today?
- ★ **Apply:** **Hand:** How is what you did today going to help you during the deployment? Who can you have help you with your scrapbook and relaxation exercises at home?

Enhancement

1. **Stress balls:** Take a balloon and stuff it inside another balloon so the balloon wall is doubly thick. Fill the balloon with rice or flour through a funnel. Tie the balloons and squeeze; now, you have made a stress ball!
2. April is National Humor Month.

Closing

Today we started preparing for when your Service Member deploys. Maybe you have been doing lots at home to get ready for the changes their leaving will bring or maybe you just found out they were going to be gone. Either way, I hope what we did today helps make you even more prepared for their departure.

Please fill in your scrapbook throughout the deployment. Feel free to put multiple things on each page for each week. The laughing exercises and other relaxation techniques are not just for the deployment; they are to help you anytime you feel stressed. Make sure to take time and relax throughout the deployment!

Credits/Sources

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist, 2009.



Scrapping and Laughing

Dear Family,

Today we made a scrapbook for your youth to fill out while their loved one is deployed. There is one page per week. Help remind your youth to fill in the page with stories, pictures, game stats, playbills, etc. Even a fall leaf is a great thing to include. When your Service Member returns, help schedule some time so that your youth and Service Member can sit down together and go over what has happened over the last year. It will help them start reconnecting.



We also did laughter yoga and talked about different things youth can do to relax during stressful times. We made Tension Putty and practiced different stretches and breathing that can help with relaxation. Encourage your youth to share all the different relaxation exercises we did and try to make time throughout the deployment to relax together.

Thank you for coming today and bringing your youth. Operation Military Kids calls Military Kids Hidden Heroes because they serve their country just like their Service Member. I appreciate your service on the home front with the family-you are a hero just like your Service Member and youth.

Sincerely,



Conversation Starters:

- Do you feel stressed now? How? Do you think when mom/dad/sibling/etc deploys your stress will lessen or increase? Why?
- When I feel stressed I _____.
- What else can you do when you feel stressed?
- Did you meet any new friends? How would you like to stay connected with them?



Over Here and Over There

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Caring
- ★ Empathy
- ★ Nurturing Relationships
- ★ Sharing



Activity Overview

Youth will learn about the countries of Iraq and Afghanistan through a variety of activities including games, map discovery, foods, stories and more! They will learn about some of the work that Service Members might be involved in while deployed. They will explore ways to stay connected to their Service Member during their deployment. There are more activities in this lesson plan than you will probably have time to do. You may pick and choose which activities you'd like to do based on your time with the youth.

Shout out!

Have you been wondering what it will be like “over there”? Together we’ll discover more about the countries of Iraq and Afghanistan. We’ll explore where they are located, the weather and the foods. We’ll talk about their culture, stories and games. We’ll also learn about the work our Service members do and how to play “Night Catch” using constellations in the sky.

Get Ready

Roles for Uniformed Service Member

- In Activity 2, briefly describe what soldiers might do during their training. Describe the geography or weather where you were and show which country you served in on the map or globe
- Talk about your experiences in the country you served. Bring photos or slides to show, if desired. Bring items from the country if you have some, such as currency, food labels, souvenirs, etc
- Read one of the “Soldier Stories” to the youth
- Read Night Catch to the youth
- Assist with other games

Roles for Volunteers

- Read one of the “Soldier Stories” to the youth
- Help set up and clean up each activity
- Assist with each activity as needed
- Read Night Catch to the youth
- Share facts about the countries from the “From Kids To Kids” section



Activity Orientation for Volunteers: 1 hour

- Read through entire lesson
- Familiarize yourself with some of the facts about life in these countries by reading the stories and “From Kids to Kids” pages. Locate Iraq and Afghanistan on a world map or globe.

Preparation time: 15 minutes 1-3 days ahead of event to make raisin drink

If baking Naan ahead of event, 2-3 hours of prep time.

General prep: 1-2 hours (adjust supplies and increase number of volunteers with larger groups)

Space: Indoor space with access to tables, access to electricity

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab for a laptop or bring your own
7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to show DVD images.
8. Make Raisin Drink 1- 3 days ahead of OMK event.
9. Print copies of US and world maps, and maps of Iraq and Afghanistan for Activity 2.
10. Print SkyMaps for Activity 5.
11. Highlight SkyMaps with highlighters if group is younger than 3rd grade.
12. Print Parent Letter.
13. Print copy of Soldier Stories from Appendix so they can be read to the group.
14. Optional: Print the “From Kids to Kids” pages as a take-home handout-1 per family.
15. Optional: Leader may print off a copy of the currency of Iraq and Afghanistan for the youth to view at: www.kmmcoinsandcurrency.com under “Currency Sets.”
16. If desired, obtain a book about constellations and stories, such as Kids Book of the Night Sky by Ann Love and Jane Drake. (Kids Can Press LTD) from your library or bookseller.
17. Decide ahead of time how you would like to do the Naan Bread making activity #3.
Option 1 is to have the youth make the Naan bread dough in a baggie, then later in the lesson fry it in an electric frypan and eat it. Option 2 is to make the Naan bread dough in a baggie and take it home with the directions and let the families bake it at home. The leader will then want to make a batch of Naan prior to the OMK event and bring it so that the youth can taste the bread during the event. Although frying the bread during the OMK event is not completely the real way to bake Naan, it will approximate what it looks and tastes like. Another option, particularly for those who live in larger cities, rather than the leader baking it him/herself ahead of time, would be to purchase Naan from an Asian or Indian market or restaurant.



18. Find the time difference between where you live, and the country where Service Members may be deployed.
19. Set up space for Activity 1 so it is ready to play as youth arrive.

Get From OMK Tool Kit

- Book: “Night Catch” by Brenda Ehrmantraut

Procure Supplies

Icebreaker

- Golf balls, 1 per youth
- Large marbles, 4-5 for each youth
- Chalk or yarn/string to make circles on floor
- Masking tape-1 roll

Activity 1

- Printed copies of: a world map for youth to draw on and printed copies of maps of Iraq and Afghanistan (see world map in Appendix. All maps may be downloaded free for this purpose at www.nationalgeographic.com/xpeditions then under Atlas maps)-1 per youth
- Larger maps of Iraq and Afghanistan, if possible
- Thin line markers or crayons
- Globe if possible. World map. Any globe or map needs to show lines of latitude

Activity 2

• Electric fry pan	• Plain non fat yogurt
• Extension cord	• Olive oil or vegetable oil
• Measuring cups: 1 cup and ½ cup sizes (2-3 of each, more for a group larger than 20)	• Butter -1 or 2 sticks depending on size of group
• Measuring spoons: 1/4 teaspoon (3-4 if possible, more for a group larger than 20)	• Large and small bowls for flour, salt, baking powder
• Gallon size zip lock baggies-1 per youth plus some extras	• Spoons for scooping flour and yogurt
• Wax paper-about 2 foot piece for each youth	• 2 plastic or metal spatulas for flipping the bread if you are cooking on site rolling pin(s)
• Ingredients for Naan Bread (see recipe for amounts needed for your size group):	• Paper plates
• Flour	• Napkins
• Baking powder	• Small paper cups
• Salt	• Bread knife for cutting Naan Bread
	• Plastic knives-about 10
	• Plastic tablecloths to cover work area

Activity 3

- A beautiful looking “jewel” necklace to use as a prop in the story
- Optional: 1 “jewel” to give to each youth (available at craft stores or could be ordered from a supply company such as Oriental Trading Co. (www.orientaltrading.com))
- Optional: other costume or prop items for the story (baby doll, crowns, apron, etc.)



Activity 4

- Printed copies of SkyMaps from www.skymaps.coms. (1 per youth)
- Yellow or blue highlighters
- Book: Night Catch by Brenda Ehrmantraut

Activity 5

- Foods from Iraq and Afghanistan (see description below)

Activity 6

- Computer and LCD projector access (if Service Member is going to show photo slides, or if using photo slides on CD)

Background

When you hear that your parent or other Service Member will be deployed to somewhere else in the world, what do you think? Youth have many questions about what this will be like for their Service Members, and for themselves, and their family members, here at home. They wonder about safety, what their Service Member will be doing, and often, what that new place looks like. Having some knowledge about this new place and what life might be like for their Service Member gives youth some comfort or sense of power over the unknown.

In this lesson, youth will:

- Learn about the geography, weather, housing, seasons and time difference of where their Service Member will possibly be deployed
- Understand some of the work done by Service Members in these places
- Learn about what life is like for youth and adults in these countries (is it the same or very different from their own life?)
- Hear about how Service Members stay safe while they are deployed

Set Up Your Space

- Prior to arrival, set up the play space for the marble game Bojol Baazi commonly played by youth in Afghanistan. Use masking tape or yarn to tape circles of 3 ft. diameter on the floor. You will need 1 circle for approximately 6 youth
- As youth arrive, invite them to join in the marble game Bojol Baazi commonly played by youth in Afghanistan on the floor
- You will also need tables to work at for some of the activities

Marble Game-Bojol Baazi (Rules)

1. Give each youth 3-4 large marbles and a golf ball as they enter the room.
2. Place marbles on the diameter line.
3. From outside the circle, players take turns rolling the golf ball to hit other marbles outside the circle.
4. Players collect any marbles they knock out until all marbles have been knocked outside the circle.
5. The player who has collected the most marbles wins.



WHAT TO DO

Over Here and Over There...

Icebreaker

Going Exploring!

After all youth have arrived, checked in and had a chance to try a round or two of Bojol Baazi, gather everyone together in a circle.

Introduction

Today we're going to explore some new parts of the world and discover what it might be like in two of the countries where Service Members might be deployed. (If appropriate, ask the youth if they know where there Service Member will be serving.)

I know when I think about someone I love going to a new place, I have all sorts of questions. Later on, we'll have a chance to find out about new things. First, let's get to know who's here with us right now!

This game is called "Going Exploring!" I'd like you each to think about this "If you were going exploring or going on a trip, what is one thing you'd take with you? Let's pretend that you already have any PEOPLE along with you that you want. So, I'm asking you to think of an object or thing you'd take...maybe it's your favorite toy, your pillow, a book, a favorite snack, or something else. (Allow time for youth to decide.)

1. Let's have _____ start. (You might ask the uniformed Service Member to start things out, or you can be the first person).
2. I'd like you to say your name, then what item you'd bring with you on your trip.
3. Then the person to your right will say their own name and their item, plus say the name and item of the person who went before them. (Have the first person begin, and help them with prompts as needed.)
4. After everyone has shared, you can ask if there is a youth who thinks they could remember everyone's name and have them try it. This can be determined based on age and size of group.

What are some games you like to play outside?" (Allow youth a short time to share answers.) When you got here, you had a chance to try the game Bojol Baazi. This is a common children's game in Afghanistan, but they don't play this game with marbles and golf balls. The name of the game is Bojol Baazi and those words mean "anklebone game". Youth in Afghanistan play this game with the anklebones of sheep. Lamb meat is one of those foods commonly eaten in Afghanistan, so youth collect the anklebones when their parents buy or cook lamb.

This is one example of something that is different for us in the United States and youth in the countries of Afghanistan or Iraq. Today we'll be learning many different things about life in these countries."

Return to playing Bojol Baazi if the youth have not all had a chance to play the game.

Activity 1

Where in the World Is...??

You will need copies of maps of the world, Iraq and Afghanistan.
You will also need larger maps of Afghanistan and Iraq, if possible.



1. Find your state-what state do you live in? Color the state or draw a picture of yourself in that state.
2. The youth may know that their Service Member will first be deployed somewhere in the US (perhaps for training). If the youth know where that is, have them color that state a different color and discuss in general what Service Members do during this time. The Service Member present can talk about this.
3. Talk about where the countries of Afghanistan and Iraq are in the world, using the world map. Using a globe for this purpose is also helpful. Ask the youth if they can find these countries on the map, and if they have heard anything about these countries...what the weather is like, the landscape, etc. If you have youth with a Service Member serving elsewhere, you can help them locate it on the map. Point out the lines of latitude and compare the latitude of Iraq and Afghanistan with where the youth live in the US or other large cities in the US. Depending on the age of the group, you can discuss how the climate may be similar in similar latitudes, along with other factors that may influence the climate. With an older group, you can let the youth know we will talk more about latitude when we do Activity 5 on exploring the night sky here and over there.
4. Use the printed maps of Iraq and Afghanistan to talk about where their Service Member will be stationed. This map can be taken home so that the youth and their Service Member can look at the location on the map. The parent letter will ask the parent to look at the map with their youth and “star” the city/area if known. If serving in other locations, additional maps can be printed from the website. Again, this activity may be modified based on ages of the youth.
5. Optional: Talk about the time difference from where you live to Iraq or Afghanistan. Explain this using time concepts familiar to the youth, for example: “If you get up at 8 AM, it will be _____ for your Service Member” or “When you go to the bed, it will be _____ for them.”

Transition:

Let’s listen to a Soldier Story telling us about some of their experiences while deployed. (Choose one or more to read).

Next we’re going to journey to the country of Afghanistan by finding out about a food that is common in that country.

Activity 2

Making Naan Flat Bread

Introduction

Naan (\ 'nān, 'nan\) is flat bread commonly eaten in Afghanistan and in many Middle Eastern countries. Today we’ll get a chance to try making this bread and we’ll taste test it! Naan is a round, flat bread. Often it is filled with cooked vegetables and rolled around them. Naan is also eaten with lamb meat or soups, or eaten plain.

Recipe for Naan

Naan (For a large batch for a group)

Makes 8-10 Naan (approx. 8-10 inch circles)-enough for 25-30 youth to sample

- 4 cups flour
- 1 teaspoon baking powder



- 1 teaspoon salt
- 2 cups plain low fat yogurt
- ½ Tablespoon olive oil or vegetable oil (approximate-for oiling the bowl)

Mix all ingredients in a large mixing bowl. Knead dough on a floured surface until dough feels smooth and elastic. Form dough into ball and place in oiled bowl, covered with a towel, to rest for at least an hour. After resting, take dough out and cut into 10 equal pieces. Then follow directions below beginning with step 12.

Naan “In a Bag”- (For individual youth to make their own)

1. Each youth needs 1-gallon size zipper top baggie.
2. Measure 1-cup flour and put in baggie.
3. Measure ¼ tsp. baking powder into baggie.
4. Measure ¼ tsp. salt into baggie.
5. Mix by squishing the bag gently.
6. Measure and add ½-cup plain low fat yogurt.
7. Gently squeeze air out of baggie and zip shut.
8. Mix dough by squishing the baggie until dough is well mixed.
9. Continue kneading the dough for about 5 minutes in the bag OR
10. If possible, take dough out of bag and place on floured surface, such as piece of wax paper. Knead for 5 minutes, sprinkle additional flour onto dough if needed as you knead.
11. Form dough into ball and put back into baggie. Let sit for 1 hour.
12. When ready to bake:
Heat a large frying pan or griddle with a non-stick finish. Put approx 1 Tablespoon of olive oil (or vegetable oil) into pan. Heat oven to 500 degrees.
13. Take dough out of baggie and form the ball into a flat, round shape. Dough should be flattened to less than ¼ inch thick, about 8-10 inches across. Use a rolling pin if available.
14. Place dough on hot griddle and cook over medium heat for about 3 minutes. It will puff up in places or all over, and there will be some black-brown spots on the bottom.
15. Slide a spatula under the Naan and transfer it to the oven, directly onto the rack, for a minute or two, just until it puffs up and begins to color lightly on the top.
16. **Note:** Putting the Naan in the hot oven, then flipping the over to broil setting for about 30 seconds, then back to 500 degrees-works well for getting it to puff up and brown nicely. You will have to experiment with your oven.
17. Remove Naan from oven and brush lightly with melted butter if you like.
18. Serve breads hot, fresh from the oven, or let them cool and wrap them up for later use. You can serve them whole or cut them into triangular pieces.
19. To reheat, wrap in aluminum foil in packets of four or five breads and put them in 350 degree oven for 10-15 minutes or until hot.

Source: www.recipezaar.com Recipe #203261

Note: To cook Naan with only an electric frypan for this OMK event, you may need to flip the Naan over after cooking the first side, just to ensure it is fully cooked. The bread will not be as puffy as it is when using a hot oven.



If you have decided to make the dough and cook and eat it at the OMK event, you will need to use other activities while the Naan is resting/rising for about 1 hour.

Gather the youth for “Legends and Fairy Tales.”

Activity 3 **Introduction**

Legends and Fairy Tales

Every culture and country has its stories-famous fairy tales, legends or other traditional stories that may date back hundreds or even thousands of years. Often the legend or fable has a moral-a lesson we can learn from it. Let’s think about some fairy tales or fables we know.

What are some of your favorite fairy tales or bedtime stories? (e.g. might include: Snow White and the Seven Dwarves, Cinderella, Sleeping Beauty, Anansi the Spider, legend of Paul Bunyan and Babe the Blue Ox, Aesop’s Fables such as The Tortoise and the Hare, The Boy Who Cried Wolf, etc.)

Youth all over the world have favorite stories or legends also. This is true for the countries of Iraq and Afghanistan as well. Let’s hear one of the legends told in Afghanistan. It is called “The Necklace of Life.”

- See Appendix for a short play of “The Necklace of Life”
- Youth can take the roles of the various characters and read through or act out the play by reading the script
- An alternative method is to have several of the staff or volunteers take the roles and read the story to the youth
- Use props as desired

After reading the play, engage in a brief discussion about the story:

1. What did you like about this story?
2. Did this story have a lesson or a moral to be learned? What was it?
3. Did you notice things that were similar in this legend to some of your favorite stories or fairy tales? (Answers might include similar characters like a prince, king, princess, a “wicked” character, good overcoming evil, etc.).

Activity 4

Sharing the Night Sky

You will need the Sky Maps of the night sky for the month. These should be downloaded and printed on a color printer, one per youth, and prior to this event. Go to: www.skymaps.com.

Introduction

One really fun thing you can share with your Service Member while they are deployed is looking at stars in the night sky. The US, as well as Iraq and Afghanistan are all in the northern hemisphere, or north of the equator. This means that the stars we will see at night will be pretty similar to what our parent or other Service Member will see when they are deployed. (Leader can modify this discussion if they are working with youth who have Service Members deployed to countries other than Iraq and Afghanistan). Before your Service Member leaves on their deployment, you can view the night sky at home and pick out special stars that each of you can look for no matter where you are!



Today we'll get to pick out a few of these that are pretty easy to find. But first, I want to share a story of a youth who had a parent serving far away and how they shared the night sky. This story is called: Night Catch by Brenda Ehrmantraut.

1. Read Night Catch by Brenda Ehrmantraut. (This is a great role for the Uniformed Personnel or a volunteer, if they are given a chance to read it beforehand so that they can read it with the youth with expression and good eye contact. You could also ask older youth in the group to read it over ahead of time then take turns reading the story to the younger youth. It is important to make sure that whoever reads is well prepared, expressive and can keep the youth engaged in the story with a good reading voice.)
2. Discuss the story.
 - Do you think a game of catch like this is something you could do with your Service Member?
 - What stars or constellations do you think you might share with your Service Member that you can look at while they are gone?
 - What are some other fun ways you might stay connected with a Service Member while they are gone?
3. Have uniformed Service Member talk about their own experience of the night sky while they were deployed. (Many Service Members have reported that the night sky is so incredibly bright in Iraq and Afghanistan, and they have just loved to star gaze because you could see so many more stars than in the US. This is primarily due to the lack of "light pollution." This means that since there are fewer large cities and the countries are more rural and use much less (or no) electricity, the night sky is darker and stars appear brighter.)
4. Ask the youth some or all of the following questions to get the discussion started!
 - Have you ever gone outside after dark and looked at the stars?
 - Were you at home or somewhere else when you did this? (e.g. camping in the wilderness)
 - What was that like? What did you see?
 - Are there any specific stars you like to find? (Some common answers that youth are familiar with include: North Star (Polaris), the Big Dipper, Little Dipper, Milky Way galaxy, planets like Saturn, Jupiter, the moon, etc.)
 - Does anyone know what we call it when the stars seem to make shapes in the sky? (constellations)
5. Hand out SkyMaps. (If your group is mostly younger youth, it will be helpful ahead of time to use a yellow highlighter and highlight several of the key constellations they could look for with their Service Member)
6. Look at the list of "Objects Easily Seen with the Naked Eye" list on the SkyMap to determine which stars or constellations you will highlight. This will change depending on the time of year you are using this lesson. Simple choices will include: Polaris (the North Star), and Big and Little Dipper (Ursa Major and Ursa Minor).
7. Choosing a constellation that has a myth or legend attached to it can be a fun way to make the constellations come alive. (A good source of some of these stories is The Kids Book of the Night Sky by Ann Love and Jane Drake.)
8. Talk about the constellations.



9. Let the youth know you will be sending home a parent letter that will explain the SkyMaps and about choosing a star to share while your Service Member is deployed.

10. Optional, based on youth's ages:

Changes in Latitudes:

- Using the globe, help the youth locate where they live and their latitude.
- Show them how the globe uses the lines of latitude and longitude as ways to pinpoint exactly where certain things are—cities, landforms, etc. Then, using the globe or a US map with lines of latitude, find what other US cities are at the same latitude.
- Show the equator, and explain that in general, the closer you are to the equator, the hotter the temperature will be, and the farther you are from the equator, the cooler it will be. This varies, of course, by elevation and other factors.
- The differences in latitude will also affect where constellations are found in the night sky, but families will still be able to pick out a constellation to share.
- Next, help the youth find the countries of Iraq and Afghanistan and identify the latitude. Write on the board or paper on the wall:

★ Latitude of where we live

★ Latitude of Iraq or Afghanistan

Activity 5

Sampling Foods from Iraq or Afghanistan

As a group, share some simple foods common in these countries.

- **Naan bread** (Afghanistan)- Naan is a flat bread commonly eaten in Afghanistan and in many Middle Eastern countries
- **Raisin Drink** (Afghanistan)-On hot days, youth may be served a special drink. Raisins are soaked in a bowl of water for several days, then the youth drink the juice and eat the raisins

Recipe for Raisin Drink

1. Place 2 cups golden raisins in a 2-quart jug.
2. Fill with cold water, cover, and place in refrigerator for 2-3 days before serving. The longer it sits, the sweeter it becomes.
3. After 2 or 3 days, pour the water into cups to serve.
4. You may add some of the raisins to the cups and eat them along with your drink. (You may substitute regular (dark) raisins. The drink will be a darker color.)

Dates- Date palm trees are found in many areas of the Middle East, and are very common in the river valleys of Iraq. Chopped or whole dates can be purchased in grocery stores. Youth are often surprised by their sweet taste.

Activity 6

From Kids to Kids: What is it like over there?

Introduction

Some 3rd grade students in Fridley, Minnesota helped to research information about these countries so that youth of deployed Service Members might know a little more about what it would be like for their Service Member serving in that country. They had many questions and



wondered many things about what these two countries are like. (See the Appendix pages “From Kids to Kids” for some interesting facts that they discovered!)

Leaders of this event may use these facts in a variety of ways:

- Read them ahead to familiarize yourself and share the information with the youth throughout this 4 hour lesson
- Ask volunteers to take different sections and briefly share with the group
- Ask older youth to read a fact out loud to the other youth
- Create a guessing game using the information and play it with the youth
- Print out copies of “From Kids to Kids” pages as a handout for youth to take home and talk about with their families and Service Member

Activity 7

Service Member Stories

- Six short stories in the Appendix help to tell the youth what the Service Member experienced while deployed, or about work that the Service Members do while they are deployed
- You can use them throughout the lesson, having volunteers read them to the youth
- You may also come up with other ways to use the stories, so adapt as you’d like to meet the needs of your situation

Activity 8

Slide Show (Optional)

Show slides or photos of Iraq or Afghanistan. If possible, the Service Member present can use their own slides or photos. You may also use the photos on the CD, supplied by Captain Jackie Stenger, MN National Guard, who served in Afghanistan.

Talk It Over

★ *Reflect:*

What are some of the new things you discovered about Iraq or Afghanistan today?

What are some questions you have about the country where your Service Member will be serving? (You could make a list on flip chart paper of these questions.)

Was there anything you learned today that surprised you?

★ *Process:*

Why were today’s activities and lessons an important/useful thing to do or learn about as you get ready for your Service Member to deploy?

What suggestions or ideas do you have for someone else who wants to learn about Iraq and Afghanistan?

Has anyone here had a Service Member who served in one of these countries before now? What is something your Service Member learned about that country while they were there?

What made this a good experience for you?

Did you learn any “life skills” today that will help you during the deployment? (explain that a life skill is a skill you have that helps you in your everyday life, such as caring about others or helping out in your community, talking through problems, etc.)

What did you learn about things Service Members do while deployed?



- ★ **Generalize:** Why is it important to learn about other countries or other cultures?
What is an interesting fact you learned about another country today that you could share with your family? Why is it important for your family to know this?
Do you most enjoy writing, drawing or talking about things that you are doing? Can you think of a picture you could draw and send while your Service Member is away? (What would it be a picture of?)
What one or two things would you most like your loved one to write to you about (or draw you a picture of) while they're away?
- ★ **Apply:** Tell us one great idea you got today that will help you stay connected with your Service Member.
What is one thing you will share with your Service Member about where they will be going?
What are some ways you can learn more about where your Service Member is going?
Why were today's activities important during this time of your life?

Enhancement

- Learn the Arabic Alphabet: If you are at a site that has computers and Internet access, youth can learn about the Arabic alphabet at the website: www.funwitharabic.com The "Alphabet Song" can be shown to help youth see that the alphabet song concept is similar in other parts of the world.
- Learn a new game: "Chism Putukan" translates as "Little Eye Hiding" and is similar to "Tag" or "Hide and Seek" in the US. This game is played by youth in Afghanistan. When the seeker spots someone hiding, the seeker yells out "Mah!"

Closing

Having a parent or another Service Member leaving for a deployment can be scary. It helps when you know more about some of the places, people and foods that they might encounter. Today we've explored some of those places your Service Member might be deployed.

Think ahead and talk with your family about how you can stay connected to your Service Member to help make deployment less scary. Give your Service Member some ideas of things you'd like to know about once they arrive there. Pick a star or constellation to watch from home and have your Service Member look at the same constellation.

Most importantly, we hope you and your Service Member can identify ways to share your day-to-day experiences while you're apart.

Your Service Member is a hero and today you've heard some examples of the many good things military personnel do while deployed. But, you and your family are heroes too, because you support each other while your Service Member is away.

We're so glad you could be here today! It was fun to learn together!



Credits/Sources

See Appendix for complete list of sources.

Special Acknowledgement:

- Mrs. Darri Becchetti and her 3rd grade students at R.L. Stevenson Elementary School in Fridley, MN
- Captain Jackie Stenger, Blaine, MN-Minnesota National Guard
- Peter Mendygral, Public Outreach Coordinator, U of MN Dept. of Astronomy

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anne Stevenson, 4-H Extension Educator and Amber Runke, 4-H/OMK Program Specialist, University of Minnesota Extension Center for Youth Development, 2009.



Over Here and Over There

Dear Family,

Having your Service Member leave for a deployment in a new place can be scary for youth. Today we've explored a little bit about some of those places. We looked at where the countries of Iraq and Afghanistan are in relation to where we live. They also discovered some interesting new things about another country, such as different foods, customs, and even legends. We also learned how soldiers have helped youth to get school supplies, clothing and medicine.



Talking with your family and youth about what it might be like during deployment is important. If you can stay connected to your Service Member regularly, it may feel a little less scary for youth. Use a world map to show where your Service Member is deployed, and have the Service Member tell the youth about what they see. Ask your youth to think of questions about some of the things they'd like to know, write them down for them and have your Service Member send the answers once they arrive.

Today your youth also heard the story "Night Catch" by Brenda Ehrmantraut. This story was about a Soldier and son that have to say goodbye during a deployment. The father and son love to play catch, and so they choose to use the star Polaris (North Star) for their nightly game of catch. Sharing the Night Sky is just one way for a Service Member and youth to stay connected during a deployment as the sky will look very similar in Iraq and Afghanistan as it does in the U.S. Your youth will bring home a SkyMap, showing the night sky and objects that can be seen with the naked eye. A new SkyMap is available each month, free to download at www.skymaps.com. Print out some sky maps for the first few months of your deployment, then talk with your youth about what things you can each look for while you are gone. This is a fun way to play "Night Catch" with your family.

Today we also tried some simple foods commonly found in Iraq and Afghanistan. These included: Naan Bread, flat bread, a traditional raisin drink, and some dates. Attached is a recipe for Naan to try it at home. Your youth may also be bringing home some Naan bread dough, which we made today. Directions on how to cook it are attached as well. Dates from date palm trees are particularly common in the river valleys of Iraq. They can be easily found in grocery stores. Many youth have never tried them and are often surprised by their sweetness!

Throughout the various activities today, your youth gained some important life skills in sharing, empathy, nurturing relationships and sharing. Most importantly, we hope you and your youth can identify ways to share your day-to-day experiences while you're apart. Talking as honestly as you can about your feelings helps your youth understand that it is okay to feel scared, happy, lonely, proud and uncertain at various times. Perhaps you can explore together some of the questions they have about "over there." Libraries are great sources of children's books about different countries and cultures.



Thanks for helping your youth participant in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience! We hope your youth enjoyed their OMK experience today!

Best Regards,



Conversation Starters:

- What's the most interesting thing you learned about Iraq and Afghanistan?
- From what you heard today, what part of your life is most different from youth in Iraq or Afghanistan?
- What are three things you wonder about the places I'll be going while deployed?
- Would there be something you'd like me to take along to the new country to give to some youth there?
- Would you like to eat Naan bread every day?
- What star or constellation should we both look for at night?
- Do you have any questions about what Iraq and Afghanistan are like? If so, let's find the answers!



Over Here and Over There



Recipe for Naan - Flat Bread

Naan is flat bread commonly eaten in Afghanistan and in many Middle Eastern countries. Naan is a round, flat bread. Often it is filled with cooked vegetables and rolled around them. Naan is also eaten with lamb meat or soups, or eaten plain.

Source: www.recipezaar.com Recipe #203261

Naan (For a large batch for a group)

Makes 8-10 Naan (approx. 8-10 inch circles)-enough for 25 youth to sample

- 4 cups flour
- 1 teaspoon baking powder
- 1 teaspoon salt
- 2 cups plain low fat yogurt
- ½ Tablespoon olive oil or vegetable oil

Mix all ingredients in a large mixing bowl. Knead dough on a floured surface until dough feels smooth and elastic. Form dough into ball and place in oiled bowl, covered with a towel, to rest for at least an hour. After resting, take dough out and cut into 10 equal pieces.

When ready to bake:

1. Heat a large frying pan or griddle with a non-stick finish. Put approx 1 Tablespoon of olive oil (or vegetable oil) into pan. Heat oven to 500 degrees.
2. Form each piece of dough into a ball, then flatten into a flat, round shape. Dough should be flattened to less than ¼ inch thick, about 8-10 inches across.
3. Place dough on hot griddle and cook over medium heat for about 2-3 minutes. It will puff up in places or all over, and there will be some black-brown spots on the bottom.
4. Slide a spatula under the Naan and transfer it to the oven, directly onto the rack, for a minute or two, just until it puffs up and begins to color lightly on the top.
5. **Note** : One method that works well is putting the Naan in the hot oven, then flipping the over to broil setting for about 30 seconds, then back to 500 degrees-this works well for getting it to puff up and brown nicely. You will have to experiment with your oven.
6. Remove Naan from over and brush lightly with melted butter if you like.
7. Serve breads hot, fresh from the oven, or let them cool and wrap them up for later use. You can serve them whole or cut them into triangular pieces.
8. To reheat, wrap in aluminum foil in packets of four or five breads and put them in 350 degree oven for 10-15 minutes or until hot.



Appendix

Dear Operation Military Kids:

We wondered a lot about what it would be like in Iraq or Afghanistan, so we researched these things to tell you about.

We found it was really interesting to learn about other countries, and we found information in books, on the internet, and from sending our questions to soldiers who had been in these countries.

We also learned that things keep changing in these countries as the war and rebuilding efforts continue, for example people are working very hard to help build schools so kids can go to school again.

We hope this will help you while your Service Member is over there.

Sincerely,

The 3rd graders in Mrs. Darri Becchetti's class at: R.L. Stevenson Elementary School in Fridley Minnesota- *Ben, Alexandra, Daegia, Skyler, Sawyer, Evan, Alex, Teagan, William, Jorge, Yesenia, Gabe, Caleb, Alexis, Shadin, Gracia, Shelby, Breanne, Jeremiah, Jacob, Grace, Noel, & Barbara*



From Kids to Kids...

What we learned about Iraq and Afghanistan

How big is the country and how many people live there?

The population of Afghanistan is about 31,057,000.

Size or Area: 250,000 square miles. It is about the size of the state of Texas.

The population of Iraq is 26,761,000.

Size: 169,000 square miles. It is a little larger than the state of California

The population of the United States is about 307, 212,000

Size or Area: 3,718,711 sq miles (or 9,631,418 sq km.).

What are the cities and rural areas like in Iraq and Afghanistan? Are there big cities or is it mostly villages or small towns?

Afghanistan

The Hindu Kish Mountains cover almost two-thirds of Afghanistan. These mountains have some of the tallest peaks in the world. A large desert stretches across southwestern Afghanistan. It's capital city is Kabul. Most Afghans live in small villages. They usually do not have running water or electricity. In villages people walk to places they need to go. Some have bicycles. They may use donkeys to carry heavy loads.



Iraq

Most of Iraq is hot and dry. Iraq has two large rivers, the Tigris and Euphrates, which flow through central Iraq toward the Persian Gulf. The rivers supply water for drinking and farming. The western part of Iraq (almost one-half of it) is dry and rocky desert. Few people live in this part. Most of Iraq is flat and low, except in northeastern Iraq where there are rolling hills and mountains. Some parts of Iraq have huge underground oil fields. The capital city is Baghdad. Two thirds of the population live in cities.

Do they have four seasons? What is the weather like there?

Iraq has two seasons-summer and winter. Summer starts in May and ends in October. Summer is hot and dry. Winter is cooler and starts in December and ends in March. It is often rainy and cold during winter, but they don't get snow.

Afghanistan has cold winters that last from December to April. Summer lasts from May to November. It is warm in summer. Cold weather brings rain in the low elevations and snow in the high elevations, so it depends a little on where you are. Overall it is very dry.

Both countries have sandstorms. Strong winds blow sand into clouds that swirl over the land. It is very hard to see during a sandstorm.

Do they have air pollution?

One of the biggest environmental problems Iraq faces is air pollution. It has also become a problem in Afghanistan's major urban areas because people burn wood to stay warm and people use a lot of cars in the cities.

What are their homes like?

In Iraq, homes are made of bricks and mud. They have flat roofs made of metal. Sometimes on hot nights in summer they will sleep outside on their roofs. There are more apartment buildings in cities.

In Afghanistan, most people live in small villages. Most of the homes are made of mud and mud bricks. Often there is a tall mud wall around several homes. There may also be apartment buildings in cities. We learned many of the larger buildings were bombed during the years of war but some new buildings have been built.

What languages do they speak?

Iraq has two official languages: Arabic and Kurdish. About 80% of the people speak Arabic as their first language. Kurdish is most often heard in northeastern Iraq.

Afghanistan has two primary languages: Pashtu and Dari. They are written in Arabic script. Arabic is written and read from right to left.

Some English words that are derived from Arabic, are: algebra, giraffe, coffee, and cotton.



How would you ‘Hello’ in their language?

Here are a few common phrases:

<u>English</u>	<u>Iraqi Arabic</u>	<u>Dari (Afghanistan)</u>	<u>Pashto (Afghanistan)</u>
Hello	Marhaba	salam aleikum	as-salem aleikum
What is your name?	Shu ismak?	-	
Please	Minfadlik	lotfan	lutfan
Thank you	Shukran	tashakor	tashakor OR sta na shukria
Goodbye	Ma’ assalama	khoda hafez	da khoday-pe-aman
Yes	-	bale	ho
No	-	nay	na

What is their religion?

Iraq: The major religion is Islam, practiced by 97% of Iraqi’s. The other 3% are Judaism, Christianity and other.

Afghanistan: Islam is the religion of 99% of the people. About 84% are Sunni Muslim and about 15% are Shiite Muslim.

Do they have churches?

Most Iraqis and Aghanis are Muslims. Muslims follow the religion of Islam. They pray in buildings called Mosques. Often the Mosque is the nicest building in the town. Many Muslims pray five times a day.

What is their money like?

Leader may print off a copy of the currency of Iraq and Afghanistan for the youth to view at: www.kmmcoinsandcurrency.com under “Currency Sets.”

Iraq currency (money) is called dinars. It takes about 175 dinar to equal one American dollar. There are bills of 50, 100, 250, 500, 1000, 5,000, 10,000 and 250,000 dinar. They do not have coins.

Afghanistan currency (money) is called afghani. It takes about 49 afghani to equal one American dollar (but this changes).

We also learned that sometimes people trade for things rather than using money.

Do they have cars or bikes? How do they get around?

In the large cities, they do have cars. They also have minivans and busses in the cities, and bikes. In the rural villages they usually do not have any cars. In rural areas, donkeys, horses and camels are better transportation than cars. They also use camels because they are useful in the deserts. (In 2002, a good camel in Afghanistan cost about \$500 in US dollars). Mostly people walk!

Do they have electricity?

In Afghanistan, the bigger cities usually have electricity. As rebuilding continues, this is more common. The majority of Afghans live in small villages so they don’t have electricity. They use wood and dung to build fires to heat their homes and cook food. In Iraq, even in the cities, there



is often a lack of electricity due to damage from the wars. They may have it but It might not work all the time.

Schools

We decided to research schools because we thought you might want to know what their education is like and how their schools compare to yours.

Afghanistan:

In the villages, there are very few schools. Some were wrecked in wars. If there are buildings, they are made of mud and bricks and youth often sit on the dirt floor. They don't have desks like we do, or computers or nice decorations on the walls. In some places, youth sit outside in the dirt and do their lessons with sticks in the dirt or on a slate. Boys and girls almost always are in separate places for school. Under the rule of the strict Taliban in the 1990's girls could not go to school and women could not work. This changed when the Taliban lost power in 2001. People value education. They work very hard if they have the opportunity to go to school. The right to go to school is a great privilege for them. Many schools have been started for girls. Soldiers have helped to bring school supplies from the US for youth and teachers in Afghanistan. Prior to the 20th century, education was not a high priority in this country of farmers and shepherds. But today learning is a high priority, and many people in Afghanistan see the value of helping all youth learn to read and write and become educated so they can help their country. A great story about building schools in Three Cups of Tea –Young Reader's edition, by Greg Mortenson. It tells the story of how Greg and others are building schools in Pakistan and Afghanistan.

Iraq:

Prior to 1980, Iraq had some of the best-educated citizens in the Middle East. Six years of education was required. The government paid for all educational costs from elementary school through college. Through almost three decades of war and economic sanctions however, the education system was badly weakened. Schools have been destroyed, leaving the country with little money to buy supplies or pay teachers. Now about 50% of youth learn to read and write. Schools are overcrowded. Some schools do not have electricity and water. Some youth drop out or quit to work to help support their families. Some fear for their safety so they do not go to school. Schools for girls are less common than for boys. There is a lack of teachers as well. Education is a big challenge for the new government of Iraq.

Kids and Families

What is a day of a kid's life like in Iraq or Afghanistan?

Some youth go to school. They like to play games similar to tag and chase each other around. Most youth like to play soccer, and they play it with whatever they can find for a ball (sometimes a tin can). Flying kites is once again enjoyed by youth and adults in Afghanistan. (Flying kites was banned under Taliban rule, as were balloons.) They might listen to music. Youth also help out their family. They may walk to the village well to get water for their family. Sometimes this can be one mile or more to get there! In Afghanistan, the youth might collect cow dung from the fields. They bring it home by carrying it in large baskets on their backs. They dry it and families use the dung for fuel for their cooking fires. Some youth might work with their father at a market stand. In the larger cities, TV is more common.



Do they have holidays like we do?

Ramadan is celebrated by most Muslims. Ramadan is usually in October, and lasts for about a month. (The Islamic calendar is a lunar calendar, so Ramadan starts on a different day each year.) Muslims fast, or go without eating, from dawn to dusk. Fasting helps remind each Muslim that poor, hungry people suffer every day. It is a way to practice their beliefs. After dusk, families gather to eat and visit. Extended families are usually together. At the end of Ramadan, the feast of Eid-al-Fitr takes place. This celebration lasts about three days. Muslims go to the mosque, prepare special meals and visit with friends.

Every spring, Afghans celebrate Now Ruz. This festival marks the first day of spring. It is the first day of the new year in Afghanistan.

Birthdays: Afghan families honor a new baby seven days after it is born. On the sixth day, the family names the child. Friends and family members may bring gifts. In general, youth do not celebrate birthdays; many youth do not know the day they were born, only the season in which they were born.

What are families like?

Households often include the father and mother and children, along with grandparents and sometimes cousins or aunts and uncles. In both countries, men lead their families. They are mainly responsible for earning the family income. Mothers are responsible for cooking, cleaning and taking care of the children. In some families, husbands and wives do the farming together. Children do many chores to help the family. Family members are very loyal to each other and do not want to do anything that would dishonor their families. Children are loved by their families.

The people of both countries are known for their friendliness and willingness to help others. Afghans are known for their kindness to strangers. They always will offer tea or food to a guest, even if they are poor.

How do people get clean?

Most people in the villages would bathe in a nearby river. They may also wash using water they've brought from a well.

What clothes do they wear?

It depends a little on where they live. Some clothing is very similar to ours. Most men and boys wear loose fitting, light weight clothes, such as baggy pants and shirts, to stay cool. Men generally wear a hat or head covering too. Some men wear long thin robes. Muslim women and girls generally wear the hijab, a head covering or scarf, which covers their head. Women may wear a burqa, an outer dress that covers their body over their other clothing.

Are there stores like grocery stores or toy stores?

In larger cities there are stores but we discovered they are very different than stores we have in the US. They have small shops or markets where they may buy clothing or food. In rural areas, it is common that women make the fabric and the clothing from sheep's wool or other things. Many families grow their own vegetables or fruit. They grow rice and wheat for bread, and these are the most common thing they eat. They may grow vegetables or buy them at the



markets. They may eat meat from sheep or goats. Pilau is a dish in Afghanistan, it is made of rice and vegetables or meat. They might have squash, carrots, eggplants, spinach or potatoes. They may drink cow, goat or sheep milk. Cities have a larger variety of fruits and vegetables available to them. They don't have toy stores. Any toys they have are usually homemade or sometimes the children get a gift of a toy from a soldier.

What is a soldier's day like?

The soldiers we wrote to told us this: "The days are long – 12 hours or more a day, 7 days a week. The day starts with PT (exercise) and breakfast, followed by work. We get lunch and dinner before our day is done. We eat foods that are pretty much like what we eat in the US. Each Soldier has a different job so each person's day can include many different things. After our work is done then we get a little bit of down time to take care of any personal needs, such as communicating with people back home. (To communicate, we use phone, email, and letters. We like getting letters from home!) Then it's off to sleep in order to get ready for the next day."

Summary:

We learned a lot about people in these countries. We learned that for most youth, their lives are very different than ours. We have a lot of stores and we have really nice schools. We don't have to worry about mines or a big war in our country. We learned that kids over there like to do many things we like to do—run around outside, be with their family, play with friends. We also learned that soldiers over there help the country in a lot of different ways, and that soldiers also help each other stay safe. We hope our research will help you to know a little more about these countries.





Over Here and Over There

Legends and Stories

The Necklace of Life – A Legend from Afghanistan

Background: One thousand years ago, Afghanistan was part of a trade route. Traders passed through the country looking for treasure. Stories of their adventures were told year after year. As in many cultures, history is told through storytelling. Many legends date back hundreds or thousands of years. Afghan legends are often about magic and treasure.



Characters:

Narrator	Fairy 1	Woman
Farmer	Fairy 2	Woman's daughter
Farmer's Wife	Fairy 3	King
The farmer's daughter	Fairy 4	Prince

Narrator: Once upon a time in a small village in Afghanistan, a farmer and his wife had just had a baby girl.

Farmer: I'm not pleased that it is a baby girl. I wished for a boy so he could work in the fields. My dear wife, I want you to take your daughter outside and kill her.

Narrator: But she could not bring herself to kill her daughter. The farmer's wife placed the girl in the dark basement in the house.

Farmer's wife: Shhhhh, dear one. Mama will help you when she can. Please stay quiet.

Narrator: The girl grew sick and pale in the days that followed. One day, four fairies found the girl. They each gave her a gift.

Fairy 1: (placing a necklace around her neck) To you, dear girl, I give the necklace of life. With it, you will always be healthy.

Fairy 2: I give you the gift of laughter that will make flowers fall at your feet.

Fairy 3: I give you the gift of the power to cry tears of emeralds.

Fairy 4: For my gift, I will cast a spell over the ground, so it will turn to gold bricks everywhere you walk.

Narrator: When the girl was older, the farmer's wife went to see a king. She told the king about her daughter.



Farmer's wife: ...and she can cry tears of emeralds! Also, the road turns to gold where ever she steps.

King: I should very much like to meet her.

Farmer's wife: I will bring her to you soon.

Narrator: So two days later, the farmer's wife hired a woman to take her daughter to the king. But the woman stole the necklace of life and put it on her own daughter. She hid the farmer's daughter. She said to her own daughter:

Woman: Now I will take you to the king, and the prince will be sure to marry you because you wear the Necklace of Life!

Woman's daughter: Oh, thank you mother! You are so kind to let me borrow the necklace so I can marry the prince.

Woman: You're welcome. I will take you to the king now.

Narrator: So the woman took her own daughter to the king, trying to trick him. But the king and his son were not fooled.

King: You fools! This girl cannot cry tears of emeralds nor do bricks turn to gold where she steps. This is not the real girl! Take her away and bring me back the real girl!

Narrator: The woman and her daughter left, and the king and the prince searched far and wide for the real daughter of the farmer. They finally found her in an empty castle. Since her necklace had been stolen she had fallen into a deep sleep. The prince kissed her and she awoke. The prince put the Necklace of Life around her neck, where it belonged.

Farmer's Daughter: So it is true. You are the prince my mother told me about. I feel strong again with the necklace around my neck.

Prince: (laughing) It is true. You are very beautiful, and very brave, and I would like to marry you at once.

Narrator: The two got married soon after that and lived happily ever after. They were surrounded by flowers, emeralds, and golden bricks- their lives filled with laughter and good health.

Source: Afghanistan by Barbara Knox, Capstone Press, 2004.

Story adapted into play format by 6th grader Katie Stevenson. Fridley, Minnesota, 2009.



Over Here and Over There

Service Member Stories

What do soldiers do and how do soldiers help people in Iraq and Afghanistan? Here are a few stories from soldiers we know or have read about.



Story 1

Hello...I am a Sergeant First Class in the Army National Guard. I have recently returned from an almost two yearlong deployment in Tikrit, Iraq. Most of the time I was in Iraq it was hot and dry. For a short three months a year it is cold and rainy. I even needed my long underwear then! The Soldiers are kept safe in Iraq because they wear all kinds of protective equipment. Our daily uniform included an ACU (Army Combat Uniform)

with body armor, helmet, protective eyewear and boots. The days are very long...We usually worked twelve hours a day, every day of the week. We got up, exercised, ate breakfast, went to work, had lunch, worked, had supper and then got some personal time to relax or communicate with our Service Members at home. I communicated through e-mails, phone and letters (which were the best). I loved getting letters from home!

Story 2

Hello everyone...I am a Captain in the Army National Guard. In the last 4 years I have been deployed twice, once to Bagram, Afghanistan and once to Baghdad, Iraq. The people in Iraq and Afghanistan are people just like us. They do similar jobs to ours, like being merchants, police, mechanics and trash collectors. They wear glasses and makeup, ride bikes, play soccer and go to school. I was surprised to find out that a lot of them actually spoke English too! In a lot of cases, the whole family lived together in one small house (including parents and grandparents). Luckily, they do have electricity and plumbing in most cases. I missed my home while I was gone, but I know that I was helping Iraq and Afghanistan to rebuild their countries.

Story 3

Greetings...I am a First Sergeant in the Army National Guard. Last year I was deployed to Afghanistan for one year. While I was in Afghanistan I got to learn a lot about their culture and the way they live. The men wear loose fitting, lightweight clothes and usually a vest and hat. Most women will wear a burqa, which is a piece of clothing that covers the body from head to foot with only an opening for the eyes and hands. Usually, they go shopping at outdoor markets and in shops alongside the road. They worship in churches that are called Mosques and celebrate Muslim holidays like Ramadan. They eat lots of rice, lamb and goat meat, which they usually cook over an open fire. The kids go to school, but most of the schools and books that they have were built and donated since the Americans arrived. Our mission is to help the people build a stable government and help them to be self-sufficient.



Story 4



Hi...I am a Captain in the Army National Guard. I was recently on a one-year deployment in Afghanistan. While I was in Afghanistan I helped on a few different humanitarian missions. One time we worked with the Korean Hospital so that families were able to come in to visit a doctor and then received coats, hats, socks, toys and other items from the Soldiers. We partnered with the hospital on another occasion when we handed out food to the families. On another mission, I got to go to an all girl's school and hand out donated school supplies like pencils, books and notebooks. Before the Americans started helping with schools, some kids didn't even have a school to go to. And if they did go to school, they sat on the ground and did lessons in the dirt with sticks or small slates and mud. The Afghani people were so appreciative to the Americans and couldn't thank us enough for the support we have given them.

Story 5

Kick for Nick—One Soldier's Story

Nick Madaras was a soldier fighting in the Iraq War. He was from Wilton, Connecticut. He loved soccer. When he was in high school, he played soccer on his high school team. When he was stationed in Iraq in 2006, he could really see that the youth loved soccer and were talented at it. Soccer is the only sport that everyone plays. There is a little volleyball and basketball in schools, but people all seemed to love soccer. Nick felt bad for the youth because they would use anything they could find for a ball, which was often an old tin can. While home on leave, Nick collected soccer balls to take back for the youth. After he started this project he got killed by an explosive device in September, 2006. After he died, Nick's family and friends created an organization to honor his memory. They called it "Kick for Nick." They collect soccer balls and have some other soldiers give out balls to the youth of Iraq. When the soldiers do this, they first tell the youth about what a great person Nick was, and that Nick would be happy to see them kicking their own soccer ball. Now many people all over the country donate balls or uniforms to the "Kick for Nick" project, and youth in these countries can have more fun playing soccer. As of May, 2009 they have collected more than 21,000 soccer balls so far! If you want to know more about this project or want to donate, you can go to the website his family has created: www.kickfornick.com.

This summary was written by 3rd grader Ben Stevenson, based on the following article:

Lownds, Joan. "Legacy of PFC. Nick Madaras spreads in Iraq." May 14, 2009. Wilton Bulletin.com. Retrieved from www.acorn-online.com/joomla15/ on June 2, 2009.

Story 6

Helping to Save the Baghdad Zoo

In March of 2003, US coalition forces entered the war in Iraq. By April, there was intense fighting in and around the city of Baghdad. The Baghdad Zoo is very near many of the large presidential palaces and the other government buildings of former dictator Saddam Hussein. When US led coalition forces reached the city, the grounds of the Baghdad Zoo became a major battlefield. The Baghdad Zoo was once one of the largest zoos in the Middle East, housing 600



animals. The animals had been rather poorly fed prior to the start of the war. After the fighting, many of the animals escaped, some died, and many were injured and starving and filthy. Some were stolen for the exotic animal trade. The zookeepers were gone and looters had stolen everything from food to cleaning supplies. Soldiers were involved in many aspects of saving the Baghdad Zoo. They helped to find animals that had wandered off and protect people from the wild animals. They assisted officials from wildlife conservation organizations such as WildAid to help the animals. US Army Captain William Sumner was the military officer in charge of the Baghdad Zoo and he joined the team to help improve security and stop looters. He worked for 14 months helping the zoo to survive and rebuild. Many soldiers assisted the wildlife experts in repairing animal enclosures, keeping looters out of the zoo area, and finding food for the animals. The large cats (e.g. lions) needed about 10 pounds of meat a day. Zoo workers sometimes had to travel 60 miles (100 kilometers) to find donkeys to feed to the lions, and they also got bones from local markets and buffalo meat imported from India. The zoo reopened to the public on July 20, 2003 following improvements by US Army engineers and others. 86 animals were at the zoo, including all 19 of the surviving lions.



In November, 2009, a new book for kids will be published. It's called Saving the Baghdad Zoo: A True Story of Hope and Heroes. US Army Captain William Sumner is the co-author. There is also a great book for grown-ups about saving the Baghdad Zoo, called Babylon's Ark: The Incredible Wartime Rescue of the Baghdad Zoo.

Sources:

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Story 7

Saving the Books of Iraq

This is the story of Iraqi librarian Alia Muhammed Baker, who worked in Basra, Iraq. It is 2003, and Alia has grown worried given the increased likelihood of war in her country. She worried about what would happen to the books of her library. She was determined to preserve the irreplaceable records of the culture and history of her country. When her own government refused to help, Alia began a courageous and extremely dangerous task of spiriting the collection to safety herself, book by book. Her friend, a restaurant owner near the library, helped her, as did her husband and other friends. They carried the books to her home and her friends' restaurant. This strong, intelligent Iraqi woman hid more than 30,000 books. Her commitment to knowledge and history caused 70% of the books in the Basra library to be saved from destruction before the historic library building burned to the ground nine days later. Her story has been told in the books: Alia's Mission-Saving the Books of Iraq by Mark Alan Stamaty and The Librarian of Basra: A True Story from Iraq by Jeanette Winter. These books are great stories to share with young people of all ages. Alia's Mission also briefly describes the assistance given her by Military Personnel.



Over Here and Over There

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Patriotic Weaving

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 15-20

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Citizenship
- ★ Sharing

Activity Overview

Weave a patriotic bracelet (or bookmark) from red, white, and blue yarn on a cardboard loom.



Shout out!

Show your pride in the red, white, and blue by sporting this easy-to-weave bracelet! Not into bracelets? It also makes a patriotic bookmark. Make one for yourself and one to give a friend.

Get Ready

Roles for Uniformed Service Member

- Share what the colors red, white, and blue represent to you
- Assist the younger youth in their weaving project

Roles for Volunteers

- Assemble supplies
- Assist Special Needs youth
- Assist in tying off ends when weaving is completed

Activity Orientation for Volunteers: 1 hour

- Go over instructions for weaving the bracelet or book mark
- Assist the leader in preparing weaving kits (Directions below)

Preparation Time: 2 hours

Space: Indoor or outdoor setting and tables.

Do Ahead

1. Locate OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Kit – Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
6. Cut cardboard looms, size 4" X 12". (Cut from sturdy cardboard, cardstock paper is not durable enough.) Cut one for each participant.



7. Wind rug *warp* (you can also use string or lightweight crochet thread) around the cardboard loom long ways, until you have 10 evenly spaced threads on the front of the loom. (The warp threads should be evenly spaced about 1/8th inch apart.) Secure ends on the back of the cardboard loom with tape.
8. Cut yarn into 4-yard lengths. This is the *weft* thread, the working thread.
9. Secure one end of the weft yarn on the backside of the loom with tape.
10. Thread opposite end of yarn through a plastic yarn needle (your shuttle), pulling about 12 inches of yarn through the needle.
11. If time allows, weave in an over/under pattern for about ½” on the loom. Do not pull so tightly that the sides are drawn toward the center. This starts the project for the youth, making it easier for them to understand the project process.
12. Make up examples of bracelet/bookmark ahead of time.
13. Google “Military Stories” or search your local libraries for stories to share with the youth in case you do not have a Service Member helping with your session.

Get From OMK Tool Kit

- Music CD of Patriotic Music/calming music
- Boom box

Procure Supplies

- Masking tape
- Cardboard (cut ahead for looms)
- Rug warp or string/crochet thread – approximately 2 yards per loom
- Red, white, and blue variegated yarn- approximately 4 yards per youth
- Plastic yarn needles – one for each youth
- Scissors
- Extension cord
- Optional: buttons for embellishment, such as flags, hearts, stars, etc

Background

Change happens to all of us. Sometimes we plan for the change, other times it happens unexpectedly. Often we think we are the only ones affected by change. When we take the opportunity to share how change is affecting us, we often learn that others have been affected in the same way. The activities in this lesson, give us the opportunity to discuss the changes we are experiencing.

Weaving time is talking time. Have the MFLC and the Service Member circulate during the time the youth are weaving.

Set Up Your Space

(15 Minutes)

Volunteers set up the area with tables and chairs for the youth to work at. Set out the weaving kits. Have patriotic music playing and an American Flag standing on the table. Check the area for risk factors in the space; doors, broken chairs, electrical outlets, danger to the youth, security, etc.



WHAT TO DO

Patriotic Weaving

Icebreaker

Yarn Web (15 Minutes)

Webs show the connections between people and things.

1. Have youth stand in a circle.
2. Leader holds the ball of yarn and explains that the purpose of this activity is to give each person a chance to state their name and share one of the changes they or their family are experiencing. (If the youth seem uncomfortable in sharing changes, have them share their favorite patriotic song.)
3. Before beginning, remind them that when they get the yarn ball, they will continue to hold onto their section of yarn before passing the ball to the next person.
4. The first person (generally the leader) holding the ball of yarn says his name and shares a change their family is going through (or his favorite patriotic song).
5. Hanging onto the end of the yarn, the ball of yarn is then tossed to someone else, who gives their name and tells of a change (or their favorite patriotic song).
6. Remind them to hang onto their section of yarn as they toss the yarn ball to another person.
7. This continues around the circle until everyone has been introduced and had the opportunity to share.
8. The leader or the MFLC can then concludes the activity by comparing the yarn web formed to the following:
 - The strings touching as they cross over each other can be compared to the connections we can build with those who are having some of the same experiences during the preparation time for deployment of a Service Member
 - It can represent the new connections we make.
 - Ask, who is a new person who might now or will become a part of your life? (Good examples might include new people we meet if we had to move to a new community, a new person who has come over and offered their help by mowing the lawn, the coach of the summer baseball league who offered to help with transportation for a youth, so they could continue to be a part of the team etc.)
 - The end of the string that you are holding can represent your role in your family. It might represent new responsibilities for you, such as doing jobs that you were not responsible for before deployment.
9. Have the youth carefully lay the string down and ask one of the helpers and carefully rewind the yarn ball. It will be used again for closing.

Activity 1

Bracelet/Book Mark Weaving Project (60 Minutes)

Introduction:

I have a riddle for you today. What do July 4th and this bracelet have in common? (Answers may vary from “there is a lot of red, white, and blue seen in each,” to “they could represent pride associated with the Fourth of July.”) Red, white, and blue items represent American pride. On July 4 we celebrate our freedom as a Nation. How many of your communities hold a celebration at this time? What are some of the things that take place during



this time? (Community picnics, parades, dances, carnival rides or fireworks might be a few of the answers.)

Wearing the red, white, and blue bracelet or using the bookmark, is one way we can show our patriotic support to those who continue to defend our freedom and a reminder of your family's need to be strong even when you're separated during deployment. In addition, it is a great way to show how your family is woven together and sticking together through deployment.

It also serves as a reminder to us and to others that we acknowledge and appreciate the sacrifices that our deployed Service Members make, defending our freedom. It is appropriate that we show our support for those who are defending America's freedom at all times, not just on the Fourth of July. What are some other ways that you can show your support? (Examples include flying the Flag, wearing a Flag pin, attending Memorial Day services, etc.)

Today we are going to be weaving on cardboard looms. You will be making either a Bracelet or a Book Mark from the variegated yarn. The pattern we are going to follow is a simple one. We will be weaving over two threads, under two threads for the entire piece. Weaving can be lots of fun and relaxing. (Be sure each one has a weaving kit.)

1. The first step has already been done for you. We have wound the "warp" thread on your loom. These are the threads you will be weaving over and under to create your pattern.
2. We have already attached the "weft" yarn to your loom also. It is threaded through a plastic yarn needle that will serve as your "shuttle," allowing you to weave over and under and pull the weft yarn through the warp threads.
3. We have begun the weaving process for you. You will be working in a simple pattern. Row one is weaving under two, over two, under two, over two and under two.
4. Row two is just the opposite. You will weave over two, under two, over two, under two and over two. These two rows make up your entire pattern and will be repeated until the end of the piece is reached.
5. It is important that you "pack" your work after weaving a couple of rows. To do this you will use your fingers to push the yarn you have woven closer together, making it tighter. You control the tightness of the weave. If you pack it really tight, you will not see any of your warp threads, only the weft. If you pack it loosely, you will see both the warp and weft threads. If you do not pack, your piece will be very loose and flimsy.
6. Continue weaving and packing until you come to the end of your loom.
7. **CAUTION:** DO NOT pull the yarn so tightly when you begin the new row to distort your edges. Try to keep these as even as possible.
8. **Be careful:** When you reach the area where the yarn is doubled through your needle, be sure to adjust it so you are weaving with only the single yarn, not the doubled or it will be more difficult to finish off your project.
9. Consider having music playing in the background while the youth are weaving.

When one or more have completed the weaving:

1. To finish, you have now woven your piece to the desired length. Now you need to anchor your weft thread by tying it off. To do this, you will first tape 5 inches (what is remaining if less) of your weft thread to the back of the loom.
2. Carefully cut in the middle of the warp threads **ON THE BACK SIDE OF THE LOOM.**
3. Remove your piece from the loom.



4. You now need to anchor the warp threads and the end weft threads or your piece will unravel.
5. To anchor the weft and warp threads, across each end, tie two threads next to each other in a knot, knotting tightly to the last row of weft threads. Continue across the ends of the piece.
6. Repeat tying two threads together, treating the two threads you tied together in the previous step as one.
7. If you are going to use your woven piece as a bookmark, trim the tied ends 1 inch from the knots. This will give you an inch of fringe. Do the second end the same way.
8. If you are going to use your woven piece as a bracelet, tie the two ends together to form a circle. Be sure you make it big enough to slip over your wrist. Cut the extra off, again leaving only an inch of warp threads remaining.
9. Embellishment – If you wish, you can tie beads or decorative buttons on to personalize your bracelet. Use some of the warp thread and your yarn needle to sew the button in place, being sure to wrap around one or more of the warp thread or weft yarns. Finish off by knotting on the backside of the bracelet. Button embellishments do not work well on the bookmark.
10. Return your cardboard loom and yarn needle to the appropriate place.
11. Share your patriotic bracelet and bookmark with others. Share with them what patriotism means to you. If you made a second one, who would you give it to and what would you tell them?

During the weaving process, have the Uniformed Service Member share stories.

They might share about what patriotism means to them. What do the colors red, white, and blue represent to them? What makes them proud to be an American? Why did they choose to be in the military?

Talk about changes. Ask the youth to share stories about their family's role and how it has changed since they heard about their loved ones deployment. If there is not a Service Member working with you, ask a veteran to come and share their experiences, share Military stories, or share what you have found on the Internet or at the library. Look for humorous stories that are appropriate. Also, have the MFLC circulate and confer with the youth.

Talk It Over

(15 Minutes)

★ **Reflect:**

What did you enjoy about the yarn web activity?
What did you enjoy about the weaving project?
Did you enjoy hearing the military stories?
Which ones did you like?

★ **Process:**

What are other ways you have shown your patriotism?
Did some of the stories sound like any your family could tell about being in the military?
Do you have a favorite story you like to share with others?
At home, are there jobs you will be asked to do or can volunteer to do that you normally do not do?



- ★ **Generalize:** Were you able to identify similar experiences where you expressed your patriotism?
What did you learn about communicating with others?
- ★ **Apply:** What have you learned about yourself?
What have you learned about ways that people help each other?
If you made a second bracelet or bookmark, who would you share it with?
What would you tell them about the weaving project?

Enhancement

You might want to incorporate this into your discussion while the youth are weaving. Look for other red, white, and blue items in your community? What time of the year do you remember seeing more of them? (July 4th, deployment and mobilization, and reintegration times) Are there other symbols that represent American Pride or American Freedom?

Closing

(15 Minutes)

Repeat the **Yarn Web Icebreaker** activity for a closing. This time have them again say their name and one additional task they have been asked to do, or could volunteer to do, at home during the time their family is preparing for deployment.

Close with:

Today we began with an activity that gave you the opportunity to share about the changes in your life. We also noted in our icebreaker how the yarn overlapped many times, weaving a web. When we work together, the web had strength. What is going to happen if the web becomes disconnected? (To illustrate this ask one or two to leave go of their yarn.) The web no longer holds its shape, it is no longer a tight web.) Our goal is to keep the web tight. How can we do that? (Someone else would have to pick up the dropped yarn.) The same is true if one person slacks off at home.

We talked about some additional responsibilities you might be asked to do, or volunteer to do, during deployment. One of the family changes during deployment is the shifting of responsibilities to another person. So to keep our web tight, (have those who dropped the yarn before pick it up again) we have to pick up the task that the deployed person was doing or pick up the task of the person who picked up the deployed person's task.

Sometimes it seems that we are being asked to do a lot more. Sometimes we feel overwhelmed and wonder why they have to do more. If you start to feel that way, talk with your family about your feelings, maybe it can lead to a responsibility shift and someone else can do what you were doing and you can pick up some of their responsibilities. Remember the goal is to keep the web tight.

Once the discussion is completed, have a helper go around the circle and cut the web between each person and tie it to their back pack or loosely around their wrist as a reminder of the connections and stories they heard and how everyone needs to work together to keep the web tight during deployment. (Ask one of the helpers to rewind the yarn ball, tying the cut ends together as they rewind it.)



Credits/Sources

Google “*Military Stories*” for some optional stories.
Spider Web Activity – Source unknown

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Shirley Doering, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Patriotic Weaving

Dear Family,

Today we made a red, white, and blue patriotic bracelet or bookmark. We wove this on a cardboard loom with variegated yarn. We talked about ways we show our patriotic support and how wearing the bracelet they made can be one of those. While weaving, we shared some of our family stories and heard others from Service Members.



We also made a web out of yarn and talked about the how the strings touching as they cross over each other can be compared to the connections we can build with those who are having some of the same experiences preparing for the deployment of a Service Member. It can also represent the new connections we make as we find other youth who understand that they are not the only ones experiencing some life changes, nor are they the only ones being asked to accept more responsibilities.

Assure them that if they feel overwhelmed about their new responsibilities that as a family you will talk about them and maybe be able to do some responsibility shifts. Encourage your young person to wear their patriotic bracelet as a symbol of support for those being deployed.

Thank you for helping your youth participate in Operation: Military Kid Deployment Cycle Support Yellow Ribbon Outreach Activity.

Best Regards,



Conversation Starters:

- What are your top 3 household chore picks? Why?
- What makes a strong family?
- What do you think would be the worst job in the world? Best job?
- What does being loyal mean to you?



Secret Codes

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Critical thinking

Activity Overview

Create a secret code and a 'code wallet' with a picture of you and your Service Member to send secret notes after mobilization.



Shout out!

Have you ever wanted to be a secret agent? This is your chance to develop a secret code and a code wallet with a secret code compartment for you and your Service Member to send back and forth while they are mobilized. What's your secret?

Get Ready

Roles for Uniformed Service Member

- Talk about how codes are used in the Military
- Help develop codes and make code wallets

Roles for Peer Volunteers

- Work on codes and code wallets
- Help download and print pictures

Roles for Volunteers

- Take close up pictures of the youth when they arrive
- Help youth make their code wallets
- Coordinate youth and keep them focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of computer, camera and printer connections and functions
- How to make the code wallet

Preparation time: 1 hour

Space: Large space for Mobile Technology Lab

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab (MTL) including digital camera, computers and printers.
7. Set up MTL and read through activities.
8. Check all supplies equipment.
9. Write each of the codes on your large tablet.
10. Make a sample message wallet to show youth.
11. Write famous people from Military Families onto index cards for icebreaker.
 - Alecia Beth Moore, Singer/Songwriter (Army)
 - Hunter "Patch" Adams, Doctor made famous by Robin Williams role (Army)
 - Christina Aguilera, Grammy winning singer (Army)
 - Jackson Browne, Singer/songwriter (Army)
 - Annie Leibovitz, Portrait photographer (Air Force)
 - Levar Burton, Actor(Army)
 - Chris LeDoux, Country music singer, rodeo cowboy (Air Force)
 - Joelle Carter, Model, actress(Army)
 - Bill Cosby, Comedian/actor (Navy)
 - Jerry Cantrell, Guitarist, Singer/Songwriter(Army)
 - Emmylou Harris, Multiple Grammy award winning singer (Marines)
 - Ciara, Grammy winning singer(Army)
 - Jim Morrison, Singer/songwriter (Navy)
 - Johnny Damon, Baseball player(Army)
 - Stephen Stills, Singer/Songwriter (Air Force)
 - Danny!, recording artist for Definitive Jux Records(Army)
 - Heather Locklear, model & actress (Marines)
 - Faye Dunaway, Actress(Army)
 - John McCain (John S. McCain III), Senator and 2008 Presidential Candidate (Navy)
 - Mayte Garcia, Entertainer, Actress(Army)
 - Newt Gingrich, Politician(Army)
 - Scott Hall, Professional wrestler(Army)
 - Priest Holmes, NFL All-Pro running back(Army)
 - Ron Gardenhire, Manager of baseball's Minnesota Twins(Army)
 - Davey Johnson, former MLB player and manager, current manager of US national team(Army)
 - Timothy Leary, author and counterculture guru(Army)
 - Douglas MacArthur, Medal of Honor winner and Supreme Allied Commander in the Pacific during WWII(Army)
 - Rudy Maxa "The Savvy Traveller"/National Geographic reporter(Army)
 - Julianne Moore, Oscar nominated actress(Army)
 - Shaquille O'Neal, basketball superstar(Army)
 - Mary-Louise Parker, Actress(Army)



- Lionel Richie, Singer(Army)
- Norman Schwarzkopf, Jr., General in charge of Desert Storm(Army)
- Gore Vidal, Novelist. Biological father was a West Point grad(Army)
- Bruce Willis, Actor (Army)
- Reese Witherspoon, Actress(Army)

Add as many as you want!

Get From OMK Tool Kit

- Duck Tape

Procure Supplies

- Duck tape (Find multiple colors)
- Clear shipping tape
- Scotch tape
- Folding tables
- Index cards, large and small
- Permanent markers
- Bags of suckers
- Large Writing Tablets

Background

Youth love secrets! Having a special and secret way of communicating with their Service Member will help them stay connected and feel special during mobilization. Youth will learn and develop their own 'secret' code and make a decoder card for themselves and their Service Member. Then they'll make a duck tape 'secret' code wallet with pictures of themselves and the deployed Service Member. They can insert their secret message inside their code wallet and put it in a letter or a card and send it to their Service Member where they are mobilized. Then the Service Member can send them a secret message back. What's inside? It's their secret!

Set Up Your Space

(10 Minutes)

Set up the MTL and make sure everything is working. Play a DVD of Spy Kids, James Bond or other spy movie as they enter the room and get their pictures taken.

WHAT TO DO

Secret Codes

Icebreaker

Secret Military Kids (25 Minutes)

Many famous people come from Military Families. It's their secret and you might just be surprised. Every one of these people is from an Army family.

1. I'm going to tape the name of a famous person on the back of each of you.
2. Circulate in the room and ask people questions and see if you can guess who you are.

Processing questions to ask:

1. Were you surprised at the variety of things these grown Military Kids have done?
2. How do you think their Military Families helped them succeed?



Activity 1

Code Creation (45 Minutes)

Introduction

A secret code is something that only you and someone else know. Today, we are going to do two activities. First, we're going to develop a 'secret code' for you and your Service Member to share while they're mobilized. Then we will make a secret wallet with you and your Service Member's picture on it that will contain your 'secret message'. Then you can send secret messages back and forth to your Service Member where they are mobilized.

1. There are many types of codes.
2. Some of the first codes were from ancient alchemists and used pictures.

A	B	C	D	E	F	G	H	I	J	K
☉	4	h	Y	⚔	☉	♀	♂	♀	☾	☉
L	M	N	O	P	Q	R	S	T	U	V
II	☿	∩	⌘	≡	♊	↖	∇	⋈	∇	☿
W	X	Y	Z							
☿	X	Y	Z							

3. Another famous code is Morse Code. This is used at sea and with telegraphs.
4. Braille is a code for people who can't see.
5. A code can look confusing, but be simple.
6. For example, you could replace the first letter of every word with a random letter. Or you could try leaving out the vowels. (Many of you do that when you txt anyway!) Or you could figure out a numbering system for the alphabet and just write in numbers. Codes are as varied as your imagination!
7. When you work on your codes, just make sure you have the 'decoder card' handy for you and your loved one.
8. Now, try your hand at coding!
9. Make sure that every letter of the alphabet corresponds with something!

Activity 2

Code Wallet (45 Minutes)

1. Now it's time to make our secret message wallet.
2. On your table, tear off 1 strip of duck tape 10 inches long. Put it sticky side down on the table.



3. Rip a second piece of equal length and place it sticky side down overlapping length wise and halfway over the first strip.



4. Now, flip your tape over sticky side up and tear two more strips, and attach it to the sticky part of the piece you flipped over. You should now have a duck tape sandwich. Fold the ends so that there is no more sticky part showing.



5. Next, fold your tape sandwich in half. It should be about the size of a credit card or a folded index card.
6. Get the picture of you and your loved one. Cut it to fit onto one of the outside surfaces of your soon to be secret wallet.
7. Temporarily tape down your pictures with clear tape.
8. Now take your clear packing tape and wrap your pictures on to your wallet.
9. **Important! Leave an opening at the top for your messages!** You can use markers to decorate and put your name on the wallets before you do your final tape.



10. Put your special message inside!

Talk It Over

(10 Minutes)

★ **Reflect:**

What was the most surprising thing you learned about yourself by writing your secret code and making your wallet?
How did it make you feel?

★ **Process:**

How did you work with others to create a code or make your wallet?
What was the most challenging part of code making?
What was the most challenging part of making your wallet?
If you were to do this again, how would you do it differently?

★ **Generalize:**

What did you learn about others when you made your code?
Why do you think it is important to communicate and share your daily life and feelings with your loved one while they're deployed?
Does it feel good to have something that is secret for just you and your loved one to share?

★ **Apply:**

How will you show your deployed loved one that you are communicating, sharing and managing your feelings?
How can you show other family members that everyone has different ways of sharing their thoughts and feelings?
How can you use the skills you learned today in other situations?
Why was this project important to you?



Enhancement

Create secret codes and wallets for other members of your family and for your friends.
Try to make other types of things out of duct tape.

Closing

A secret code is something that only you and someone else know. Today, we did two activities. First we developed a 'secret code' for you and your loved one to share while they're mobilized. Then we made a secret wallet for you to insert into letters that you can send back and forth while they are mobilized. Use these wallets to compose positive messages for your deployed loved one. When you communicate and share your experiences with others about how you're feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Secret Codes

Dear Family,

Today your Operation Military Kid developed a code and made a secret wallet to send back and forth in letters to their deployed loved one. Youth love secrets and it makes things special when they know that what they have to say is important and unique. Having a special and secret way of communicating with their loved one will help them stay connected and important during mobilization.



Encourage them to insert their secret message inside a letter or a card and send it to their loved one where they are mobilized. Then the loved one can send them a secret message back. What's inside? It's their secret!

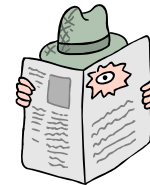
Help your kid manage their feelings, communicate and share their lives by asking them these conversation starters the next time you are in the car or sitting at a table eating a meal.

Thanks for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best regards,

If you have any questions about your youth's experience please feel free to contact me at:

_____.



Conversation Starters:

- If you could change one thing about your home to help you communicate with adults, what would it be?
- Do you think you are good at keeping secrets?
- Do you want to learn a foreign language? Which one and why?
- What is the trait you like the most about your family members?
- Which foreign language might you want to learn? Why?



Explore Your Community

Lesson Time: 4 hours

Grade Level: 6th -12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Responsible Citizenship
- ★ Teamwork
- ★ Communication
- ★ Concern for Others

Activity Overview

Explore your community and get a closer look at what's available and how you can make a difference locally.



Shout out!

Take a good look at the place you live! Get to know your community like you've never known it before. Find those hidden local resources and treasures, and then surprise your family and friends with the many opportunities that 'POP' out when you take a closer look.

Get Ready

Roles for Uniformed Service Member

- Assist youth with activities
- Provide input on communities they live in or have experienced
- Share ideas about how youth can become involved with communities

Roles for Volunteers

- Assist with posting flip charts or note paper on the walls for Activity 3
- Assist youth as needed with activities
- Assist with Activity 6 and passing out assignment cards to the participants
- Assist with Activity 7 and preparation of Fruit Kabobs

Activity Orientation for Volunteers: 20 Minutes

- Directions for Activities 3, 6 & 7

Preparation time: 30 minutes

Space needed: Indoor space with work tables and room to post flip chart paper or posters on the walls (or blackboard space to write).

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Copy Parent Letter.
7. Shop for grocery items and procure supplies.
8. Gather a large amount of recycled boxes, tubes, containers, straws, tape and other found items to divide equally among the groups.

Get From OMK Tool Kit

Activity 6

- Cutting boards

Procure Supplies

Activity 1

- Paper
- Writing utensil (1 per participant)
- Sample community map for wall (i.e. from a telephone book)

Activity 2

- Markers (Basic colors, enough sets for group size)
- Flip-chart paper or large pieces of paper (7 sheets)
- Masking tape

Activity 3

- Paper
- Writing utensil (1 per participant)

Activity 4

- Masking tape
- Colored paper or construction paper

Activity 5

- Several hard cover books of the same approximate weight
- A large amount of recycled boxes, tubes, containers, straws, tape and other found items to divide equally among the groups
- 3x5 note card's with the following statements on them:
 - Praise people in your group for their good ideas
 - Ask someone in your group who has been quiet to share their ideas
 - Suggest that each person take a turn sharing their ideas
 - Encourage your group to work as a team
 - Play with the blocks to try to make someone laugh
 - Leave your group and wander around the room to avoid helping
 - Try to convince everyone to agree with your ideas. Take over. Act bossy
 - Talk about other topics to try to distract one person in your group

Activity 6

• Wooden skewers (one per participant)	• Red grapes
• Sharp Knives	• Green grapes
• Large bowls (1 per item)	• Strawberries



- Kiwi (should get peeled and sliced into 12 slices by participants)
- Bananas
- Marshmallows

Background

We all live in communities and neighborhoods, whether large or small, urban or rural. As members of a community, we have a role in knowing what is available, what organizations exist and how we might choose to get involved. By mapping out the community, thinking about what the community has to offer and working with others, we learn about how to get involved, what's needed and how to speak up for youth interests.

Set Up Your Space

As youth come into the room, there will be a variety of maps on the wall such as community maps, state road maps, or names of communities. This will help to set the stage for youth to think about the various parts of our community.

WHAT TO DO

Explore Your Community

Icebreaker

I'm a Community Asset (15 Minutes)

Ask all participants to stand in a circle. Ask everyone to introduce themselves by providing their name and grade in school. Then ask them to share information about the type of community they live in (i.e. farm, rural community, small town, large town, city, etc.), and the one thing they like about their community.

Introduction

(5 Minutes)

As you think about your community and where you live, I would like you to think about the strengths of your community. What types of things are good about where you live? If you wanted to tell someone about your community, what things would you highlight and share? Can you list three things in your mind? I'd also like you to think about what some challenges are in your community. Is it easy to think of three things, or is the list longer than that?

Communities are places that have been created by the people who live there, the interests they have, and the businesses and industries that operate there. Some communities thrive because people in the communities invest a lot of time and energy into the community, organizations, and opportunities that are available. Other communities sometimes struggle because people don't get involved or don't want to take time to help others out. As you think about your community, what do you see happening?

Activity 1

Mapping your community (30 Minutes)

Let's take a look at your community. Can you picture in your mind what all is there? Sometimes it's hard for us to notice things that are around us. On the piece of paper in front of you, I'd like you to draw a map of your community. If you live in a large community or city, think about your neighborhood or the area where you spend the most time. If you live in the country, think about the community where you spend your time (the place you buy your groceries, go to school, or a place of worship, etc.)



- Make sure you start with the physical features of your community such as a river or a lake
- Pay attention also to any major roads that run through your community
- Now make sure you add in the schools, the grocery store, or shopping center, etc
- Next on your map, I'd like you to put a star on five places that are the most important to you and label them

On the other side of your map, I'd like you to start a list of community organizations that you know exist in your community. This might include the Boy Scouts or Girl Scouts, 4-H, Lions Club, Jaycees, Kiwanis, American Legion, VFW, Trail Organization, Pheasants Forever, Ducks Unlimited, worship related groups, etc.

As you think about the community organizations in your community, ask do they support youth? What might they need to know about youth in your community to do a better job of supporting youth? We'll look at some possibilities here today and think about how you can connect to your community in positive ways.

Now I'd like you to join a partner and draw what you think would be the ideal community that has all the things you would want as a young person. What do you think are the most important things to have available? Are any of these things currently available in your community? Is there anything you could do to increase opportunities in your community?

Activity 2

Dreaming about your community (30 Minutes)

Take several pieces of flip chart paper or large pieces of paper or blackboard space and write the following colors across the top (you could also add the question if you would like). Participants will be asked to move around the room and post comments on the sheets about their experiences with communities.

I'd like you to think about the following questions and how you would answer them related to your community.

- Red – typically is the stop/turn-off color
What is the one thing about your community that is really a turn off?
- Orange – is the motivation color
What is motivating about your community?
- Yellow – is the inspiration color
What is an idea you could share with your community (to try something new, something needed)?
- Green – is the money color
What is an investment in youth your community could make?
- Blue – is the sky's the limit color
What do you envision about the future of your community?
- Pink – is a happy color
What do you like about your community?
- Purple – is the color of royalty
If you were the mayor of your community for a day (with unlimited power) – what is the first thing you would do?



Take a few minutes to think about your ideas and then come up and write your thoughts on the appropriate sheet. There is no right or wrong answer – this is about your community and what you think or experience.

What are some of the important things to know about communities? What surprised you? What didn't you know before you started this process? How do you show your interest in your community? How are you responsible for things that occur in your community?

Activity 3

Island Decisions (25 Minutes)

Provide participants with a pencil and paper and ask the question: "If you were on a deserted island, what 5 things would you want to have with you?"

1. Give participants five minutes to generate their list individually.
2. Now they must work with a partner to come up with, and agree upon, five items between them.
3. After another five minutes, the pair must form up with another pair to come up with, and agree upon, a list of five items.

What items did you have to give up or negotiate when you made the first change from individual to a partner? Did anything change from the work with your partner to when you joined another small group? Would you be able to survive on this island with the items you selected?

Activity 4

Helping Hands (30 Minutes)

Pass out some colored paper to all participants. Have them trace their hands on the paper as many times as they can. Cut out the hands. On some hands, have youth write about recent incidents where they have helped someone else. On the other hands, have youth write about incidents when they appreciated help from someone else. After youth finish, have them describe what they wrote, then hang their hands on the wall so they form a collage.

- What are some of the most positive experiences you've had helping someone?
- What did you learn from those experiences?
- What feelings do you get when someone helps you?
- Sometimes we get so preoccupied that we don't think about helping others. What can we do to remember the value of helping others?

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Activity 5

Kids Connect (1 Hour)

- Divide the group into small groups of four participants and divide building materials.
- Invite them to use the materials to create a strong structure that will support the weight of several books.
- Let participants get started on their construction projects.

Use the stack of note cards with directions for role-playing. Each card lists one direction for being either a helpful group member or a disruptive one. Give one or two participants in each small group a note card with a role-playing suggestion. Ask each person who receives a card to read the information without revealing its contents to anyone else; instruct them to start using the behavior or attitude described on the card. After several minutes, ask the groups to stop.



Invite them to reflect on their group experience.

- What thoughts and feelings did you experience while working on your construction project?
- What led you to feel frustrated?
- What prevented your group from working well together?
- What supportive actions and messages did you observe during your group's work time?

Collect the role cards and redistribute them to different participants in each group. Direct participants to resume building their structures, letting them know how much time they have left to complete the structure.

- Halt construction and see how many books each structure can hold
- Encourage participants to continue using their role cards during the weight test

Repeat the questions above, and add the following:

- Was your group able to complete the task in the time allowed?
- Did the role cards affect how successful your project was? Why or why not?
- Which role cards made construction harder and why?
- Which role cards made construction easier and why?
- What ideas do you have for helping groups work well together?

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Activity 6

Making Fruit Kabobs (45 Minutes)

Many community organizations find themselves having a snack during a meeting, at the end of the meeting, or holding the meeting over a meal. Food often brings people together. We're going to make a snack together, but it's going to take all of us working together to make it happen. I have here several different items that will go into making fruit kabobs: bananas; strawberries; kiwi fruit; green grapes; red grapes and marshmallows. We'll need to cut the fruit and then each person can assemble their own fruit kabob.

Provide utensils such as cutting boards, sharp knives, and bowls for the products. Ask everyone to wash their hands before they begin any work with the food.

After all the items have been cut and put into bowls, participants may take a skewer and begin making their fruit kabob. Put the items on the skewer in the following order:

- Red grape
- Strawberry
- Marshmallow
- Green grape
- Kiwi
- Strawberry
- Banana
- Marshmallow

Everyone can take time to enjoy their tasty treat!



Talk It Over

- ★ **Reflect:** What are some of the important things to know about communities?
How do you show your interest in your community?
Do your parents and friends show an interest in your community?
How are you responsible for things that occur in your community?
How is your community or neighborhood affected by deployments?
- ★ **Process:** Do your parents and friends show an interest in your community?
How are you responsible for things that occur in your community?
How is your community or neighborhood affected by deployments?
What was the best part of today's activity? Why?
What suggestions would you have for future learning about communities?
How did your group work together?
How can others in your family learn from the process you went through today?
How can this process help your family after your loved one is deployed?
After they return from deployment?
- ★ **Generalize:** How could your community be a help to you during a deployment?
What things could your community do to involve you?
What strengths do you bring to your community?
What strengths does your family bring to the community?
How can you communicate your ideas to your community?
- ★ **Apply:** What specific things can you do to show that you are a responsible citizen in your community?
How can other young people show their interest and responsibility to the community?
How could you encourage your community to support Military youth during a deployment?

Enhancement

Challenge youth to identify one thing they could work with a community organization to improve for youth. (A skate park? A teen on the city council? etc.)

Have youth talk to a community organization about their experience as a Military youth to encourage others to get involved in supporting youth and families during a deployment.

Closing

Communities offer so many things to people of all ages. As a young person, it's important for you to not only know what your community has to offer to you as a teen, but also what it offers to other community members. Consider how you might want to get involved or learn more about what your community has to offer and why you might have a story to tell to a community or civic organization. Talk to members of your community about your Service Member and the contribution they are making to our country. Find out ways that you can help your community and how your community can help you.



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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Explore Your Community

Dear Family,

Today we explored the topic of communities and the value of knowing what your community has to offer to people of all ages. We created a map of your community and what it offered, as well as the important things your young person identified. Youth also identified what an ideal community would look like through their eyes.

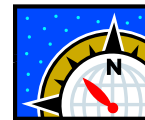
This project was a good way to explore what your community has to offer and how youth could get involved. They had an opportunity to express what they valued and were frustrated by in the community and what they might do if they were 'Mayor for a Day' of your community.



I would encourage you to visit with your young person about your community and the community/civic organizations that are available and how they value youth. You may wish have a few conversations using the conversation starters listed below as well.

Thank you for having your youth participate in this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach experience. Staff enjoyed the opportunity to meet your youth and learn about their communities. I hope it was a great day for your youth!

Regards,



If you have any questions about your youth's experience, please feel free to contact me at:

_____.

Conversation Starters:

- What is motivating about your community?
- What is an idea you could share with your community (to try something new, something needed)?
- What is an investment in youth your community could make?
- What do you envision about the future of your community?
- What do you like about your community?
- If you were the mayor of your community for a day (with unlimited power) – what is the first thing you would do?



Smart Shopper

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Critical Thinking
- ★ Problem Solving
- ★ Wise Use of Resources
- ★ Self Responsibility
- ★ Decision Making



Activity Overview

Learn how to make decisions when shopping to be a wise consumer.

Shout out!

Learn to be a smart shopper! Have fun and get the most for your money as you learn savvy shopping skills. Researching, price comparison, and assessing a good value are just some of the things you may pick up. Come shop with us!

Get Ready

Roles for Uniformed Service Member

- Share experiences of shopping for a product in the PX, or while deployed. Describe what went into their decision making
- Assist youth with comparison shopping and analyzing options for best shopping decisions

Roles for Volunteers

- Assist youth at stations as they explore choices and do activities

Activity Orientation for Volunteers: 30 Minutes

- Describe the activities that will occur and how their assistance will be required. (Such as prompting questions about shopping experiences, etc.)

Preparation time: ½ hour

Space: Indoor space with tables for participants to work.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Check supply lists. Have extra supplies on hand.
7. Make copies of worksheets, station activities and Parent Letter.



- Consumer Education Information
- Values Shield
- Milk/soap grid
- Crossword puzzle
- \$100 Choices
- Parent Letter

Get From OMK Tool Kit

- None

Procure Supplies

- Writing utensils
- Copies of crossword puzzle (1 per participant)

Activity 2

- Copies of \$100 Choices worksheet (1 per participant)

Activity 3

- Copies of Value Shield (1 per participant)

Activity 6

- Copies of Consumer Education Judging (1 per participant)

Background

Many youth are spending significant amounts of money on purchases and don't always have the tools to make wise consumer decisions. It's important for youth to identify their shopping behaviors and to understand how messaging and commercials can impact their spending behaviors. Youth should be encouraged to research purchases, evaluate products, and use critical thinking skills in their shopping expenditures, especially when money, time, and resources, may be scarcer during deployment.

Set Up Your Space

As youth enter the room, there will be a crossword puzzle for them to work on using many of the terms we'll explore later in this activity. One worksheet per participant will be needed.

WHAT TO DO

Smart Shopper

Icebreaker

Silent Line-up (15 Minutes)

1. Youth will gather in a circle to hear the instructions.
2. Ask each youth to share their name and one item on their **“wish list”** of something they would like to purchase in the next six months.
3. After everyone has shared, remind youth they should remember their item.
4. Now everyone will need to line up according to the price they estimate their product will cost – **without speaking!**
5. Designate one end of the room as the largest dollar amount and the other end of the room as the least dollar amount. Youth will need to move around the room and find their place



in the line where they think they fit with their estimated dollar amount, **without speaking** to anyone.

6. When all the youth are lined up, have youth begin at the smallest end of the amount line and state their estimated purchase price – and move through the line and see how close the line placements were.

Introduction

(10 Minutes)

Decision making is an important skill to learn because of the multiple decisions individuals make every day, including what to wear in the morning, what to purchase at the grocery store, or deciding where to buy gasoline for your car.

In 2006, teens spent \$179 billion. That involves a lot of decision making! (NAA Business Analysis & Research Department, August 2007). A 2007 Teens & Money Survey by Charles Schwab found that 73% of teens surveyed believe they will be earning “plenty of money” when they are out on their own; 53% indicated they believed that they would do better financially than their parents or guardians.

In addition, based on careers that interest them most, teens believe they will be earning an average salary of \$145,500. (Charles Schwab Teens & Money 2007 Survey: www.aboutschwab.com/teensurvey2007.pdf)

Learning and using a decision-making and problem-solving process helps youth grow up to be independent, responsible, and happy adults. It has been found that when teens make more of the decisions affecting them, they will learn and grow from their successes and their mistakes. (Welker, E. “Decision Making/Problem Solving with Teens.” Ohio State University Extension, 1998)

Learning *how* to make decisions is a vital life skill. The decision making model involves these steps:

1. Identify or define the situation or problem.
2. Determine possible options, choices, or alternatives.
3. Evaluate the options; look at the pros and cons of each choice. Base your choice on criteria that are important to you.
4. Choose one option and act on it.
5. Evaluate the decision – would you make the same decision in a similar situation?

<http://www.fourh.umn.edu/programs/ConsumerDecMaking/ConsumerDecisionMakingProgramGuide-March2009.pdf>

Can you imagine what life would be like if you had all the money you ever wanted to purchase whatever you think you’d want? Most of us never have enough money to buy everything we need and want. As a consumer, someone who spends money to buy things, we all need to learn about ourselves and how we shop. It’s important to know these things about yourself so you will be able to make wise spending decisions. Let’s explore your spending habits by looking at the following list:

Think about something you are interested in purchasing. Have you been able to rush out and buy it? How long have you wanted it? Have you done any planning for it? Think about the last time you went shopping. Is there a specific time you like to shop? Do you enjoy shopping?



Do you like to shop alone or with someone else? Do you purchase the first thing you see or do you shop around?

Knowing these things about yourself and your shopping behaviors is important as you are a consumer and spend money and make economic decisions.

Activity 1

Wants vs. Needs (10 Minutes)

Many times we struggle with the difference between a want and a need. As you think about the many things we can purchase and use, which ones come to mind that might be needs?

A need is defined as the basics you need for survival and a want is something that makes life more enjoyable or easier. Let's brainstorm a list of things that could be described as needs: (items might include shelter, clothing, food, and health needs like prescriptions or medications)

How about the want list – what might you put on that list? (items might include music, TV, games, movies, books, fast food, etc.) It's important for you to recognize the difference between a want and a need so you can make good choices. Wants are acceptable things to purchase, but you must make sure you have taken care of your needs first.

Activity 2

The \$100 Bill (15 Minutes)

Let's say you just received a \$100 bill – maybe for a gift or for doing a job for someone or selling some treasures you decided you didn't need anymore. For some people, that money burns a hole in their pocket and they can't wait to spend it. Other people like to strategize what they might do with their funds.

1. As you look at the sheet I've passed out, I want you to think about your choices and what you might do with the \$100 you have received.
 - **Examples:** Shirt - \$25; Jeans- \$45; CD's - \$13; Night at the movies – with popcorn & soda - \$15; Car payment - \$75; Car Insurance - \$50; Gift for a friend - \$10; Pay back parent for loan - \$10
2. After everyone has completed "spending" their \$100 bill, talk with the group about why they made the choices they did. Find out how many youth had a "need" with their money and felt an obligation to pay that off. How many others had money that they just "wanted" to buy something fun?

It's important to recognize that we all make financial decisions based on many influences around us and that we'll all make different choices based on those influences and circumstances.

Activity 3

My Value Shield (45 Minutes)

What's important to you? Is it family, friends, honesty, success, or good grades? These are some of the things that are important to people. They are called values. Values are your guiding principles. They direct your behavior. Your values are those things that are important to you. Not everyone considers the same things to be important. You have a unique set of values that may make you think and feel differently from the person next to you.

Values are developed over time because of life experiences. These meaningful experiences may be with family, friends, teachers, or others with whom you are close. There may be famous people or characters in a book or movie that you admire because of something they said or did. Values develop out of both good and bad experiences. You may see someone do or say something you don't agree with and you make up your mind never to be that way. Values



can seldom be traced back to being told what should be important to you. Rather, your values develop because of what has happened in your life.

Throughout history, a coat of arms was used by some people to distinguish themselves from others. Sometimes it represented acts of valor or bravery. Other times it stood for a family's important accomplishments or status. These shields, or family crests, had symbols and colors similar to a flag.

1. List four things you value that you want others to know about you. Then think of a symbol for each of those values. (example: Value – family Symbol – parent/child)
2. As you think about your personal shield, it will be a collection of items that represent your personal values. You can build your design by using words, drawings, symbols or pictures. You can draw them or cut them from a magazine. Add your favorite colors. Be sure to write your last name on the banner below the shield to take ownership of your value.
3. Ask youth to share something from their shield with the group.

Activity 4

Target Your Customer (30 Minutes)

As you watch television or read a magazine, you will see many different ad techniques that are aimed specifically at young people. The Center for Media Literacy has developed a list of common advertising techniques used in commercials aimed especially at young people. The techniques aimed at you include:

1. **Ideal Kids:** the kids in the commercials are often a little more perfect. They're role models.
2. **Heart Strings:** create feelings that draw you into the advertisement and make you feel good. We're more attracted to products that make us feel good.
3. **Amazing Toys:** show toys in life-like fashion, doing incredible things, when the toys are not really capable of doing these things.
4. **Sounds Good:** music and other sound effects often add excitement and helps set the mood advertisers want.
5. **Cute Celebrities:** cartoon characters.
6. **Family Fun:** showing parents enjoying their youth's fun to provide family togetherness.
7. **Excitement!** Watch the expressions on the youth's faces in the ads.
8. **Star Power:** sports heroes, movie stars, and teenage heart throbs are being paid to tell you what to eat, wear, and purchase.

In a small group of 2-4, take 20 minutes or so and think about a product that you might be able to "sell" to other kids that have some of these techniques. You might have an idea from something you saw on television or in a magazine. Think about a product that other kids might want. What might you do to help "sell" that product to others? Write down some ideas of what would work to sell that product.

Activity 5

Financial Alternatives (20 Minutes)

Some people choose not to buy gifts for others because they have figured out things they can *do* instead. You might be able to create the gift by using your skills and talents, or by working with someone who can help. This might be something like painting or drawing a picture or baking a cake or cookies or making a birdhouse. Other people may choose to give something in the form of *doing* something for someone such as raking leaves, cooking a meal, mowing the



lawn, or washing the car. Finding a way that you can give something that doesn't cost money often means as much to the receiver as getting a physical gift. What might be some ideas that you have about a gift you can give at a low cost? List your ideas within a small group.

Saving money is something that many people have to work very hard at. They are so excited to get a paycheck or a gift of money and do something fun with it, they sometimes forget to "pay themselves" and save money. The approach of "paying yourself first" is one way that some people have gotten better at saving money. They might choose to take the first \$10 of their paycheck and save it, or a percentage of the gift they received and put that into a savings account. It is often very difficult to save money for a future use if you don't get into the "habit" of saving. Sometimes people set a goal of something they'd like to buy so they can save toward it. Sometimes people put money in a savings account so they have some money for an emergency or for a larger purchase or maybe a trip in the future. Name something you might wish to save for as a future purchase.

Sometimes as a consumer, things happen to us that we don't plan on. Think about these situations in a small group and think about how you will respond.

1. You buy something through an online auction. When the item arrives, it's not what you wanted at all. You're really disappointed and you feel cheated by the seller. What do you do?
2. You receive greeting cards in the mail. You didn't order them, but the organization that sent those cards hopes you will send a financial donation. What do you do?
3. You answer your home phone only to hear a telemarketing pitch. You are surprised, because your family signed up for the federal "do not call" registry. What do you do?

Activity 6

Comparison Shopping (75 Minutes)

Comparison shopping takes time and effort, but it helps you to be savvy about good buys. Some stores price items less than other stores because the large volume of sales lets the store sell items cheaper and still make a good profit. Some stores offer less expensive brands that may be acceptable quality. Prices may be based on several factors such as type of store, brand, quality quantity, or size of an item. Factors such as time and transportation costs must also be considered when comparison shopping to get the total cost of buying the item as compared with the total cost of a like or similar item.

It pays to comparison shop. There is no hard and fast rule you can use that will always get you the best buy. You should always check prices as they will change.

Item	Brand	Total Cost	Size	Price per unit	On Sale? Yes / No	Acceptable quality/taste for family
Toothpaste	A	2 for \$3	6 oz each	\$0.25	Yes	Family likes
Toothpaste	B	\$0.87	6 oz	\$0.145	Yes	Family doesn't like
Milk	A	\$1.99	1 gallon	\$0.995 per ½ gallon	Yes	Family won't drink a gallon before it spoils
Milk	B	\$1.43	½ gallon	\$1.43	No	Right size for family

1. The toothpaste that costs the least is B, but your family doesn't like how it tastes. That might not be the best buy if your family won't use it.



2. The half gallon of milk is cheaper in total cost, but the gallon size is cheaper when you figure cost per ounce. Because items come in different sizes and prices, to compare the cost of various sizes, savvy consumers know how to find the price per unit of a product. Price per unit is found by dividing the total cost of the item by comparable units such as ounces, pounds or by the number of pieces in the package.
3. Half gallon = 64 ounces at \$1.43 = \$.02 per ounce
4. Gallon = 128 ounces at \$1.99 = \$.015 per ounce

If you just look at the cost, it is cheaper per ounce to buy the gallon of milk. But if your family won't drink a gallon of milk before it spoils and it has to be thrown away, is it still cheaper?

Be sure that you find the price per unit of the product, not by size of container. For example, two boxes of cereal may be the same size but one may contain more cereal than the other. The amount of cereal is listed in ounces. You can divide the price of the box by the number of ounces to get the unit price.

Being a consumer means you need to look at a lot of different things when shopping and before making a purchase. I have four different situations that you might need to make some decisions about at some time throughout your teen years.

Each participant gets a worksheet and writing utensil. Depending on the size of the group or the age of the participants, you may wish to allow them to work in partners.

Directions

1. Visit each station and read through the situation, then think about the information that is presented to you.
2. Make a decision about each situation and why you think it is the best purchase.
3. Rank each situation in order of what is the best purchase, to what is the last thing you would purchase. In each situation, each choice is labeled with 1, 2, 3, or 4. When you have selected your ranking of how you would make the purchases, put them in order from best choice to your last choice. That might look like 1,2,3,4 or maybe 4,2,3,1, etc.
4. We'll talk about all the choices when everyone has visited the stations.

Discuss the situations they had to make decisions about and then share with them the best choices – and why the decisions turned out like they did.

(Refer to the Answer Worksheet attached to this lesson.)

Additional consumer decision making examples may be found at:

<http://www.fourh.umn.edu/programs/ConsumerDecMaking/>

Talk It Over

- ★ **Reflect:**
- What did you learn about yourself as a consumer?
 - What will you share with a friend if you shop together in the future?
 - What choices will you consider the next time you shop?
 - How will the choices you make as a consumer change when your loved one is deployed?



- ★ **Process:** What is the most challenging thing about being a consumer?
How do you make your decisions about consumer issues?
What suggestion do you have for others who are learning to make consumer decisions?
- ★ **Generalize:** What similarities between shopping and being a consumer could you see in preparing for a deployment?
What skills could you share with your family about shopping as you face an upcoming deployment?
Why do you think it's important to be a wise consumer in today's society?
- ★ **Apply:** How else can you use these consumer shopping skills in your life?
Can you share an example of a time that researching a situation and evaluating the facts will be important in decision making?
In what ways can you help your family as a wise consumer?

Enhancement

Allow youth to go on-line and research items of interest to them, then have them create their own consumer judging activity for others to evaluate. If computers are not available, they could create a list of ideas of products that teens might be interested in purchasing and set up their own consumer decision choice activity.

Closing

As you grow older and share responsibilities in your family, you may be expected to do more shopping or decision making on certain products. Being prepared to make wise decisions and knowing how you arrive at decisions will be a valuable tool for you and your family. As you experience a deployment, consider how you fit into the decision making process and how you can share your skills with your family.

Credits/Sources

The Consumer in Me. Level 1 pp.21, 23, 33. used with permission of the National 4-H Cooperative Curriculum System © BU-08030 4HCCS

Consumer Wise. Level 2. p. 8, 9, 19, 32 used with permission of the National 4-H Cooperative Curriculum system © BU-08031 4HCCS

University of Minnesota Extension, MN 4-H Consumer Decision Making Program. Retrieved May 1, 2009, from 4-H of Minnesota Web site:

<<http://www.fourh.umn.edu/programs/ConsumerDecMaking/>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Smart Shopper

Dear Family,

Today we talked about being a consumer and making purchases. We learned about how to make choices and decisions by considering wants and needs and by learning about saving money. It is hoped that youth will be able to use some of their new skills and knowledge to help you make choices and decisions as you purchase items.



Please help youth continue to learn about being a wise consumer and making choices by asking them to review ads for the grocery store and consider specials or coupons, or considering the options to research a new appliance by going on-line to review consumer reports and review on-line ads from area businesses or larger retail stores.

Take some time to talk with your youth about budget, purchasing and how resources might change after deployment of your loved one.

Thank you for participating in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity. I hope your youth had fun and that this has been a good learning experience.

Sincerely,



If you have any questions regarding your youth's experience, please feel free to contact me at:

_____.

Conversation Starters:

- What do you need to consider when shopping for specific items?
- What financial alternatives are available for gift giving within our family this year during the deployment?
- When isn't it appropriate to buy something just because it is on sale?
- What would you like to help with as our family shops to be able to use your new consumer skills?



Item	Cost
Total	



Item	Cost
Total	



Consumer Decision Scenarios

Scenario #1: Bottled Water

Kelly is entering 8th grade this fall. For her birthday she received a new bike her mom says she can ride to school. One very hot, humid fall day as she is planning to leave for school her Mom calls home from work and tells her if she is going to ride her bike to school she will need to stop at the store down the block to get some water she can drink along the way. Her mom tells her she will get thirsty on her 7 block ride and will need the water. Kelly only has her birthday money available. Kelly stops at the store to make the best choice.

Criteria

1. WATER FOR THIRST ON HER CASUAL RIDE TO SCHOOL
2. EASY TO CARRY ON A BIKE
3. ECONOMICAL CHOICE

1

Propel Fitness Water
\$1.29

#2

Klarbrunn Drinking Water
\$1.09

#3

Preferred Selection Flavored Sparking Water
\$.79

#4

Clearly Canadian Sparkling Water
\$.99

Source: University of Minnesota Extension:

www.fourh.umn.edu/programs/.ConsumerDecMaking/pdf/WaterInt.pdf



Scenario #2: Fast Foods

Jackie decided not to go out for a fall sport, but it is very important to her to keep physically fit for basketball season.

She will keep her job at the sports shop, going there after school each day. Two days each week she will have to eat fast food so that her schedule will work.

Which fast food meal should Jackie select most often to keep the cost down, be low in fat, and be a good source of protein and carbohydrates?

Criteria:

- Cost
- Low in fat
- High in protein
- High in carbohydrates

#1

Roast Beef Sub with Cheese
Baked Potato Chips
Skim Milk

Cost: \$4.27
Total Fat: 20 grams
Protein: 44 grams
Carbohydrates: 66 grams

#2

Pepperoni Pizza
Bread Sticks
Sports Drink

Cost: \$4.47
Total Fat: 22 grams
Protein: 30 grams
Carbohydrates: 94 grams

#3

Garden Salad with Ranch Dressing
Chocolate Chip Cookie
Vanilla Shake

Cost: \$4.47
Total Fat: 30 grams
Protein: 28 grams
Carbohydrates: 117 grams

#4

Chicken Strip Basket w/
French Fries and Gravy
Medium Blizzard

Cost: \$6.50
Total Fat: 73 grams
Protein: 47 grams
Carbohydrates: 199 grams

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/fastFoods.pdf



Scenario #3: Lunch at a Volleyball Tournament

Abby is high school junior attending an all day volleyball tournament held at a college. She has a game at 9:00 a.m., 2:00 p.m., and 5:00 p.m. Most of Abby's teammates eat at the concession stand and she likes to spend time with them. She feels uncomfortable eating in the cafeteria area unless she purchases something from the concession stand.

Because she has had several weekend volleyball tournaments, she has not been able to work as much and money is getting tight. Abbey also recognizes that she needs a meal that will provide enough calories and protein to play well, while not having too much fat or added sugar?

Criteria:

- Allows time spent with friends
- Adequate in calories & protein
- Cost
- Low in fat & added sugar

#1

From concession stand: Hamburger

From home packed in a cooler: pre-packaged diced pears, carrot sticks, and 100% orange juice box. Cost: \$4.50

		Calories	Protein	Fat	Sugar
Hamburger	Larger, with condiments	438	26	20	6
Prepackaged diced pears	½ cup	72	0	0	15
Carrot Sticks	½ cup	25	1	0	3
Orange Juice box	1 cup	110	2	0	21
Totals		645	29	20	45

#2

From home packed in a cooler: Ham sandwich, pre-packaged diced pears, carrot sticks, 100% orange juice in a box. Cost: \$2.50

		Calories	Protein	Fat	Sugar
Ham Sandwich (3 oz ham, 2 slices wheat bread, 1 tbsp mayo)		335	22	15	4
Diced Pears	½ cup	42	0	0	15
Carrot Sticks	½ cup	25	1	0	3
Orange Juice	1 cup	110	2	0	21
Totals		542	25	15	43



#3

From Concession Stand: Hamburger, small popcorn. Cost: \$5

		Calories	Protein	Fat	Sugar
Hamburger	Large, with condiments	438	26	20	6
Small Popcorn	3 cups	165	3	9	0
Totals		603	29	29	6

#4

From Concession Stand: Hot dog, Snickers Candy Bar, and Mountain Dew. Cost: \$4

		Calories	Protein	Fat	Sugar
Hot Dog	1 regular	242	40	14	4
Snickers Candy Bar	1 regular size	280	4	14	30
Mountain Dew	20 oz	180	0	0	44
Totals		702	14	28	78

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/pdf/2008

Regional-LunchVolleyballTournament.pdf



Scenario #4: Selecting a Pet

Ricki's parents have agreed to let her get a pet for her birthday. Her parents know she is a responsible young person and appreciate that she wants to "save" an animal from the local humane society. Ricki's parents will purchase the animal and its required start up costs; however, Ricki has agreed to provide the long term care and cost of keeping the animal. Ricki makes \$20 a weekend babysitting for the neighbor which she currently uses to pay for entertainment. She would like to keep the annual cost of the pet as low as possible and doesn't want to spend more than half her earnings on it.

Ricki volunteers at the local animal shelter and wants to adopt an animal that is homeless. She especially enjoys animals that you can interact with, pet and talk to. Since working at the shelter, she has discovered she is allergic to cats. Since she lives in town, she would like the animal to be able to sleep in her bedroom and be free within certain spaces in the house. Help Ricki select a pet.

Criteria:

- Low annual cost, less than \$520
- Available at homeless shelter
- Interactive, able to pet, talk to
- Sleep in bedroom, able to be free

#1 – Rabbit

Capital Costs	
Adoption Fee	\$75
Spay/Neuter	\$75
Collar/Leash	N/A
Litter Box	\$25
Cage/Aquarium	\$90
Carrier	\$30
Crate	N/A
TOTAL CAPITAL COST	\$295
Annual Costs	
Food	\$100
Medical	\$125
Litter (Hardwood Shavings)	\$200
Toys/Treats	\$25
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$465
FIRST YEAR TOTAL	\$760

This rabbit is a very adventurous girl and loves going new places and meeting new people and critters. She really likes being a house bunny and enjoys having her toes done. She is very careful about always using her litter box and likes the perfume her hardwood shavings provide. Her favorite toy is her phone book which she likes to rip, shred and tear, and once customized properly, it makes a nice throne. Adoption fee is \$75.



#2 – Parakeets

Capital Costs	
Adoption Fee	\$25
Spay/Neuter	N/A
Collar/Leash	N/A
Litter Box	N/A
Cage/Aquarium	\$100
Carrier	\$25
Crate	N/A
TOTAL CAPITAL COST	\$150
Annual Costs	
Food	\$75
Medical	N/A
Litter (Recycle Paper)	N/A
Toys/Treats	\$30
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$120
FIRST YEAR TOTAL	\$270

This gorgeous English Parakeet is new to the rescue, but seems to be adjusting quite well. He is quite young yet and is still growing. In comparison to the American Budgie, English budgies have characteristics and features that were developed and enhanced specifically for show, such as a bigger chest and head, large circular throat spots, and vibrant clear colors and markings. They are about 10 inches in length and are less active. This parakeet has had its wings clipped and enjoys sitting on shoulders. The adoption fee is only \$25.00.

#3 – Betta Fish

Capital Costs	
Adoption Fee	\$10
Spay/Neuter	N/A
Collar/Leash	N/A
Litter Box	N/A
Cage/Aquarium	\$200
Carrier	N/A
Crate	N/A
TOTAL CAPITAL COST	\$210
Annual Costs	
Food	\$40
Medical	N/A
Litter	N/A



Toys/Treats	N/A
License	N/A
Miscellaneous	\$15
TOTAL ANNUAL COST	\$55
FIRST YEAR TOTAL	\$265

There is a fish store in the mall that Ricki likes to visit and watch the fish. Bettas have evolved a very intense territorial aggression to the point where they are best kept by themselves. They do not tolerate other males and females are only tolerated when breeding. This natural behavior and their ability to breathe atmospheric air makes them ideal for keeping in bowls and small aquaria. As long as the water is kept relatively warm and is changed regularly, they do very well. The purchase price is \$10.

#4 – Medium Dogs: Boston Terrier

Capital Costs	
Adoption Fee	\$55
Spay/Neuter	\$100
Collar/Leash	\$30
Litter Box	N/A
Cage/Aquarium	N/A
Carrier	\$50
Crate	\$90
TOTAL CAPITAL COST	\$325
Annual Costs	
Food	\$310
Medical	\$175
Litter	N/A
Toys/Treats	\$75
License	\$15
Miscellaneous	\$45
TOTAL ANNUAL COST	\$620
FIRST YEAR TOTAL	\$945

This Boston Terrier is a 3-1/2 year old neutered male that needed to be surrendered because of his owner's health issues. He is OK with other dogs and loves children. He is very smart, housebroken, and knows how to sit. He loves to ride in the car and loves his kennel. The adoption fee is \$55.

Source: University of Minnesota Extension

www.fourh.umn.edu/programs/ConsumerDecMaking/pdf/SelectingAPet2007Regional-IntSr.pdf



Consumer Decisions Participant Answer Sheet

Consumer Decision Judging Making Your Purchasing Decisions

- Please rank in order from the best purchase to the last choice you'd make.
- Write the number of the item you'd purchase first, then second, and then last.
- Also tell what information was helpful to you in making that decision.

Bottled Water

Fast Foods

Lunch at a Volleyball Tournament

Select A Pet



ANSWER WORKSHEET FOR CONSUMER DECISIONS JUDGING

Bottled Water

Official Placing: 2-3-1-4

1. I place this class of bottled waters 2-3-1-4. All waters would provide the liquid needed for Kelly's body.
2. In my top pair 2 places over 3 because Kelly only needs water to drink as she rides causally to school. I do grant that 3 is 1 cent cheaper per ounce, but has added flavoring that isn't needed.
3. In my middle pair 3 places over 1 because Kelly does not need added vitamins in the water for just a casual ride this close to school. 1 is also to be refrigerated after opening, which she does not have access to. 1 is also 4 cents per ounce more costly than 3.
4. In my bottom pair 1 places over 4 because 1 is in a plastic bottle and safer to carry on a bike. 4 is left at the bottom of this class because it is the most expensive per ounce and in a glass bottle.
5. For these reasons I place this class of bottled waters 2-3-1-4.

Questions Answers –

1. #4 – Clearly Canadian Sparkling Water
2. #1 – Propel Fitness Water
3. #3 – Preferred Selection Flavored Sparkling Water
4. #2 – Klarbrunn Drinking Water

Fast Foods

Official Placing: 1-2-3-4

1. I place this class of fast foods 1-2-3-4.
2. In the top pair 1 is placed over 2 because 1 is lower in cost and lower in fat than 3. #1 also has more protein. Granted, 2 has more carbohydrates than 1.
3. In the middle pair, 2 is placed over 3 because 2 has less fat and more protein than 3. Granted, 3 has more carbohydrates than 2.
4. In the bottom pair, 3 is placed over 4 because 3 is less expensive, making it more affordable to be eating on a regular basis. Granted, 4 has the most protein and carbohydrates.
5. I criticize 4 and leave it at the bottom of the class because it is very high in fat and is very expensive.
6. Therefore, I place this class of fast foods 1-2-3-4.



Lunch at a Volleyball Tournament

Placing: 1-2-3-4

1. I place this class of Volleyball Tournament Lunch Options 1-2-3-4.
2. In the top pair of the class, I placed 1 over 2 because 1 allows Abby to purchase an item which will provide more comfort for her to eat with her friends in the cafeteria area. I grant that 2 is less expensive and is lower in fat and added sugars.
3. In the middle pair, I placed 2 over 3 because 2 is less expensive and is lower in fats. Granted, 3 include purchases from the concession stand, allowing Abby to comfortably eat with her friends.
4. In the bottom pair, I placed 3 over 4 because 3 is lower in added sugars and fats. Granted, 4 is less expensive.
5. For these reasons I place this class of Volleyball Tournament lunch options 1-2-3-4.

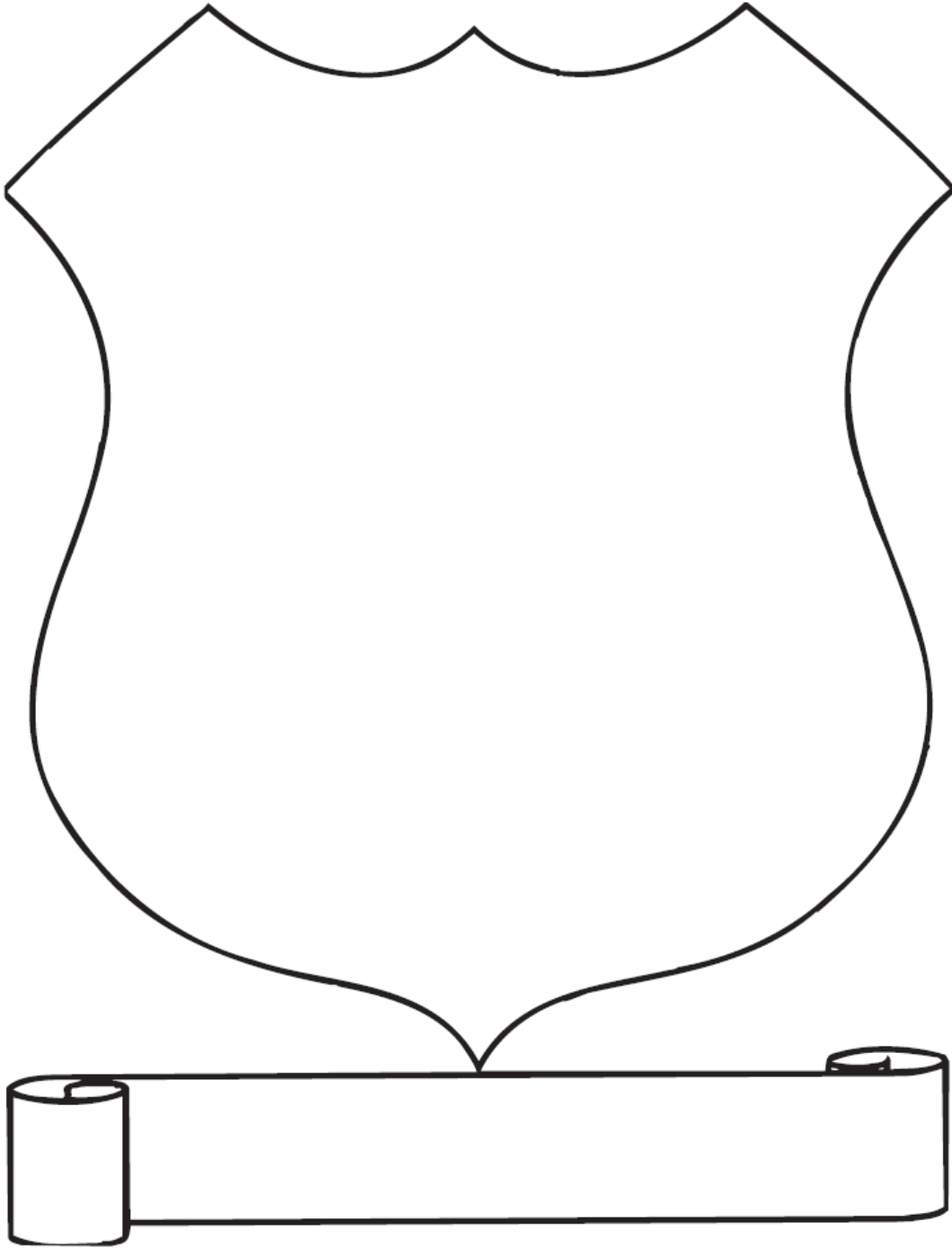
Selecting a Pet

Placing: 2-1-4-3

1. I place this class of “Selecting a Pet” 2-1-4-3.
2. At the top of my class, I placed pet #2. The parakeet, pet #2 met all of the criteria of low annual cost, available at shelter, interactive, and able to sleep in the bedroom and occasionally be free, since its wings are clipped and it likes to sit on shoulders.
3. In my top pair, I placed #2 over #1. The parakeet, pet #2 and the rabbit, pet #1 were available at the homeless shelter, but #1’s annual cost was much more expensive. I acknowledge that one is able to talk too and pet either animal.
4. In my middle pair, I placed #1 over #4. The rabbit, pet #1 and the dog, pet #4 are both available at the shelter and able to sleep in the bedroom, however only #1’s annual cost stays under Ricki’s price range. I grant that the #4 may be more interactive.
5. In my bottom pair, I placed #4 over #3. I grant that the betta fish, pet #3 has the lowest annual cost and could sleep in the bedroom with ease, but fault it for not being found in an animal shelter, it’s lack of interactivity and ability to run free.
6. For these reasons I place this class of “Selecting a Pet” 2-1-4-3.



My Value Shield





This is My Life

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Communication
- ★ Resiliency
- ★ Managing Feelings

Activity Overview

Youth will create a journal to use as a tool for self-reflection and as a springboard to communication with their Service Member.



Shout out!

Many times we are full of so many feelings and want to be able to control our lives. In this time of your life, take a break and come to this session where we will have fun and give you the tools to help manage your thoughts and feelings.

Get Ready

Roles for Uniformed Service Member

- Discuss the importance of communication to Service Members
- Discuss the ways in which youth can communicate with their Service Member, when, how, and through what?

Roles for Volunteers

- Assist in constructing journals
- Assist in playing the game

Activity Orientation for Volunteers: 1 hour

- Instructions on putting together the journal
- Awareness of some of the feelings that may arise during sessions and when to refer youth to MFLC

Preparation time: 1 hour

Space: Indoor space/outdoor space

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra embellishments and scissors.
6. Gather supplies.



7. Prepare game area according to icebreaker instructions.
8. Make copies of Parent Letter.

Get From OMK Tool Kit

- Boom box
- Beach balls
- CD of instrumental music or calming effects
- CD of Beach Boys, Jan and Dean, etc.
- Teachable Moments book
- Gyro ring

Procure Supplies

- Hardcover notebooks – 1 per youth
- Thick bristled paint brushes
- Cups to hold glue/water mixture
- 3 Hula hoops
- Cardstock 8 ½ by 11” in a variety of colors
- Scraps of cardstock and thick scrapbooking paper
- Glue
- Water
- Markers
- Pens/pencils
- Poster paper
- Snacks/drinks

Background

In a time of deployment, there are so many aspects for a family to think about, organize, and prepare. Youth need to know that their feelings are normal and validated during this busy and stressful time. This session will provide many opportunities for fun and laughter, as well as time for youth to create a journal and reflect. Youth will learn some tools to help understand and manage their feelings as well as assist them in gaining some resiliency and skills for the pending deployment of their Service Member.

Set Up Your Space

Indoor space – work area should have tables and chairs for youth to work. Icebreaker activity needs a large, indoor space with no equipment around. For reflection time, youth should be able to choose a variety of places to go alone that are within sight of leader, but can be outside or inside. Have the ‘beach’ music on as they enter the room.

WHAT TO DO

This is My Life

Icebreaker

Butt Volleyball (15 Minutes)

Blow up a beach ball. Make a ‘volleyball court’ on the floor with duct tape and make a ‘net’ in the middle. Turn on the boom box with some ‘beach music’ (Beach Boys, etc.). As youth arrive, greet them and have them choose a team side. Youth sit on ground as they play. The object of the game is the same as regular volleyball – no keeping score, though. This round is just for fun! They will form teams later to have a Butt Volleyball Tournament.



Introduction

Journals and Communication (30 Minutes)

Today will be filled with exciting games, making a journal for them to use through the deployment, and some reflection time. Your journal will also be a good resource for ideas of things to share in a letter or some other form of communication to the Service Member.

1. Have youth pick out one 8 ½ x 11" cardstock.
2. Instruct them to write-
 - NAME
 - DATE JOURNAL STARTED
 - 5 AWESOME THINGS ABOUT ME
3. Ask them to share their name, grade and, if they want, any of the five things that they wrote about what make them awesome.
4. Introduce the Uniformed Service Member. Have them share with the youth the importance of communication between home and the Service Member. They should also address the ins and outs of communicating with a Service Member that might be overseas.
5. Tell the youth that sometimes it is hard to think of what to talk about or write to someone. The journal they will make will help in allowing themselves to record special times, events and feelings. It may also help in thinking of things to write about to their Service Members.

Activity 1

Making the Journal (30 Minutes)

1. Hand out hardcover notebooks – one to each youth.
2. Instruct youth to open the notebook, laying it open, so that they do not get glue on the inside sheets.
3. Take glue and mix with water to form thin mixture.
4. Arrange scrapped pieces on front of notebook and brush glue mixture over it. Continue until covered with scraps. If any scraps hang over the edges, wrap them onto the other side – this is will be covered up with the full piece of cardstock later.
5. Have youth put their notebooks aside to dry.

Break

(15 Minutes)

- Have snacks and drinks available, as well as hula hoops and gyro ring for playing with

Activity 2

Butt Volleyball Tournament (45 Minutes)

1. Have youth get into a line according to birthdays, starting with January 1 and going on. This requires them to ask each other and figure out where they fit into the line.
2. When they think they have accomplished this, start with the first person, have them state their birthday and continue down the line to check if they actually did get in the right order.
3. Next, form at least two 'birthday' Butt Volleyball teams with 6 youth to a team.
4. Teams compete to win a Butt Volleyball tournament. Allow the youth to cheer, play and hang out during the fun!



Activity 3

Continue Journal Making (15 Minutes)

1. Have the youth find their journal. If they are not dried yet, have youth take extra care in the next steps.
2. Take the separate 8 ½ x 11” paper that they used in the beginning of the session and glue to the inside of the cover. This will cover any overlapping paper they had and add personalization.
3. Instruct youth to take markers, extra paper, glue, and pens to create a title on the front of their journal.

Activity 4

What is Reflection? (30 Minutes)

1. Talk with youth about reflection. Ask, why is it important that we are here today and we want to talk with you about reflection? What does reflection or journaling do for someone? How many of you do some sort of journaling? What are things you can do in your journal?
2. Ask, what are some things you can journal, draw, etc., about, especially during this time of someone being deployed? Write their answers on a poster paper. Some answers could be feelings, thoughts, drawings of loved ones, poems, how they will get along without dad, mom, etc.
3. Tell the youth that they are going to start with 10 minutes of some quiet time to listen to their thoughts and feelings and be able to document it in their journals. Some may just want to sit and think. They are not required to write anything in their journal if they would rather not.
4. Have youth move to a solitary place. Play soft, calming music on a boom box as they reflect.
5. Gather youth after the 10 minutes and use some of the Talk It Over questions to debrief the experience.

Break

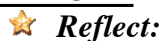
(15 Minutes)

Activity 5

Team Building (30 Minutes)

1. **Gyro Ring activity** - Have youth stand in a circle and introduce the gyro ring. The object is to get the rings going and then pass the hoop around the circle without stopping the rings. If they stop, the person it stopped with can have the chance to start them up again and pass it. Try until the gyro ring has made it around the circle without the small rings stopping (this is adapted from pg. 67 from Teachable Moments, Buzz Ring).
2. **Hula Hoop** – Take the hula-hoop and put it on a youth’s arm. Instruct all youth to grasp hands, so the hula-hoop is in the circle of bodies. The object is to move the hula-hoop around the circle without dropping hands. If the youth catch on to moving the hoop around the circle, then up the challenge by timing them on how fast they can move the hoop around the circle.

Talk It Over



Reflect:

What were your expectations when you came here today?
What did you enjoy?
What was your least favorite part?



- ★ **Process:** What was the reflection time like for you? What was difficult about it?
Why is it important to learn how to reflect?
What did you learn about yourself through the reflection activity?
What did you learn about yourself through the team building activities?
What skills did you learn today?
- ★ **Generalize:** We discussed the deployment today, but where in your life would you find reflection also useful?
How is reflection and team building important to you?
What did you learn about your own skills in communicating with others and yourself?
- ★ **Apply:** How can you use reflection after you leave today?
What are other situations that you can use these skills?
How did the team building activities help you understand others?
Why is this important to your life and family?
What can you do to improve both you and your family's communication with your deployed Service Member?

Enhancement

Invite one of the youth that has been through a Service Member's deployment and used journaling as a method of managing feelings to talk with the youth.

Closing

(15 minutes)

Today was full of laughter and some real quiet time. We need both in our lives. Laughter and fun with others are needed to form relationships and special bonds and quiet time to listen to ourselves and how we are doing. The journal you made can be used for the same purpose we did today, or use it to put in pictures, drawings, poems, or more.

The time you spent alone, in a quiet spot is important. We need to remember that our thoughts and feelings matter and that they are real. We also need to manage those feelings – journal, talk with others, have good friends that understand.

You can take some of the items in your journal to use as a piece to talk about when you communicate with your Service Member. We listened to someone that told us how important it is to keep in touch with a Service Member. This is your life right now. What is happening may not be in your control, but you can control your thoughts, feelings and reactions and reflection and journaling is just one tool for you to use.

Credits/Sources

Cain, Jim; Cummings, Michelle and Staunchfield, Jennifer. A Teachable Moment, A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection. Kendall/Hunt Publishing Company, Dubque, Iowa. 2005. Pg. 67, Buzz Ring.
< www.training-wheels.com >

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



This is My Life

Dear Family,

Today we had your youth experience self-reflection and how they can manage their thoughts and feelings in the deployment situation that may feel out of their control. We spent a lot of time having fun with team building games and then we spent some quiet time alone thinking.

We made a journal in which they can write, draw, write poems, put pictures or however they want to use it. We also discussed the importance of keeping in touch with the Service Member while they are away.



The journal can be a useful tool to help them write letters or e-mails. Youth react to deployment in many ways and this is just one tool they can use to help them feel some control. Thank you so much for allowing your youth to join us today.

If you have any questions about your child's experience, please feel free to call me at:

_____.

Sincerely,



Conversation Starters:

- Tell me about your experience with reflection and journaling . . .
- What unique ways can you use to communicate with your Service Member?
- What are some feelings that you are experiencing right now?



Keep One-Give One

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Sharing
- ★ Decision Making
- ★ Creative Thinking
- ★ Community Service

Activity Overview

Select fabric and notions to make a personalized photo board or handy polar fleece pillow. You will be making one to keep and one to give away to a community group that your group identifies.



Shout out!

Have fun using your creativity to make either an attractive photo board to display your prize photos or a soft polar fleece pillow. The time is centered on making one of these items for you and another item to share with someone else.

Get Ready

Roles for Uniformed Service Member

- Guide the youth as they assemble the photo boards
- Share ways you or your family has given to others in your community

Roles for Volunteers

- Guide the youth as they make the photo board or polar fleece pillow
- Share ideas of how you or your family has given to others in the community
- Share your sense of the value of service for those less fortunate

Activity Orientation for Volunteers: 30 Minutes

- Practice making polar fleece pillows and photo board
- Recall and discuss possible youth/family organizations that could be possible recipients of these items. Contact them to see if they would be a resource speaker to share how groups/individuals could offer service to their organization
- Decide if all the items should be cut and ready to assemble or if older participants/volunteers will prepare these supplies

Preparation time: 1 hour

Space needed: Indoors/Outdoors

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).



4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Check the supply list for polar fleece pillows. Polar fleece for the pillow tops can be cut into 20 inch by 20-inch pieces of fleece. Each pillow needs 2 pieces of fleece. How many you get out of a yard, will depend on the width of the fleece.
7. Check the supply list for photo boards. (Optional-you may do the next steps before session or have the older participants do these steps at session.)
8. Cut cardboard pieces 10x14 inches or use similar sizes of donated corrugated cardboard pieces.
9. Cut various pieces of fabric 4 inches longer and wider than the pieces of cardboard you are planning to use.
10. Cut sheet of batting 2 inches longer and wider than the cardboard backing pieces.
11. Select a piece of felt that will cover the backside of your board to cover all raw edges.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Rulers or tape measurers
- Glue guns/cotton gloves to wear when using hot glue gun
- Boom box with assorted music
- Cotton gloves
- Blue tarp

Procure Supplies

- For Icebreaker
 - Blindfolds
- For Polar Fleece Pillow
 - Polar fleece: two 20" x 20" pieces of fleece
 - Polyfill to stuff 14" x 14" inch pillow
 - Straight edge or square/fabric cutting boards/rotary cutter
 - Scissors
- For Picture Board
 - Cardboard piece for each participant-at least 12x14 inches
 - Fabric to cover front of board with a 2-inch overlap on each edge. You can use heavy cardboard or corrugated cardboard
 - Quilt batting (½" thick) - just a little bit larger than the piece of cardboard so that you can tuck it to the back
 - A piece of felt to place on the back of board to cover all raw fabric edges
 - Two pieces of elastic cord that you will tie and use as a band to hold photo
 - Optional buttons, feathers, ribbon to personalize photo board.



Background

Service Learning opportunities are a good way for youth and families to experience the joys of receiving and giving. When you shift the conversation from only thinking of receiving to experiencing the fun of giving, the family connections to the community are enriched.

By making the two projects, the youth will understand a new skill and can easily replicate the project in the future. They can serve as leaders for other service groups. Either project provides both the giver and the receiver with a powerful reminder of each other.

Help your youth talk about their experience in keeping and giving one of their projects. Youth should display the photo board or pillow in a special place in the home.

Set Up Your Space

The Icebreaker works best in a large open space. The photo board and polar fleece pillow are done best at tables and where participants can sit and work on their project. Be sure to cover tables with newsprint where using a hot glue gun. Have quiet music playing on the boom box as youth enter the room.

WHAT TO DO

Keep One-Give One

Icebreaker

The Blue Poison Swamp (30 Minutes)

Equipment: blue tarp with a grid marked on it, diagram on paper of the grid with the ‘invisible blue trail’ marked. There is a blank grid for you to make your own invisible trail included in this activity.

Set up:

1. Lay out the tarp with seven spaces along the top/bottom and eight along the sides.
2. The group can only stand at the bottom edge of the tarp, not along the sides.
3. Spin a tale about how the group has just reached the only opening for miles in the thick forest undergrowth. But the dreaded poison blue swamp lies in that opening. There is an invisible trail that will allow the group to pass to the other side, but since it is invisible, a trial and error method of finding that trail must be used. The blue tarp contains a special very powerful poison that will cause temporary blindness within a minute of contact (even through rubber-soled shoes!). The poison takes a while to wear off, but the antidote is the berry bush just across the swamp.

Objective:

The challenge is to find the trail through the swamp before the entire group is blinded by the poison. The successful final trail locator person or persons will need to lead/instruct the blind team members across the swamp until the entire group is on the other side.

Rules:

1. Persons who touch the poison have to come back to the starting area, and are blind for the remainder of the exercise (best is to actually blindfold them).



2. Entire team must cross the swamp by the correct trail. Blind team members may remain blind for the next problem or exercise if they misstep into the poison again. (or go deaf or break a leg, etc...)

Questions:

- *How was your experience in crossing the poison blue swamp?*
- *What made the clues you received helpful?*
- *Did someone help you to cross successfully?*
- *How did it feel to be frozen for making a wrong step?*
- *How did the first person to cross successfully feel?*
- *How did the last person to cross the swamp feel?*





Blank Swamp Grid

Use the grid above to make your own 'invisible trail' for The Blue Poison Swamp activity.



Introduction

Today we will be making two projects. The first one is a pillow and the other is a photo board. At the end of the day, you will be able to keep one and give the other one away to an organization. As you work on your project, think about others that will receive your project and how they will feel when they get your creative gift.

Activity 1

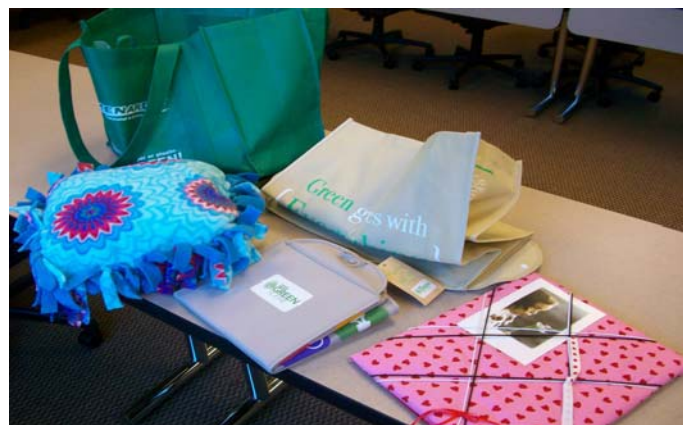
Polar Fleece Pillow (45 Minutes)

1. Select two matching pieces of polar fleece. They should match in fabric design and size of polar fleece.
2. Using a sharp scissors, cut a fringe around the square, cutting the two pieces of fleece at the same time so they match. The fringe is made by cutting three inches into the fabric and $\frac{3}{4}$ inch in width on each side of the pillow top.
3. Next, you will need to close up your pillow. Start at corner with wrong sides of fabric facing each other. Tie one fringe from one piece of fabric to the matching fringe from other piece of fabric. Use a knot. Continue this until you have all three sides knotted.
4. Insert batting and close off remaining side of pillow by finishing off the knots.
5. You have completed a very easy pillow.

Activity 2

Photo Boards (45 Minutes)

1. Select a precut piece of cardboard or corrugated cardboard.
2. Select a piece of flat batting that is just a little larger than the board so that you can wrap it to the back of the board and hot glue in place.
3. Select a piece of pre-cut fabric that is about 4 inches wider and longer than the board. Place this on the front side of the board on top of the batting and wrap ends to the back of the board. Hot glue to the back of the board.
4. Hot glue the piece of felt to back of board covering all the raw fabric edges. This will give you a neat finished look.
5. Take a piece of elasticized cord and wrap it as you would a present. Tying a knot in back. Repeat with another piece of cord. This will hold photos in place.
6. Add a hook or loop for a hanger.
7. Personalize the photo boards by hot gluing buttons, feathers, and other small objects to the front of your photo board. You can use ribbon to tie small bows on elastic cord.
8. Enjoy!





Talk It Over

- ★ **Reflect:** What was your favorite part of today's session?
How did you use creative thinking and problem solving to complete your projects?
How did you make the decision of who would be receiving the bonus project? How do you feel about this? Did you like the idea that you would be giving away one of your completed projects? Why/why not?
Why is it important to serve your community?
- ★ **Process:** What would you do differently next time you do one of these projects?
Were the leaders clear on how to do the projects or did they allow you to be creative in how your projects would turnout? What would you change?
- ★ **Generalize:** How can you use some of the things learned today at your home?
How can you use creative thinking skills with your family?
What do you contribute to your family in this stage of pre-deployment? Explain.
What are other ways that you can show generosity in your family/community?
- ★ **Apply:** What is one thing you can do next week that will help in your home?
Neighborhood? School?
Can you be a creative thinker and still get the job done?
How can you work creatively to solve problems at home during deployment?
What can you do to learn more about service learning opportunities in your neighborhood or school?
What can you do to show appreciation for the special things people do for you and your family?

Enhancement

Add ribbon to the photo board to decorate. One could also glue buttons or small items onto the photo board to personalize.

Closing

The beauty of this workshop is the double rewards of being able to keep one of the projects for yourself and share one of your projects with someone else. Whichever project you select to keep, you might want to display it where everyone can see it as a reminder that community service is a gift to your community. As you worked on your polar fleece and photo board projects, you have used your skills of decision making, creative thinking, and sharing. All of these skills come into play as you prepare yourself for a loved one's deployment.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Mary Duncomb, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development and Kathy Johnson, 4-H Program Coordinator, University of Minnesota Extension Center for Youth Development, 2009.



Keep One-Give One

Dear Family,

Today your youth was involved in a community service learning opportunity where they had a “hands on” learning experience to give to their community. Your youth made two projects today - one to keep and one to give to a community organization connected to children and families. Your youth experienced the joy of receiving as well as giving to someone else.



The two projects that your youth made were a “photo board” where one might display photos of a loved one and a “fleece pillow” that is soft and very durable. The receiver of either of these will be reminded of the thoughtfulness of the project maker.

The photo board is a good way for youth to showcase photos of those that are very special to them. It is easy to exchange the photos displayed and this board is lightweight making it easy to display in many different areas of the home. The polar fleece pillow is very durable and soft to the touch making for happy dreams.

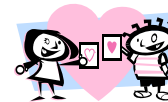
Take the opportunity to talk with your youth as to how they felt about the experience of making two projects and deciding which to give to someone else. Ask them to tell you about what they learned in making the projects and what other service learning opportunities might be in your neighborhood or school. This will help begin to build a broader support network for your child and family. Help your youth talk about how helping the people in their lives can made their own lives brighter.

Thank you for helping your youth participate in Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best Regards,

Conversation Starters:

- In what ways are you generous?
- How different are you from everyone else?
- What three things would you like to change in the world?
- What is the nicest thing you have ever done for someone?





Money and Me

Lesson Time: 2 hours

Age Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Understanding Money Management
- ★ Problem Solving
- ★ Goal Setting
- ★ Working Together

Activity Overview

Youth will identify and discuss how to use and make decisions about money.



Shout out!

Come and have fun with money! Find out about money and how money management skills affect you. Then make a storyboard to share your 'Top Money Tips' with your family and friends.

Get Ready

Roles for Uniformed Service Member

- Read **The Berenstain Bears' Trouble With Money** by Jan and Stan Berenstain
- Ask youth about what they learned from this book
- Share your experiences on the importance of balancing money for a family
- Assist with activities.

Roles for Volunteers

- Help youth in all activities
- Help to prepare all materials for youth
- Guide youth and assist with class behavior

Activity Orientation for Volunteers: 1 hour

- Read over all of the lesson plans
- Be prepared to teach and instruct youth in all activities
- Set up any activity stations that are necessary

Preparation time: 1 hour

Space: Table and chair space.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Make sure that you have all of the necessary books.
7. Make sure that your kit has available all of the necessary materials.
8. Check supply list and have extra supplies.
9. Place coins and blindfold in one area of your location so that you are ready for activity.
10. Make a template of a storyboard for each participant. (Directions - Create a large storyboard template out of a sheet of chart paper by folding it in half lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels.) Number each panel in the top row and number across then down.
11. Make a storyboard with your own drawings for demonstration to show to the youth.
12. Have enough materials for each youth present.

Get From OMK Tool Kit

- None

Procure Supplies

- **Book** – Berenstain, Jan and Stan. *The Berenstain Bears' Trouble With Money*; Random House, 1983
- **Book** – Ziefert, Harriet. *You Can't Buy a Dinosaur with a Dime*
- Several sets of US coins (silver dollars, pennies, half-dollar, quarter, dime, nickel, Kennedy half-dollar). Enough sets for youth to work in pairs, one set per pair
- Bubbles and bubble wands (One for each youth)
- Blindfolds
- Magnifying glasses
- Chart paper
- Pencils, pens, markers, colored pencils
- Story starters
- Storyboard templates - one for each participant (Make out of a sheet of chart paper by folding it in half lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels. Number each panel in the top row and number across then down)
- Play money – dollars and change

Other reading books talk about money that you could have available. Some examples are:

- **Book** – For Ages 6 and up ----*A Job For Jenny Archer*, by Ellen Conford. Little, Brown, 1988. Jenny wants to buy her Mom a fur coat. She tries many ways to earn money. Instead of a coat, Jenny finds the perfect gift in a most unlikely place.
- **Book** - *Money Trouble*, by Bill Cosby. Illustrated by Varnette P. Honeywood. Scholastic (1998). Little Bill wants to become famous by discovering a new comet, but first he needs a telescope. The telescope he wants costs \$100 and he only has \$47.87 in his football bank. Little Bill finds ways to earn money through jobs.



Background

Today we are looking at the role that money plays in our families, in our communities and in our world. For all of us in the states, using the dollar as the official currency is not confusing. But our loved ones who will be deployed to other countries will need to learn the new names and types of currency that they use.

Military Families also have new skills to learn about how to manage a new budget and monetary situation during deployment. During deployment, and this economic time, we as families, as communities, and as a government, need to find better ways to use and save our money in order to plan for the future.

Set Up Your Space

Bubble Control

As youth enter the room, give them a bottle of bubbles and a bubble wand. Instruct them to see how many bubbles they can make from just one blow into the bubble wand. The secret is the less powerful blow that you make into the wand, the more bubbles you will get from one dip. Have youth continue until everyone enters the room.

WHAT TO DO

Money and Me

Icebreaker

Knee to Knee (15 Minutes)

1. Set up chairs for each youth participant with two rows of chairs facing each other in a line. Participants are knee to knee.
2. The volunteer facilitator begins by asking one row of participants a question.
3. All answers to questions begin by introducing who you are to the other person.
4. That row of youth answers that question to the youth that is facing them and then touches their knees.
5. That youth will get about 1-2 minutes to have a discussion about that question with their partner. Once they complete the discussion of that question, (about 1-2 minutes) participants in one row are rotated one chair to the left so that they have a new partner.
6. The person at the end goes to the first chair at other end of row they are in. This continues until all youth have had a chance to meet each youth on the opposite side of their row.
7. When completed, youth in their row gather in a circle to then introduce them and tell one thing that they like to eat.
8. All youth have then met each other.

Possible questions – 1. What is your name and where do you live? 2. What is your idea of a great summer vacation? 3. What is your favorite animal? 4. What is your best family vacation? 5. What is your favorite sport or activity? 6. What countries, states, have you visited and what have been your favorite things that you've seen? 7. If you had one day to do whatever you wanted to do, what would be your perfect day?

Introduction

(5 Minutes)

Imagine going to the store to buy a toy. It took you five months to save enough money for the toy. Then, when it's time to pay for the toy, instead of coins or bills, you give the clerk a cow! That might sound really strange or even stupid today, but before money was created to use



for exchanging goods and service, people used animals, feathers, tealeaves, and other objects of value to trade or barter.

The world's first metal money was created by Sumerian merchants. Sumeria was a region in the ancient Middle East along the lower Euphrates River, near the Persian Gulf, in what is now known as Southern Iraq. Today, each country has an official currency for trading. Of course, in the United States, the dollar is the official currency. In some regions of the world, adjoining countries (or countries next to each other) use the same currency to make trading easier. For example, at the time this book was printed, twelve countries used the Euro as their official currency.

Today we are looking at the role that money plays in our families, in our communities, and in our world. Our loved ones who will be deployed to other countries will need to learn the new names and types of currency that they use. For all of us in the states, using the dollar as the official currency is not confusing. During this economic time, we as families, as communities, and as a government need to find better ways to use and save our money in order to plan for the future.

Activity 1

Read Story (20 Minutes)

This story introduces the decisions that we must make every day when it comes to spending money. Think about this story. When we are finished, we will talk about it.

1. Read the book *Money Trouble* by Bill Cosby. Illustrated by Varnette P. Honeywood.
2. Read book making sure that all participants can hear and see pictures.
3. Ask older youth to volunteer to turn pages as you read this book to all youth.
4. You could ask one or two older youth to read one or two pages of this book.
5. After reading the book, ask, "What was this book about? Did you think what was going to happen, would happen? Did this turn out the way you wanted? How would you have had this book turn out? Did you learn anything from this book? How can lessons from this story to work together with your Family to set money goals before your loved one is deployed? Has reading this book made a difference to you?"

Activity 2

Telling by Touch (30 Minutes)

Youth will spend time identifying coins by touch.

1. Tell youth this activity will give youth the opportunity to practice identifying coins; and will include a special challenge.
2. Spread the coins out on the flat surface. Leave some coins with heads up and others tails up. Let the youth examine the coins as closely as they want using the magnifying glasses, but do not let them touch the coins at this point.
3. After everyone has had some time to become familiar with the coins, put the youth into pairs.
4. Youth take turns wearing the blindfold and trying to guess what coin their partner gave them, and then they will switch roles.
5. Then, divide the youth again into teams, one older youth and one younger youth.
6. Ask one person to be blindfolded.
7. Make sure that each team has enough coin in front of them to equal \$2.00.
8. See if the youth are able to make change, by touch, with a blindfold.



9. The volunteer facilitator will then ask with the blindfold to make change for a \$1.00 bill in coin. They can come up with any multiples to equal \$1.00.
10. When the blindfolded partner thinks he/she is finished, they can remove the blindfold and count the money with their partner.
11. After this exercise, ask the question, “As you examined these coins by touch, what did you discover? How did you use your various senses to tell the coins apart? Why was it important to pay attention to detail when you were trying to identify these coins? (What was the shape? How big was it? Did it have jagged edges?) How will paying attention to details help you to make decisions when your loved one is deployed? Why do you think it’s a good idea to pay attention to detail and to use your senses when making decisions?”

Activity 3

Counting and Spending (15 Minutes)

1. Lay out all fake paper and coin money on the table.
2. Have each participant stand around the table.
3. Have an older youth stand next to a younger youth.
4. Each younger youth and older youth pair can work together, encouraging the older youth to assist the younger youth, but not doing it for them.
5. Each youth in the pair will do this activity.
6. Then, begin by telling youth that you are going to ask youth to collect the amount of money by picking it up from the table.
7. First, demonstrate the idea of twenty-five cents. Show them all of the different combinations that they can produce.
8. For example, the volunteer says, “I want you to show me twenty five cents.” Show them how they can either pick up a fake twenty-five cent piece or they can show you twenty-five pennies, or they can show you five nickels, or they can show you twenty-five cent piece, or two dimes and a nickel.
9. Explain the youth that there are many ways that you can come up with an amount of money.
10. Begin by thinking of another amount of money. For example, have youth come up with \$1.00, and then come up with \$.85 and so on.
11. Next, ask all youth to find \$1.00 in change and put in front of them. They will then be brought through an exercise that will help them look at how a family must be wise in spending because of the many things that are necessary to purchase.
12. Say that the \$1.00 represents the monthly paycheck that their family earns.
13. Tell them to count out \$.30, which represents their house payment, insurance and taxes.
14. Tell them to count out \$.30, which represents the cost of electricity, water, phone bill.
15. Tell them to count out \$.20, which represents the cost of groceries, with no treats.
16. Tell them to count out \$.15, which represents the cost of car, gas, insurance.
17. Tell them to count out \$.5, which represents the cost of necessary clothing, coats, shoes, etc.
18. Ask the participants how much money they have left.
19. Now, ask them what they are going to do about going to the movies, about different and better clothing, about buying that new Nintendo, about buying a favorite toy, or music video?



20. Ask the youth the following, “Did you know that there were many different combinations of coming up with the same amount of money? How will paying attention to details help you to make decisions when your loved one is deployed? Why do you think it’s a good idea to pay attention to detail and to use your senses when making decisions?”
21. Ask these questions: “Were you surprised at how fast your money disappeared? Do you think that this is a real situation in some families? Why do you think that not only when your loved one is deployed, but any time in a family, that it’s good to think about spending?”

Break

(10 Minutes)

Activity 4

Storyboards (45 Minutes)

1. Read *You Can’t Buy a Dinosaur with a Dime* by Harriet Ziefert. (Do not say this. This is for your background --- This story describes how Pete saves his allowance, spends too much of it, has second thoughts, and starts over. As we read, think about Pete’s spending decisions and follow along as he saves, spends, and plans his future purchases.)
2. Ask the questions to participants; “What was this book about? Did you like the ending? How would you change the ending? How can you use the lessons from this story to work together on money issues after your loved one is deployed?”

Storyboarding is a way of visually outlining a project. Usually you have a frame that has a picture and some words that describes what is going on in the scene, or what a character is saying. Frames are then assembled and put in order for a project. Filmmakers and animators use this technique to plan their projects. Designers of picture books also use this technique and will turn their stories into storyboards as a way to practice writing the book.

- Review money concepts and story sequencing skills
 - Youth can either tell their own personal story about money, or can retell the story of in either of the books that they heard today
 - Remind the youth that storyboards are for capturing ideas visually, so the actual sketches do not have to be detailed
1. Have participants sit on the floor.
 2. Demonstrate what a storyboard is.
 3. Ask youth to think about a story about money. Maybe it was going to the store and not having enough money for that favorite toy. Maybe they want to think about the story that was just read and do a storyboard on that story.
 4. Pass out paper and demonstrate how to make storyboard panels. Volunteers should have enough storyboard templates for each participant.
 5. A sheet of chart paper is folded in half, lengthwise and over three times. Unfolding it should leave guidelines for 8 boxes or 2 rows with 4 panels. Number each panel in the top row and number across then down.
 6. Help youth talk about a story and the major events in the plot.
 7. Decide which events need to be represented by a panel in the storyboard retelling the book or another story.



8. Create a quick line and stick figure sketch of the main action in the panel.
9. Create captions that briefly describe the key elements of the plot event.
10. After demonstrating storyboarding, let the youth create their own storyboards based on their favorite picture book that was read today.
11. Have each youth present his or her storyboard, retelling their story.

Talk It Over

- ★ **Reflect:**
 - How did you use your various senses to tell the coins apart?
 - What was your favorite part of all of these activities?
 - What did you learn about yourself while you doing these activities?
 - What surprised you?
 - When hearing the stories that were read, what did you hear? What were they about?
- ★ **Process:**
 - What was the most challenging part of making change?
 - What was the most challenging part of making a storyboard? What made this story important? When making the storyboard, why was it challenging?
 - How did you overcome the challenges of making this storyboard?
 - How did others help you?
- ★ **Generalize:**
 - Are there people who have to tell coins apart by just touching them?
 - Why do you think it's important to use your senses when thinking about spending money?
 - How does the spending of money in your family affect every member of your family?
 - Why is understanding the use of money important to you?
- ★ **Apply:**
 - Are there youth or people out there that always want to buy new things?
 - What happens when you want to spend more money than what you have in your pocket?
 - What happens when a family member wants to spend more of their share of the family money? For example, if you continue to want to buy new clothes or new toys? What happens to the family money?
 - As your loved one is deployed, how can you work with your family to set money goals before your loved one is deployed?

Enhancement

Encourage youth to ask their adult the next time they go shopping, how much things cost and how long it takes to earn that amount of money. There are other reading books, which talk about money that you could have available. They are:

- **Book** – For Ages 6 and up ----*A Job For Jenny Archer*, by Ellen Conford. Little, Brown, 1988. Jenny wants to buy her Mom a fur coat. She tries many ways to earn money. Instead of a coat, Jenny finds the perfect gift in a most unlikely place.
- **Book** - *Money Trouble*, by Bill Cosby. Illustrated by Varnette P. Honeywood. Scholastic (1998). Little Bill wants to become famous by discovering a new comet, but first he



needs a telescope. The telescope he wants costs \$100 and he only has \$47.87 in his football bank. Little Bill finds ways to earn money through jobs. Money on the Bookshelf

Closing

Understanding the role that money plays in our lives is important. Money is a tool to purchase the items that we need, but it can be a temptation to buy the things that we do not need.

All families need to make wise decisions when it comes to money management. Even as youth, you have an opportunity to be a part of the family financial plan. Ask your parents what things cost. Be wise when it is your turn to purchase something for yourself with that birthday money. Think before you spend. During this time, with the money challenges surrounding deployment is great time to review family money management priorities. Talk about it!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. Reading Makes Cents, Learning About Money Concepts Through Children's Literature. Washington D.C.: The National 4-H Council. Product Number 08389.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Judith A. Conway, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Money and Me

Dear Family,

Today youth had an opportunity to learn about money. They had an opportunity to identify what money looks like and the values of each item, do some problem solving and understand the importance of goal setting when it comes to understanding money management.

Youth heard a couple of stories about money management. One of the books was, *The Berenstain Bears' Trouble With Money*; by Jan and Stan Berenstain, Random House, 1983.

Ask your youth what they learned from this book. Also, ask them if what they learned will make a difference in the next months ahead.



The life-long benefits of teaching youth good money habits make it well worth the effort. Youth find that as part of the family, they can do their part in understanding how good money management makes sense. Youth who are not taught these lessons pay the consequences for a lifetime.

During this economic time, and with the deployment of your loved one, money and money habits can be a good family conversation. Encourage your youth to accompany you when you are buying groceries. Ask them to check out the prices and compare prices.

As your loved one is deployed, encourage your youth to talk about money. Have things changed? How can we all work together to use better money management techniques? Help your youth talk about money and the wise-money decisions that can be made.

Thanks for having your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Activity!

Best regards,

If you have any questions about your youth's experience please feel free to contact me at:

Conversation Starters

- Would you rather win \$100 or earn \$1000? Why?
- What would be two things you would subtract from your grocery list?
- In order of importance, how would you rank happiness, money, freedom and love?





Boxes, Stories, and Races Oh My!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: Up to 40

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Community Service Volunteering, Leadership, Contributions to Group Effort
- ★ Self-esteem
- ★ Nurturing Relationships



Activity Overview

Youth will make conversation boxes, do story rotations, and race their team's skateboard.

Shout out!

Come and have fun with other Military Kids getting ready for a deployment. Youth of all ages will make conversation boxes. We will also read four great books about being a military family and do art projects from the stories. As our finale, we will form teams and create our skater to race a skateboard and compete in the OMK 500.

Get Ready

Roles for Uniformed Service Member

- Assist with conversation box construction/decoration
- Share a fun story of when they talked to their family while deployed
- Announce the OMK 500 and award prizes (Uniformed Military Personnel judges; Activity Coordinator settles disputes.)

Roles for Volunteers

- Assist with the conversation box construction/decoration
- Set-up and reconfigure the room for the various activities
- Lead the story breakout groups (If you do not have older, mature youth in the group who can; then the volunteers would need to assist and help keep the group on the race. Either way you would need at least four volunteers for this piece.)
- Keep race teams on track and help at starting line and finish line
- Help with clean-up

Activity Orientation for Volunteers: 1 hour

- Go over construction and purpose of the conversation boxes
- Go over binding options and how to bind
- Familiarize with stories and story stations. Give guidance so Volunteers can lead/assist a story group
- If making a group book, make sure to train the *H is for Honor: A Military Family Alphabet* volunteer on book assembly
- Give directions and purpose of OMK 500
- Have them practice making a skater and racing



Preparation time: 2 hours

Space: You will need three different spaces. Tables and chairs for the youth to use when they make their conversation boxes. Cluster the tables and chairs into four groups after the conversation boxes are done. At each of the four tables put the story and the corresponding project supplies. You can keep the tables clustered or spread them out. Make sure to keep a long open area for the OMK 500, marking the starting line and the finishing line.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Purchase or find supplies. (First, though decide which types of boxes you are going to use.)
7. Be familiar with the stories and their activities.
8. Tape off a racetrack in the room.
9. Make Kool Aid Play Dough.
10. Copy the Parent Letter

Get From OMK Tool Kit

- Glue guns and sticks
- *H is for Honor: A Military Family Alphabet* (Sleeping Bear Alphabets) by Devin Scillian
- *Love Lizzie: Letters to a Military Mom* by Lisa Tucker McElroy
- *Daddy, You're My Hero* by Michelle Ferguson-Cohen
- 3-hole punch
- Boom box
- Cotton gloves
- Assorted balls and games
- Beach balls

Procure Supplies

- Beach ball or water balloons, depending on the weather
- Blankets (one for every 5-10 youth depending on the blankets size)
- Either cardboard or wooden boxes 10 inches x 14 inches and 3-4 inches deep
- Paint, markers, paper, contact paper, stickers or other embellishments
- Brushes, water cups, glue (either Elmer's or hot glue)
- Tarps to cover tables
- White paper (either 8x8, 8x11, or 12x12) for the alphabet book
- Brass brads to hold Military Alphabet pages (brass fastener)



- *The Kissing Hand* by Audrey Penn
- Rocks or other pocket tokens youth can turn into pocket kisses
- Blank postcards (plain 4x6 cards youth can decorate and write on)
- Clay that dries in the air, like the Kool-aid Play Dough whose recipe is attached
- Skate boards (1 per team)
- Large amounts of old newspapers
- Rolls of masking tape (1 per team)
- Large amounts of recycling materials (paper tubes, plastic containers etc)
- Masking or duct tape to mark off an OMK 500 start and finish line
- Prizes galore! Everyone should be a winner
- Optional: a green start of race flag and a checkered end of race flag

Background

During the deployment, real time communication can only be initiated on the Service Member's side. They call when they can and the family needs to be ready. The communication box allows the youth to have a space to gather all the things they want to share with their Service Member when they talk to them. Test scores, new toys, pictures, etc can be kept in the box so when the Service Member calls, the youth is ready to talk and share.

The story stations are all about Military families. Each activity will help the youth connect to their civic pride and their Service Member during the deployment. The final activity uses creativity and teamwork. Youth will construct a skater that is over four-feet tall to race their skateboard across the finish line. This is a challenging activity, be prepared for fun and failures. It is possible, so encourage your youth to keep on trying! The racing activity is to get youth working together on a common goal and expanding their peer support network by meeting new people. If you have younger youth, they can construct a two-foot tall skater and allow them to attach the skater to the skateboard with masking tape.

Set Up Your Space

You will need three different spaces. Tables and chairs for the youth to use when they make their conversation boxes. Cluster the tables and chairs into four groups after the conversation boxes are done. At each of the four tables put the story and the corresponding art supplies. You can keep the tables clustered or spread them out again for the car construction but make sure to keep a long open area for the OMK 500. In that area, mark off a start and finish line. Have Boom box on with energetic music playing when the youth enter the room.

WHAT TO DO

Boxes, Stories, and Races Oh My!

Icebreaker

Put youth in teams of 5-10. Try to evenly distribute the ages between the teams. Give each team a blanket. Explain that the purpose of the game is to pass the beach ball or water balloons from one team to another via blankets. If the ball or balloon fall out that team gets a point or must sit out. Last team standing or one with the least points wins. Winners get a standing ovation from the other teams.

Blanket Volleyball (20 Minutes)



Activity 1

Conversation Boxes (1 Hour)

1. Many youth say they are so excited to talk to their Service Member when they call, but forget what they wanted to tell them. Conversation Boxes should be kept by the phone or computer, whichever is the preferred method of communication from the Service Member. Youth should put things in the Conversation Boxes that they want to tell their Service Member about when they are able to talk to them. For example, a teen might put in their A+ test or the game winning ball. Younger kids might put in a new toy or a picture they drew. This way, when the Service Member calls or skypes the youth, they will be ready to talk.
2. Depending on what kind of boxes you have, your starting point will be different. If you are constructing wood boxes, make sure to have enough volunteers, nails, and hammers. Put the boxes together and paint if interested. If you have fruit boxes, shoeboxes or flimsy boxes, cover them with paint or contact paper to cover writing and/or reinforce the structure.
3. Your boxes should now be assembled and a blank slate ready to personalize and decorate.
4. When youth are done, set aside to dry.
5. Allocate about an 30-45 minutes for this but have some alternative activities for youth who finish early and have to wait; legos, k'nex, balls, jump ropes, hula hoops, etc.

Activity 2

Story Stations (2 Hours)

Each station has its own story and activity. Have one volunteer stay at each station to read the story and facilitate the activity. If there is an older kid in the group who wants to read, let them alternate with the volunteer to keep up the pace. Each station will take about 30 minutes.

- ***H is for Honor: A Military Family Alphabet*** (Sleeping Bear Alphabets) by Devin Scillian
 1. Read the story.
 2. Have the youth make their own military family alphabet page. Encourage the youth to make one page for a group book and one page for themselves. Push the youth to work together as a group to do all the letters, especially the older ones. When all four groups have cycled through, assemble the book using the brads. (If you're making a group book. Otherwise, youth just make their own individual pages and take them home.)
- ***The Kissing Hand*** by Audrey Penn
 1. Read the story.
 2. Use the rocks as a pocket 'kiss', or have the youth create their own pocket 'kiss' that they can give to their Service Member when they are deployed. If extra time, have the youth make 'kisses' for their other family members, deployments can be stressful and everyone in the family might like a pocket 'kiss' to comfort them.
- ***Love Lizzie: Letters to a Military Mom*** by Lisa Tucker McElroy
 1. Read the story.
 2. Hand out the blank postcards and have youth decorate the blank side. Have them make about one per month of the deployment: Army generally deploys for 12 months, Marines for 9-10 months, Navy for 3-6 months, and the Air Force deploys for 6 weeks. However, the Air Force often deploys multiple times in a



year so it's good to make a couple of postcards for their potential multiple deployments.

3. Remind the youth to leave the back blank; they'll write messages to their Service Member once they deploy.
- ***Daddy, You're My Hero*** by Michelle Ferguson-Cohen
 1. Don't tell the youth the name of the story.
 2. Pass out the Kool-aid Play Dough.
 3. Have youth sculpt a hero out of their Play Dough. Ask the youth to briefly describe who/what they made and what makes it heroic.
 4. Read the story.
 5. Ask youth if they consider their Service Member to be a hero. Why or why not? Please stress that it's their opinion about who or what a hero is and they're entitled to it.

Activity 3

OMK 500 (1 Hour)

1. Have youth form teams of 2-3. (Make sure no youth is left out.)
2. Give each team a skateboard, a pile of newspapers, a role of masking tape and direct them towards the pile of recycled items.
3. Tell them that their mission is to build a skater out of recycled materials that can 'ride' across the finish line, standing, without being taped to the skateboard or being help by one of the youth. Each skater must be larger than 4 feet. Tell them they have 30 minutes to make their skater.
4. It is important to stay positive. Try to get the youth to think creatively to solve this challenge. Have youth teams do practice 'mini' runs before the big event.
5. When the time is up, have the youth stand their skater on the skateboard, take aim and push the skater and skateboard towards the finish line.
6. Have the Service Member facilitate the OMK 500.
7. The team that wins gets a fabulous prize! Everyone else wins something too!

Talk It Over

- ★ **Reflect:** What did you like about the day? What didn't you like about the day? Do you think it's a good idea to be ready to talk to your Service Member when they call? Why or why not? Which story was your favorite? How come?
- ★ **Process:** How did your team work well together when you made your skateboard racer? Were you happy with your skater's performance? Why or why not?
- ★ **Generalize:** Today you met other youth getting ready for a deployment. Does it make you feel better knowing you have a peer support group who understands what it's like to have a Service Member deploy?
- ★ **Apply:** Where are you going to put your Conversation Box? Do you think of heroes any differently now that you've read *Daddy You're My Hero*? Why or why not?



Enhancement

Add other stories and activities about Military families. A list of **Military Kids Books** is attached.

Closing

Today we talked a lot about deployment and getting ready for your Service Member to leave. Operation Military Kids wants to say thank you for your service to our country just like your Service Member. You are a Hidden Hero because you serve without the uniform by helping at home, doing well in school, etc. We also hope you had fun creating your skater and hope that you met some new friends that you can see again. Thank you.

Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist and Wendy Rubinyi, Instructional Design Specialist, 2009.



Boxes, Stories, and Races Oh My!

Dear Family,

Today we were very busy and had a lot of fun. We made Conversation Boxes so your youth can put things they want to tell their Service Member in the box so when their Service Member calls or Skypes, your youth is ready to talk. Pictures, great grades, concert playbills, new toys, etc. can all go in the box. Help your youth put important things in the box and remind them to use the box when their Service Member calls or Skypes.



We also did story stations. Youth read a variety of Military family books and did different activities with each book. The stories are listed below and they and the activities helped the youth see their civic connection with Military families and ideas on how to stay in touch with their Service Member during the deployment.

The final activity we did was to create skaters to ride a skateboard and participate in the OMK 500. Youth worked in teams to make their skaters and then raced. This was a great way to work on teamwork, and meet other Military Kids. Ask them about the challenges they had making their 'skater'. Remember, a peer support network is very important; it is nice to have other youth to talk to who understand what a deployment feels like. Maybe they made a friend today that they would like to see again.

Thank you for coming today and bringing your youth. Operation: Military Kids Support Cycle Yellow Ribbon Outreach Experience. OMK calls Military Kids 'Hidden Heroes' because they serve their country just like their Service Member. I appreciate your service on the home front with your family - you're a hero just like your Service Member and your youth.

Sincerely,



Books we read today:

- *H is for Honor: A Military Family Alphabet* by Devin Scillian
- *The Kissing Hand* by Audrey Penn
- *Love Lizzie: Letters to a Military Mom* by Lisa Tucker McElroy
- *Daddy, You're My Hero* by Michelle Ferguson-Cohen

Conversation Starters:

- What do you think is the most important service you can do for your family and community?
- Would you rather take care of a pet or help your elderly neighbor? Why?
- What new person would you like to have as a friend? Why?
- How do you think a hero acts?



Military Children's Books

- ★ A Very Long Time by Geri Timperley and Nikki Arro
- ★ While You Are Away by Eileen Spinelli
- ★ Owl Babies by Martin Waddell
- ★ When Duty Calls by Angela Sportelli-Rehak
- ★ Daddy, Will You Miss Me? by Wendy McCormick
- ★ Daddy is a Soldier by Kirsten Hallowell
- ★ A Year Without Dad by Jodi Brunson
- ★ Daddy, You're my Hero! by Michelle Ferguson-Cohen
- ★ A Yellow Ribbon for Daddy by Anissa Mersiowsky
- ★ Red, White, and Blue Good-bye by Sarah Wones Tomp
- ★ H is for Honor: A Military Family Alphabet by Devin Scillian and Victor Juhasz
- ★ Deployment: Journal for Kids by Rachel Robertson
- ★ I Miss You: A Military Kid's Book About Deployment paperback by Beth Andrews
- ★ My Dad is Going Away, but He will be Back One Day; A Deployment Story paperback by James Thomas
- ★ Mommy, You're my Hero and Daddy, You're my Hero board books by Michelle Ferguson-Cohen
- ★ Over There board books published by the Zero to Three Project about military dads and moms who are deployed. Visit their web site at www.zerotothree.org
- ★ When Dad's at Sea hardcover by Mindy L. Pelton
- ★ Daddy's in Iraq, but I Want Him Back! paperback by Carmen R. Hoyt
- ★ 15 Reasons I Love my Dad: A Fill-in-the-Blank Book hardcover by Samantha Kappler
- ★ Love, Lizzie: Letters to a Military Mom by Lisa Tucker McElroy
- ★ Sammy's Soldier by Sarah L. White
- ★ An American Hero by Joanne Green
- ★ Night Catch by Brenda Ehrmantraut
- ★ The Impossible Patriotism Project by Linda Skeers
- ★ My Red Balloon by Eve Bunting
- ★ I'm Already Home: Keeping your Family Close when You're on TDY paperback by Elaine Gray Dumler
- ★ Surviving Deployment: A Guide for Military Families paperback by Karen M. Pavlicin
- ★ The Kissing Hand by Audrey Penn



Kool-Aid Play Dough

From The Holiday Zone at <http://www.theholidayzone.com/recipes/dough.html>

1-cup flour

1/2 cup salt

1 small packet unsweetened drink mix (Kool-aid or generic)

3 Tbsp. oil

1-cup boiling water

Combine dry ingredients. Add oil. Add boiling water. Stir well. Knead ingredients until soft dough forms. Store dough in airtight container or zip-lock bag. This dough is non-edible (harmless, but tastes awful); however, it smells great.





How Do You Learn?

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Learning to Learn
- ★ Critical Thinking
- ★ Self Motivation
- ★ Cooperation
- ★ Accepting Differences



Activity Overview

It's not about how smart you are – but **HOW** you are smart! Explore your learning style and see how “smart” you are!

Shout out!

*It's not about how smart you are – but **HOW** you are smart! How do you learn best? Is it by using your hands or your body? Do you hear music and it sticks with you all day? Do you like to do puzzles? Let's explore your learning style and why you learn best doing certain things!*

Get Ready

Roles for Uniformed Service Member

- Share with youth how they best prefer to learn and when they realized that was their learning style
- Assist youth as they visit activity stations to explore learning styles

Roles for Volunteers

- Assist youth while visiting activity stations

Activity Orientation for Volunteers: 30 Minutes

- Understanding the basics of electricity and using batteries, aluminum foil and light bulbs (See p. 11 of “Magic of Electricity” worksheet to better understand the process) Note: aluminum foil and batteries may become hot to the touch when touching batteries together to light a bulb. The larger the batteries, the easier it will be to light the bulb

Preparation time: 45 minutes

Space: Indoor space with tables and room to move about

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.



6. Copy Parent Letter.
7. Copy activity sheets – 1 per participant
Do You Know...
How Do You Learn: Activity Sheet
8. Print off eight activity resources to set up at tables around the room
(Found at the end of this lesson)
 - Buy, Borrow or Barter (Linguistic)
 - Lighting the Bulb (Logical-Mathematical)
 - Learning to Draw (Visual-Spatial)
 - Compose Your Song (Musical)
 - Dis “cover” ing Citizenship (Interpersonal)
 - Animal ID (Naturalist)
 - First Things First (Bodily-Kinesthetic)

Get From OMK Tool Kit

Activity 4

- Cutting boards

Procure Supplies

Icebreaker

- Sheets of copy paper (for airplanes in Icebreaker and for recording presentations in activity 8)

Activity 1

- Writing utensils (All Stations)
- Activity sheets for all stations
- Aluminum foil (Station 4)
- Lantern batteries (Station 2)
- 9 volt batteries (Station 4)
- D batteries (Station 4)
- Flashlight bulbs (Station 4)
- AA batteries (Station 8)
- Christmas tree light bulbs (Station 8)

Activity 4

- Wooden skewers
- Sharp Knives
- Red grapes
- Green grapes
- Strawberries
- Kiwi (should get peeled and sliced into 12 slices by participants)
- Bananas
- Marshmallows
- Bowls for Fruit



Background

Many of us think, learn, and process in different ways. Some of the things we do are very natural and easy for us, while others may be more difficult. Each of us has a preferred learning style and we spend most of our time learning in that way. For some people it's reading, for others it might be listening, but for others it might mean movement. We'll explore the many different types of learning and see if you learn something about yourself.

Set Up Your Space

Have youth fold paper and create paper airplanes. There is no right or wrong way to fold them, let youth display their creativity. Allow youth to toss them about and see how they fly. You may wish to have a few marks on the floor made with masking tape to indicate distances for youth to have "fly offs" to see how far the different paper airplanes can fly.

WHAT TO DO

How Do You Learn?

Icebreaker

Looking Ahead (15 Minutes)

Have youth stand in a circle. Ask each young person to say their first name and ask them to complete this sentence: "In the next week I am looking forward to...." After each person has had an opportunity to say what they are looking forward to, do a quick summary of the variety of types of answers (i.e. group the sports related answers, or school related answers) and share those back to the group. Say "It looks like we have a variety of activities happening in the next week and all of you'll be very busy. As diverse as your activities are, I think you'll find the time ahead together to be interesting as well, since we all have so many different interests in our lives. Those differences will be important to notice as we go about our activities today."

Introduction:

(20 Minutes)

When we work with other people, we need to remember that not everyone learns the same way we do. We all do things differently. People remember...

- 20% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they do and say!

We need to realize that people of all ages have different learning styles and it can often affect the way people tune in or tune out of the conversation or learning experience.

Picture yourself at a meeting. When do you notice people paying the most attention? Do you find that everyone is attentive at the same time? Do you find when someone is giving a presentation that they get the most attention? Does the president hold everyone's attention during the business meeting? We all have different ways of learning and some things work better than others.

I'd like to introduce a topic today called Multiple Intelligences. The definition of multiple intelligences says, "It's not how smart you are, but how you are smart." Howard Gardner developed the theory of multiple intelligences, and he says, "As human beings, we all have a repertoire of skills, for solving different kinds of problems. And he defines intelligence this way,

How Do You Learn?



‘An intelligence is an ability to solve a problem or fashion a product which is valued in one or more cultural settings.’”

When we talk about multiple intelligences, we are talking about the different ways you learn and are "smart." Think about school and the subjects you enjoy most. Do they come easy to you? Part of the reason they come easy to you is likely because it's one of your preferred ways of learning. We are going to talk about those multiple intelligences and how they affect you in different things you do. From here forward, we'll call those intelligences “learning styles” to make it easier to think about how you learn.

There are eight identified “learning styles” that we are going to talk about. I will give you a summary of those and then we are going to show you how each of those eight can be used. I want you to be able to best meet your learning needs through your identified (or even unidentified) learning styles. And as you may discover through these activities, you may fit several styles, so how we can recognize and incorporate the many learning styles into our program will be a benefit to everyone.

You may know someone that can create something because they can see it in their mind, someone who can teach everyone a catchy tune, or someone who can get everyone involved and active. Thinking about how to use those resources is also extremely important for seeing the benefits of these learning styles.

I'd like to briefly introduce you to each of these and then have you visit the stations that are set up. After the stations, I will spend more time with you defining the eight learning styles, discussing the stations and what was happening, and provide you with a tool to discover your preferred learning style.

Activity 1

Introduction

Types of “Learning Styles”

(10 Minutes)

1. **Linguistic** or verbal refers to our ability to use both written and spoken words.
2. We use the **logical/mathematical** style when we use numbers, calculations, logic or classifications. We are also being logical when we follow directions or use critical thinking skills.
3. Our **visual/spatial** style refers to our ability to visualize it, see it, draw it, and color it or mind-map it.
4. Individuals with **musical** style appreciate music, rhythm and sound effects. They like to engage in and may easily master these skills.
5. We experience **interpersonal** learning styles most directly whenever we engage in verbal and non-verbal communication or otherwise act as a member of a team. This style encourages us to develop a sense of empathy and caring for each other.
6. **Intrapersonal** style is the capacity to be self-reflective. Keeping a diary is one example.
7. The **Naturalist** style has to do with the ability to understand, relate to, categorize, comprehend and explain the things encountered in the world of nature.
8. Our **bodily/kinesthetic** style refers to our ability to do many things that are not necessarily known by the conscious mind – like ride a bike or type a letter - and to our desire to tackle a new learning experience ‘hands on’ or with our entire body.



Prepare for the Stations

(5 Minutes)

The eight stations are designated by the number on the table tent. At each table you'll also find one page of directions for the activity. If the activity refers to a handout, you'll also find several copies of that curriculum page at the station so you may take that page with you. Each group will have 5 minutes or so per station to work on the activity; we'll keep the time and tell you when to rotate. Groups will rotate 1 to 2 and so forth.

Are there any questions before you begin working on your first station?

Station Time- Hand out activity page for each participant.

(60 Minutes)

1. **Linguistic** –Buy, Borrow or Barter – Stepping Out – Arrange the words in any order, fill-in blanks, read story, and rearrange the words so the story makes sense.
2. **Logical-Mathematical** -Lighting the Bulb – Making the Bulb Light – Follow the directions on the handout to make the bulb light. *Also needed: aluminum foil, and a battery, small light bulb.*
3. **Visual-Spatial** –Learning to Draw - Look at the shape you see in the box on the left and draw it in the box on the right. *Also needed: examples of the shapes and lines to draw.*
4. **Musical** –Compose Your Song – Making Contact – Select a familiar song and then take the melody and replace it with words of your own. *Also needed: Examples of short songs.*
5. **Interpersonal** –Dis “cover” ing Citizenship – Look at the cover of the “adventure kit” that accompanies this series, identify the 17 pictures jumbled on the page and answer the bulleted questions. *Also needed: copies of the cover of the “adventure kit”.*
6. **Intrapersonal** – First Impressions: Look at the three photos and answer the questions on the worksheet about when it would be ok to dress like the photos.
7. **Naturalist** –Animal ID: Look at the photos on these two pages and see if you can identify what the animal is by the clues given.
8. **Bodily-Kinesthetic** –First Things First - Follow the Warm-up Directions. *Also needed: The warm-up directions.*

Activity 2

Do You Know... (20 Minutes)

When you think about all the things that each of us do and how we learn, it's important to explore the types of things that you and others know.

1. We're going to play “**Did You Know...**” **Bingo** – and learn about the types of things other youth know and do.
2. Everyone will get a worksheet and will need to meet others in the room to find out what they know.
3. When you find someone who “knows” something on your sheet, have them sign their name on that square.
4. Remember that you can't have anyone sign your paper more than once – so you'll need to move around the room and have others sign.
5. When you have a “Bingo” check in with the room leader for more information.



Activity 3

Which Way Do You? (10 Minutes)

Introduction

Many of us do things every day because they are natural to us and we never even think about another way to try things. This might be something like freezing sweet corn. Some people boil the ears of sweet corn in a pot and then cut the corn off the cob to freeze it. Other people cut the corn off the cob first, and then cook it in a sauce pan. Either way works, or someone has probably even thought of another way that works too. Sometimes we just never explore for a new way to do things because we have found something that works for us and we like it.

1. Let's do a little experiment. If you would fold your hands please.
2. How many of you have your left thumb sticking out on top? (See a show of hands.)
3. Let's try to reverse that – fold your hands again so that the opposite thumb is now on top.
4. Does that feel awkward to you? How many of you needed to think about it before you could do it?
5. The first time you folded your hands it was natural and you didn't even have to look. How about when I asked you to reverse the way you did it? Feels weird doesn't it?
6. Now let's try crossing our arms in front of our chest. Again, there is a natural way to do this that you don't even have to think about. Try to do it the opposite way.
7. This one is far more difficult and feels really different and doesn't feel natural at all to most people.
8. Here is another example of how we're all different and need to recognize that we don't all do things the same way.

Activity 4

Fruit Kabob Snacks (45 Minutes)

Many community organizations find themselves having a snack during a meeting, at the end of the meeting, or holding the meeting over a meal. Food often brings people together. We're going to make a snack together, but it's going to take all of us working together to make it happen. I have here several different items that will go into making fruit kabobs: bananas; strawberries; kiwi fruit; green grapes; red grapes, and marshmallows. We'll need to cut the fruit and then each person can assemble their own fruit kabob.

Provide utensils such as cutting boards, sharp knives, and bowls for the products. Ask everyone to wash their hands before they begin any work with the food. After all the items have been cut and put into bowls, participants may take a skewer and begin making their fruit kabob.

Put the items on the skewer and enjoy a great snack!

- Red and green grapes
- Strawberry
- Kiwi
- Strawberry
- Banana
- Marshmallow

Everyone can take time to enjoy their tasty treat.



Activity 5

Put It Into Action (45 Minutes)

As you think about the different ways that each of us prefers to learn and where we feel “smart”, I want you to be thinking about how you would convince a teacher in school to help you learn in your preferred learning style.

1. Gather in a group of 2-4 people, preferably people who are “smart” like you. In your group, I want you to create a presentation or a way to convince a teacher to add some new methods into the classroom to help you, and others learn in a style that works best for you. For example, how could you convince your Math teacher to add some kinesthetic (movement) activity into class? Or how could you convince your History teacher to add some naturalist component into your class? What kinds of ideas will be helpful to the teacher to be willing to try some new things?
2. Be ready to share your ideas with everyone after 30 minutes – so they can take some ideas back to try with their teachers too!

Talk It Over

- ★ **Reflect:**
 - What “station” was easiest for you? Which was most challenging?
 - What is your preferred learning style?
 - How can you better use your learning style when doing homework?
 - What surprised you about your style of learning?
- ★ **Process:**
 - What was the most challenging style of learning for you? Why?
 - How could you change your learning style?
 - Why would teachers in school possibly have a problem with your learning style?
- ★ **Generalize:**
 - Where else might these learning styles occur in the future for you?
 - How might your learning style affect the type of job you search for in the future?
 - Why would a parent or loved one need to learn more about your learning style?
- ★ **Apply:**
 - How will you act differently in a classroom or on a job because of what you learned about your learning style?
 - How can you use these learning style skills in other situations?
 - How can you help others learn about how to use their style of learning?

Enhancement

Go to www.accelerated-learning.net/learning_test.html to take a survey of your learning styles to find out more about which “smart” you prefer to use when learning.

Closing

As you find yourself in a learning environment, remember that you have all the skills for the different styles of learning, but you tend to lean toward some that are more comfortable to you. Remember to stretch out of your comfort zone to keep learning, but know that it’s ok to use your strengths in specific areas to keep learning.



Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator; University of Minnesota Extension Center for Youth Development, 2009



How Do You Learn?

Dear Family,

During our time together today, we spent time learning about how we learn and exploring how we are “smart”. Since not everyone learns the same way, we did some activities to find out how we prefer to learn. Some people learn best by listening, some by reading and others prefer music or nature to help them best understand concepts.

As you think about your youth and their preferred learning style, you may wish to ask them about their personal experiences and what came most naturally to them. Some question ideas are listed below in the conversation starters.



When you pay attention to how your youth learns best, you can also encourage them to be a good student and recognize what they need to succeed. Encouraging them to utilize those strengths, but also to try the other learning styles will help them recognize how they can learn in many situations and environments.

As your Military Family faces deployment of your loved one, think about your youth’s learning style, and how they can use their unique style to communicate with their loved one while they are deployed.

Thank you for participating in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience. It was a great opportunity to meet your youth and help them explore their learning style and method of feeling successful about learning.

Sincerely,



If you have any questions about your youth’s experience, please feel free to contact me at:

_____.

Conversation Starters:

- Do you need to be active or use your body to better understand a topic, such as in science class?
- Can you picture things in your mind, like a camera recording a scene, or a solution to a problem?
- How does music affect your learning? Do you need it to study? Can you remember tunes easily?
- How aware of the outdoors are you? Do you notice things around you like birds, plants or animals?



Supporting Documents for “How Do You Learn?”

Each of these should be laid on a table to indicate an **activity station** for the youth to rotate through.

1. Buy, Borrow, or Barter

Clothing can cause so many interesting reactions in people. Some people like to shop in stores; others like to get a good deal at a yard sale, and still others like hand-me-downs. Take a look at the story on the activity sheet and see how you fill in the blanks.

*Based on “Buy, Borrow, or Barter”, p. 14
Discovering Choice, Clothing Decisions Activity Guide*

2. Learning to Draw

There are many things to learn about drawing. Take a look at the shapes inside the boxes and then draw that shape inside the box next to it. Then try drawing the shapes found below the boxes.

*Based on “Drawing”, p. 10
Sketchbook Crossroads: Drawing, Fiber & Sculpture – Youth Art Activities*

3. Compose Your Song!

Music is a way you can put your thoughts into words and tell a story or teach a lesson. Did you ever think about being a songwriter? Take a look at the song below and see if you can replace the words to make a song of your own (or pick a song of your own to write new words to).

Row, row
Row your boat,
Gently down the stream
Merrily, merrily
Merrily, merrily
Life is but a dream.

*Based on “Making Contact,” p. 26
Picking Up the Pieces, Level 1, Communications Activities for Youth*

4. The Light Bulb Goes On!

Although we cannot see electricity, we know it exists because we use it every day to run things in our homes. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Follow these directions.

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the strip of foil to the other end of the battery.

*Based on “Making the Bulb Bright,” p. 10
Magic of Electricity, Level 1, Project Activity Guide*



5. *Twist & Turn*

Warming up and stretching is an important start to most activities. Following warm-up directions is important for many different parts of the body. Follow the warm-up directions here and decide which part of the body these stretches are good for:

Ankle & Calves Hamstrings Lower Back Chest & Upper Body Neck

1. While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
2. Rotate each foot 10 times in one direction and 10 times in the other direction.
3. Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.
4. Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.

*Based on "First Things First," p. 12
First Aid in Action, First Aid Activities for Youth*

6. *Discovering Citizenship*

Take a look at the Citizenship page in front of you. There are 17 pictures on that page that are connected to the ideas of citizenship and democracy. List as many as you can while thinking about the following:

- What is important about each picture?
- What does it have to do with citizenship or democracy?
- What other words come to mind when you think about citizenship and democracy?
- Why are they important?

*Based on "Dis"cover"ing Citizenship", p. 11
Public Adventures, Guide's Handbook*

7. *Animal Identification*

As you **look at the photos** in front of you, can you **identify the animal with the parts** that are shown? Examine the details that have been provided and write the name on your sheet of paper.

Choices may include the following: (there are extra choices listed)

Beaver	Pheasant	River Otter
Raccoon	Bobwhite	Flying Squirrel
White Tailed Deer	Quail	Timber Rattlesnake
Peacock	Cottontail Rabbit	Red-Tailed Hawk
Wild Turkey	Eastern Garter Snake	Blue Jay
Opossum	Red Fox	Moose
Gray Wolf	Striped Skunk	
Coyote		

*Based on "Animal ID", p. 12-13
4-H Wildlife Manual, Level A*



8. What Do You See?

Take a look at the **activity sheet** and think about the situation that has been presented about walking into a room for the first time. What do you think people see? Answer these questions:

- Is picture A, B, or C more appropriate for giving a presentation to a group of adults? Why?
- Which would be most appropriate for giving a demonstration to your class at school? Why?
- Which would be most appropriate for hanging out with your friends? Why?
- Where else might you wear each of the different outfits and make a good impression? List a couple of ideas for A, B, and C.

*Based on "First Impressions", p. 6-7
Putting It Together, Communication Activities for Youth Level 2*



Resource List of Materials to Support Activity Stations

(Scanned copies of each of the materials are included in this lesson.)

- **Linguistic** – - Buy, Borrow or Barter – Stepping Out – Arrange the words in any order, fill-in blanks, read story, and rearrange the words so the story makes sense.
- **Logical-Mathematical** - 4HCCS BU-06848 2002 – Electricity Project Activity Guide – Stage 1 – Magic of Electricity – Pages 10 -11 – Bright Lights – Lighting the Bulb – Making the Bulb Light – Follow the directions to make the bulb light. *Also needed: aluminum foil, battery, small light bulb*
- **Visual-Spatial** – 4HCCS BU-08140 2005 – Sketchbook Crossroads: Drawing, Fiber & Sculpture – Unit 1 – Drawing – Pages 10 - 11 – Learning to Draw - Look at the shape you see in the box on the left and draw it in the box on the right. *Also needed: examples of the shapes and lines to draw.*
- **Musical** – 4HCCS 08156 2005 – Communications Activities for Youth– Level1 – Picking Up The Pieces – Pages 26-27 – Compose Your Song – Making Contact – Select a familiar song and then take the melody and replace it with words of your own. *Also needed: Examples of short songs.*
- **Interpersonal** – 4HCCS MI-7329 1999 – Citizenship Project – Public Adventures – Guide’s Handbook – Page 11 – Welcome to Public Adventures! - Essential Activity: Dis’cover’ing Citizenship – Look at the Cover of the “adventure kit” that accompanies this series, identify the 17 pictures jumbled on the page and answer the bulleted questions. *Also needed: copies of the cover of the “adventure kit”.*
- **Intrapersonal** – 4HCCS BU-08157 2005 –Communications – Level 2 – Putting the Pieces Together – Pages 6-7 – First Impressions – Utilize the example photos on page 6 to answer the questions on your guide sheet about your First Impressions of someone. *Also needed: paper to write.*
- **Naturalist** – 4H-903 2003 – 4-H Wildlife Manual – Level A — See if you can identify these animals using the partial pictures displayed. A list of the possible choices is available for you to select from.
- **Bodily-Kinesthetic** – 4HCCS BU-08174 2005 – First Aid Activities for Youth – First Aid In Action – Pages 12 -13 – Twist and Turn – First Things First - Follow the Warm-up Directions. *Also needed: The warm-up directions.*



How Do You Learn?

Station 1

Activity Handout

Buy, Borrow or Barter

Clothing can cause so many interesting reactions in people. Some people like to shop in stores, others like to get a good deal at a yard sale, and yet others like hand-me-downs. Take a look at the story on the activity sheet and see how you fill in the blanks.

Station 1



Buy, Borrow, or Barter?

Are you a yard-sale hound or part of the mall crowd? Do you trade for what you want or fork over the cash? Not only do you have to decide what to wear, you have to decide where and how to get the best deals.



Decision-Making Skill:
Define Problem
Consider Alternatives
Gather Information
Evaluate Alternatives
Make Decision
Evaluate Decision

Clothing Skill:
Explore clothing sources
Success Indicator:
Understand alternatives for acquiring clothes

STEPPING OUT

Buying something new is not always the best way to update your wardrobe. Think about other ways to get the clothes you need as you have fun with this story surprise.

I Arrange these words in any order in the numbered slots below:

borrow, buy, charge, clean, cut off, exchange, layaway, order, rent, repair, sew, trade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

2 Use the numbered words above to fill in the corresponding blanks in the story.

Seems like I never have the right stuff to wear. Take today for example. I plan to sneak my brother's sandals out of his room. I know I should ask, but I'm in a hurry and I will only _____ (1) them to wear to my friend's house. What could be safer? I could wear mine but I would have to _____ (2) them. Also, the strap is broken and I haven't had time to take them for _____ (3). Besides, I'd rather _____ (4) new ones. The problem is I don't have enough money and my parents won't allow me to _____ (5) anything. I don't even have enough cash to put them on _____ (6). My friend has a similar situation. He wants to _____ (7) the green shirt his aunt gave him for a blue one, but the store was sold out of blue. The salesclerk said he could _____ (8) a blue one but it won't come in for two weeks. In the meantime, his sister said she could _____ (9) one of her blue shirts for him and his Dad suggested that he learn to _____ (10) so that he could make his own. A budget-minded friend offered to _____ (11) him the shirt off his back. I think his best offer came from the guy at the pizza shop who is willing to _____ (12) a pizza (with extra cheese!) for the green shirt. Now I'm thinking "pepperoni" and wondering if that guy could use a pair of dirty sandals with a broken strap.



SUITING UP

Share

Did the paragraph make sense when you chose the words before reading the sentences? Which of the sentences are complete nonsense?

Process

Put the words in order so the story makes sense to you.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

Generalize

Which words fit in more than one sentence? Do some problems have more than one solution?

Apply

List at least three ways you get clothes.



Over four million tons of clothing and textiles are disposed of yearly. About one million tons are collected for reuse or recycling.

Gearing Up

Have you ever thought about how you get most of your clothes? They come your way through exchange, receipt or extension. You exchange money, work or items for clothes. You receive clothes as gifts and hand-me-downs. You extend clothes through creativity—by remodeling or using clothes in new ways.

The ways you get your clothes sometimes affects how satisfied you are with them. For example, if you sew (exchange work for clothes), you could make just what you want. If you trade one item for another (say your old football helmet for a pair of sneakers), you probably will need to compromise. If you're confident about being creative, you can extend your clothes in many ways that can be satisfying and fun.

Looking Good

1. Visit a used clothing store, a department store, and a boutique. Find a similar garment at each and compare the quality and price. Discuss with a friend what you gain and what you lose by shopping each location.



2. Learn about the **barter** system. You might browse the internet for fun, research a paper for school, or set up a clothing exchange among your neighbors.

3. Interview friends to see how many have something in their closet that belongs to others.





How Do You Learn? Station 2 Activity Handout

Learning to Draw

There are many things to learn about drawing. Take a look at the shapes inside the boxes and then draw that shape inside the box next to it.

They try drawing the shapes found below the boxes.



Unit 1

Drawing

Continuous Line, Contour Drawing

Make the Marks, Shading

Finding Space in Perspective,

Perspective Drawing

Drawing in the Round, Paper Choices

Blending Lines, Colored Pencils

Lines of Expression, Pen & Ink

Characters with Style, Calligraphy

Brian Jogger – Cartooning

Black to White, Scratchboard,

4-HCCS Projects Online

The first time you pick up a pencil or crayon and make a mark with it, that mark says, "I am," "I exist," and "I can affect my environment; leave my mark on the world." That's powerful. As you continue mark-making (drawing) experiences, you use those drawings to communicate; to tell a story, idea or feeling; to experiment.

At some point in your drawing you seek to have your drawings reflect the real world, draw real people and make your picture look like the real scene outside your window. Drawing involves learning a set of skills. It requires seeing – careful observation of what we want to draw. Some people draw more easily than others and seem to be able to draw without even thinking. It's kind of like reading. Some people have to work at reading and others read almost effortlessly. Whether you have to work at it or not, reading is a set of skills that you can learn just like drawing is a set of skills you can learn. The activities in this unit can help you learn to draw realistically, draw to communicate and draw to experiment.

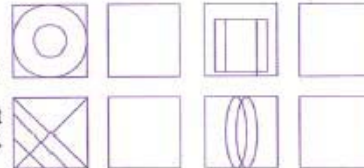
Sketchbook

Keep all of your drawings, the good ones and the experiments. This is a great way to see how your drawing skill has improved. A sketchbook keeps your experimental drawings together. Sketches are usually quick drawings made to record an idea or try out an arrangement of design elements. Keep each sketch to remember the ideas you were thinking about. An idea that you discard this time might be just the right one next time. When you review your sketches, make choices—use the whole idea or just a part of it, trace part of this idea and part of another idea and combine them with a new idea.

Learning to Draw

Sometimes seeing a line is hard to do. In nature there are no lines but artists use line to record what they see. Look carefully at what you want to draw. Find the edges because they are what you first put on your paper. The inside details usually are added later. Let your eye tell your mind what to do—"There's a long, straight line beside a shorter straight line."

Here are four sets of boxes. In each set, look at the shape and lines you see in the box on the left. Draw it in the box on the right.



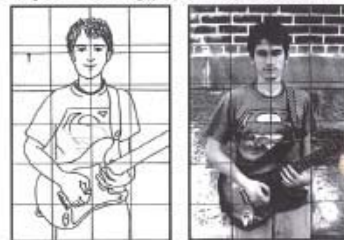
Next try line drawings of things you recognize—a simple bird, a doghouse, a pair of scissors. Try to find line drawings you can look at and draw. This is skill-building work, not creative work. Just copy line drawings long enough to convince yourself you can draw. It's much more fun drawing your own idea than drawing someone else's idea.



Now, look at some photographs. Find images in magazine pictures and try drawing them. Remember that you are looking for shapes and lines in relationship to each other. Listen to your eyes.

The next level of difficulty is drawing from real life. Now you need to look at an object in all of its three dimensions (height, width and depth) and try to record what you see on paper. It can be confusing. Try taking a photo of what you want to draw and then draw by looking at the photo. This helps you see the relationships between spaces and where on the page each part fits.

Drawing grid lines on your photo and on your drawing paper helps you see where to locate each part of the picture. You may even want to turn your photo and your drawing paper upside down. This helps your eye focus on shapes instead of sending messages to your brain to identify the thing you are drawing.





Drawing Tools

There are many drawing tools to use. Any material that will make a mark on paper could be a drawing tool. Materials that take marks off paper (erasers) are also drawing tools when used to remove specific areas.

Some materials to try:

drawing pencils	charcoal pencils	pastels	gum eraser
graphite stick	markers	oil crayon	rubber eraser
colored pencils	crayon	Pen and ink	kneadable eraser
watercolor pencils	melted wax	colored glue	electric-powered eraser

Drawing Surfaces

There are also many surfaces for drawing. White, very flat paper is only one choice. There are hundreds of types of white and colored papers to try. You can also draw on smooth wood. Experiment with a variety of papers and other non-paper surfaces.

The fiber content and surface of paper will interact with the drawing tool to create a unique look. The roughness, or **tooth**, of the paper finish will determine the absorption of the ink, paint or water. Paper may be **acid-free**, meaning it lacks acid producing chemicals and will last longer. **Bond paper**



Doodle here ...



tends to be a high-grade paper with a smooth surface. It is used for business and photocopying. Running paper through very hot rollers compressing the surface to a smooth finish makes **hot pressed paper**. Sometimes fine clay is added, making a smooth absorbent surface. **Cold pressed** paper has a mildly textured surface. Passing the paper through unheated rollers processes it. Cold pressed paper surface allows for wicking (slight spreading) of ink and water. **Rag paper** is made from non-wood fibers such as cotton and linen (flax). A rag paper will have 25–100% fiber pulp. **Rice paper** isn't really made from rice. It refers to lightweight translucent papers.

Experiment by drawing on colored paper, especially black. Use shades of white or cream colored pencils to create rich images. Rather than using shades of gray to black leaving white space as highlights, gently color in the middle and high values using white shades. Artists rarely use black pigment and so is the case when drawing on black paper. Add dark hues in shadow areas to help the artwork really "pop". If the black paper has a grain or linear texture, make sure it is straight before beginning. If the grain shows and is slightly tilted it may affect the overall appearance of the finished piece.

Community Connection

Leonardo da Vinci (1454–1519) was an Italian Renaissance illustrator, painter, scientist, architect and engineer. He used his amazing skills of observation and his incredible artistic talent to capture most every thing around him. He was one of the first during the Renaissance to take a scientific approach towards understanding how our world works. He constantly recorded his observations in numerous sketchbooks. His sketchbooks are filled with his drawing on animals, the human body, inventions including gears and pulleys, bridges, toys, machines, and canal systems. While serving as an apprentice in Florence, da Vinci learned how to use linear perspective, a mathematical system creating the illusion of space and distance on a flat surface. This technique along with his uncanny ability to use colors, made his paintings life-like. Explore how da Vinci used linear perspective on the 4HCCS Visual Arts web site and by doing the Finding Space in Perspective activity.

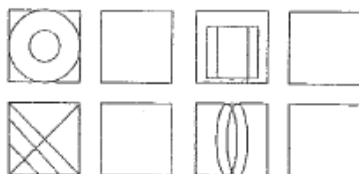


www.n4hccs.org/visualarts

Leonardo da Vinci



Here are four sets of boxes. In each set, look at the shape and lines you see in the box on the left. Draw it in the box on the right.



Next try line drawings of things you recognize—a simple bird, a doghouse, a pair of scissors. Try to find line drawings you can look at and draw. This is skill-building work, not creative work. Just copy line drawings long enough to convince yourself you can draw. It's much more fun drawing your own idea than drawing someone else's idea.





How Do You Learn? Station 3 Activity Handout

Compose Your Song!

Music is a way you can put your thoughts into words and tell a story or teach a lesson. Did you ever think about being a songwriter? Take a look at the song below and see if you can replace the words to make a song of your own (or pick a song of your own to write new words to).

Row, row	_____
Row your boat,	_____
Gently down the stream	_____
Merrily, merrily	_____
Merrily, merrily	_____
Life is but a dream.	_____



Chapter 3 - Write On

Communication Skill:
Writing a song

Life Skill: Communicating
with others – communicates
appropriate verbal messages

Educational Standard:
NL-ENG.K-12.4 Youth use
spoken, written, and visual
language to communicate
effectively

Success Indicator:
Composes and sings a song.

Compose Your Song

Singing a song, playing an instrument, making music—did you know that you can talk to others in a tune? They will hear you loud and clear. Music can help you feel happy, get energized or share your feelings. You can put your thoughts into words, tell a story, or teach a lesson. Did you ever think about being a songwriter? In this activity, you will learn how fun and easy it is to put your thoughts into words and your words into a song.

Making CONTACT

Have you noticed how song writers are able to communicate their ideas through their songs? Now, it is your turn to make your words and ideas sing by creating a song. Start by choosing a topic that will impact others in a positive way. What do you especially care about? Peace, kindness, helping others, honesty, family or saving our earth? Select a familiar song and then take the melody and replace it with words of your own. The more you practice the easier it will be. Before long, you will be able to compose a new melody to go along with your message.

Row, row,
Row your boat,
Gently down the stream
Merrily, merrily
Merrily, merrily
Life is but a dream.

Friends

Be, be,
Be a friend
All across the land
It's always good
To have a friend
Who needs a helping hand.

My Sample Song

"Writing
my
thoughts
into
song..."



Chat Room

Publicize It! *share*

- What was most difficult about writing a song?

Headline It! *process*

- What did you learn about delivering a message through this activity?

Link It! *generalize*

- How can delivering a message in a different way help you share your feelings with others?

Network It! *apply*

- In what other ways could you communicate your message to different audiences?



Does Poetry Make the Song?

How well do you understand and appreciate poetry? Poetry can range from the funny limericks of Ogden Nash to the more serious works of such poets as Robert Frost or Carl Sandburg. Unlike other kinds of writing, poetry uses some type of rhyme or stress meter, has a natural rhythm and can be set to familiar melodies like nursery rhymes. Poetry creates an image that will remain long after the words are spoken or sung.

Tips to Writing a Catchy Song

A song needs to do three basic things to impress a listener.

1. Needs to draw the listener in with interesting lyrics.
2. Needs to be 'catchy', as a song must please the ear rather than just reading it like a poem.
3. Needs to have good sound structure.

Parts of a Song

1. A **stanza** is similar to a paragraph in a book. One or two stanzas making up the verse usually give the details of the song.
2. **Rhyme** patterns are the poetry of songs and should match other verses in a song. Usually rhymes come at the end of a line, but not always.
3. The chorus is a section of lines that generally contain the catchiest part of the song and often contains the title.

CAN GO • Jingle • Limerick

• Lyric • Rhyme • Stanza

NOTE IT

Poetry Writing Tips (from *Poetry Starting From Scratch* by Michael A. Carey)

- Do more with less
- Start with basics—not rhyme
- Match sound with meaning
- Use rhythm & line breaks
- Compare with similes and metaphors
- Create vivid imagery
- Be specific
- Use memory
- Exploit the senses

Upgrades

1. Read a variety of poems. Choose a poem and describe to your helper or a friend the scene or mood set by the poem. "I like to see it lap the miles" by Emily Dickinson is an excellent poem for this type of activity.

2. Listen to a favorite song. Interpret the message in your own words. Share it with your class or group.

3. Create a catchy **jingle** to market 4-H. See if a local radio station will use the jingle during National 4-H Week.

4. Design a campaign song for your club president that states his or her qualifications and persuades people to vote for him or her.



How Do You Learn?

Station 4

Activity Handout

The Light Bulb Goes On!

Although we cannot see electricity, we know it exists because we use it every day to run things in our homes. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Follow these directions:

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the strip of foil to the other end of the battery.



Activity

Bright Lights

Imagine that you are out in the woods and your flashlight gets smashed on a rock. It is starting to get dark. You take the flashlight apart and discover that the **incandescent light bulb** and the batteries are okay, but the case has been destroyed. In this activity you will see if you can fix the light to use on your camping trip.

Power Up

Night is fast approaching, and you really need to light the bulb since it is your only source of light. You look in your backpack and find a piece of aluminum foil. Using only the battery, bulb and the piece of aluminum foil, see if you can make the bulb light. Brain storm with your helper to come up with ideas on how to make the bulb light. Once you have made the bulb light, take a close look at your set-up. Can you imagine the flow of electricity from the battery, through the bulb filament, and back to the battery? Draw a picture of the path that the electricity follows to light the bulb.



Brain Boosters

1. Using items found around your house, make a flashlight that is easier to use than the one you made in this activity. Demonstrate to your helper how your new flashlight is different from the one you would buy at the store.
2. Think about what other things electrical circuits do other than light up flashlights. Are there circuits in CD players? clocks? doorbells? Explain to your helper how electric circuits run many of the things we use.

Glossary Words

- Atom
- Battery
- Terminal

Activity:
Life Skill:

Electric Skill:
Science Process Skill:

Success Indicator:

National Science Standard:

Build a flashlight
Solving Problems—Identifying a problem, generating solutions and evaluating results
Wiring a simple circuit
Solving problems through experimentation
Understands why an incandescent bulb lights up
Electricity in circuits can produce light



D-cell battery, light bulb, a piece of aluminum foil

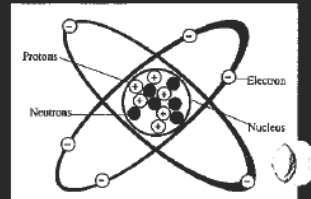


"The Pathway to Light"

What is Electricity

Although we cannot see electricity, we know it exists because we use it every day to run things such as toasters, vacuum cleaners and computers. Scientists have discovered that everything in the world is made of tiny particles called **atoms**. Atoms are made up of even smaller particles called **electrons**, **protons** and **neutrons**. Electrons have a negative charge and protons have a positive charge. Electricity is produced when something upsets the balance between

electrons and protons in the atoms, causing the electrons to move from one atom to another. This movement of electrons creates the **energy** that powers your CD player or television!



- Circuit
- Electron
- Energy

- Filament
- Incandescent Light Bulb

- Neutron
- Proton
- D-cell Battery

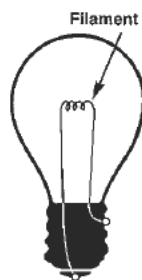


Lighting the Bulb

The light bulb in your flashlight needs electricity to light it up. Electricity is the flow of **electrons**. A battery provides a flow of electrons by pushing electrons out of one end and pulling electrons back into the other end. This flow of electrons will only happen when the electrons are given a path that they can travel along. Metal makes a great path for electrons to travel on, which is why aluminum foil is used in this activity. Air, on the other hand, makes a terrible path! That is why the electrons don't just run out of a battery when the **battery terminals** are touching only air.

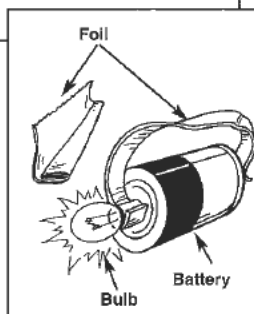
The only way to make the bulb light is to make sure that the electrons have to go through the bulb to get back to the battery. Look at the picture of a light bulb. When the electrons go through the filament of the bulb the bulb lights up. To make the electrons go through the filament, you must make sure that the filament is part of the path! To do this you must make sure that one part of the path touches the metal side of the light bulb, and another part touches the light bulb at the very bottom of the bulb.

If there is a path that doesn't include the bulb filament, the electrons will choose that path. The filament is a tight squeeze for the electrons and they will take an easier way if it is available.



Making the Bulb Light

1. Cut the aluminum foil into a strip about 2 inches by 6 inches.
2. Fold the foil over and over along the long edge, until you have a piece that is still six inches long, but only a quarter of an inch wide.
3. Touch one end of the battery to the bottom end of the bulb, and then connect the side of the bulb to the strip of aluminum foil.
4. Connect the bottom of the strip of foil to the other end of the battery.



You have built your first **circuit**! A circuit needs three things:

- Something to push electrons (in this case, a battery)
- A path for the electrons to follow (aluminum foil and light bulb)
- Something for the electrons to do (like light up a light bulb)

To test your understanding of a circuit, see what happens when you connect the foil to both ends of the battery and then put the bulb on top of the foil strip. Does the bulb light up? Why?



Making Connections

Share With Your Helper

- ☐ What equipment was needed to make the bulb light?
- ☐ What was the source of electricity used to make the bulb light?

Process What's Important

- ☐ How is your imitation flashlight different than one you would buy at a store?
- ☐ Why is it important to understand how electricity works?

Generalize To Your Life

- ☐ What is another time that you experimented to solve a problem?
- ☐ Describe another time when brainstorming helped you solve a problem.

Apply What You Learned

- ☐ When faced with a new problem, like fixing a flashlight, describe some ways that you could figure out the answer.
- ☐ Describe how technology can help us organize our thoughts and solve problems.



In 1709, an English scientist, Francis Hawksbee, made the first electric light! First, he removed most of the air from a hollow glass ball. Then he spun the ball on an axle with a crank and let it rub against his hand. As a charge of electricity built up in the hollow globe, it began to glow! Bright Lights!



How Do You Learn?

Station 5

Activity Handout

Twist & Turn

Warming up and stretching is an important start to most activities. Following warm-up directions is important for many different parts of the body. Follow the warm-up directions here and decide which part of the body these stretches are good for.

Ankle & Calves Hamstrings Lower Back Chest & Upper Body Neck

- While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
- Rotate each foot 10 times in one direction and 10 times in the other direction.
- Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.
- Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.



Twist and Turn

First Aid for Sprains, Strains, Bruises

First Aid Skill: Recognizing ways to prevent a sprain, strain or bruise

Life Skill: Making decisions: analyzes the situation and formulates a plan of action

Educational Standard: NL-ENG.K-12.3: Apply a range of strategies to comprehend and interpret text

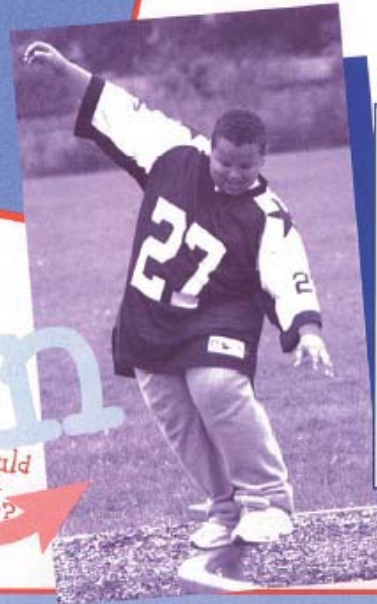
Success Indicator: Completes the Family First Aid Card for sprains, strains and bruises, and adds the proper supplies to the Family First Aid kit.

Have you ever had a sore muscle or a serious bruise? What parts of your body might get a sprain or strain? It is best to avoid these injuries. But if you have a strain, sprain or bruise you should "RICE" it! (Rest, Ice, Compress, and Elevate)

First Things First

The best way to avoid a strain or sprain is to warm-up and stretch your joints and muscles before any activity. Follow the Warm-up Directions on the chart below. Use the word bank to identify which joint or muscle gets a stretch and write it in the chart. You can add other stretches to the bottom of the chart. Then study what to do if you DO get a strain, sprain or bruise. (See A Call To Action).

What could happen here?



Word Bank

Ankle & Calves
(back of lower leg)

Hamstrings
(back of thigh)

Lower back

Chest and upper
body

Neck

Joint or Muscle	Warm-up Directions
	Sit on the ground, one leg stretched out in front, the other leg bent up close to your groin. Lean over to touch your chest to the knee of your straight leg. Switch legs and repeat 10 times.
	While standing, tilt your head to the side toward your shoulder. Gently stretch your arm on the other side to the floor. Repeat on the other side. Finish with a few chin to chest stretches.
	Rotate each foot 10 times in one direction and 10 times in the other direction.
	Lie flat on your back with both knees bent. Raise one knee to your chest and with both hands gently pull it toward your shoulder. Repeat with the other leg.
	Place your hands behind your head and clasp your fingers together. Push your elbows back while breathing in deeply several times.
	Face a wall with one foot closer to the wall than the other. Lean into the wall, using both hands on the wall for support. Press down through the heel in the foot farthest from the wall. Repeat with the other leg.



Let's Consult



Share What You Did

- Demonstrate one way to avoid a strain, sprain or bruise by stretching muscles.

Process What's Important

- Explain what to do if you DO get a strain, sprain or bruise.

Generalize to Your Life

- Why is it important to practice prevention for strains, sprains and bruises?

Apply What You Learned

- Share examples of when you have seen the steps (R.I.C.E.) used at sporting events, at school, on TV or other situations in real life.

Did you know? Ice first, then heat. Once the swelling has gone down, you can apply warmth to an injury to speed healing. The ice made the blood vessels constrict (shrink) which reduced the pain and swelling. Heat opens up the blood vessels to improve circulation and speed up healing.

Health Project Online
www.n4hccs.org/health



First Aid for Strains, Sprains and Bruises

Study the flowchart below. Use the information to complete your Family First Aid Card for Sprains, Strains, and Bruises found on page 31. Then pack your supplies.

Think R.I.C.E.

R for REST. Stop and rest the area as soon as it hurts.

I for Icing. Icing can make a huge difference. You should do it immediately, but remember: NO ice directly on skin. Wrap ice in a wash cloth or put it in a plastic bag. HINT: If you don't have an ice pack handy, a bag of frozen peas, or a chilled can of soda or a bucket of ice water will do. Check around your house and brainstorm a list of all the things you have that could be used as an ice pack.

C for Compress. Using an elastic bandage, practice the C for COMPRESS. Wrap firmly. It reduces the chance of swelling. You should apply the ice right on top of the bandage. Wrap yourself, a friend, or a stuffed animal. Take a picture of your technique and place it in your book.

E for ELEVATE. Raise the injured area above your heart. Gravity works wonders to keep the swelling down.

Make your own Making a sling for your first aid kit

Using a cloth for a sling, practice one technique for the E for ELEVATE.

You'll need: ☐ measuring tape ☐ scissors ☐ safety pin
☐ a piece of cloth (42" x 42")

Directions:

- Place one end of triangle over the shoulder of the uninjured side. The sling base and the other end of the triangle should be hanging down over the chest and under the injured arm.
- Fold the injured arm across the chest, keeping the fingers higher than the elbow.
- Take the other end of the triangle and tie it at the back of the neck in a knot. Keep the fingers exposed.
- Secure the safety pin in front of the elbow. Nice work!
- Take a picture of your sling and place it in your book.



How Do You Learn?

Station 6

Activity Handout

Discovering Citizenship

Take a look at the Citizenship page in front of you. There are 17 pictures on that page that are connected to the ideas of citizenship and democracy. List as many as you can while thinking about the following:

- What is important about each picture?
- What does it have to do with citizenship or democracy?
- What other words come to mind when you think about citizenship and democracy?
- Why are they important?
- 4HCCS MI-7329 1999 – Citizenship Project – Public Adventures – Guide’s Handbook – Page 11

Step 1

Welcome to *Public Adventures!*

Introducing Citizenship and Public Adventures

This chapter provides you with information to help you:

- ▶ introduce Public Adventures to youth, and
- ▶ assist the youth in working together as a group.

Life Skill: Working in a group

To get your group thinking about citizenship and ready to start their Public Adventure, try these activities.



Essential activity:

Dis“cover”ing Citizenship

This activity will help your group think about the ideas associated with citizenship and democracy.

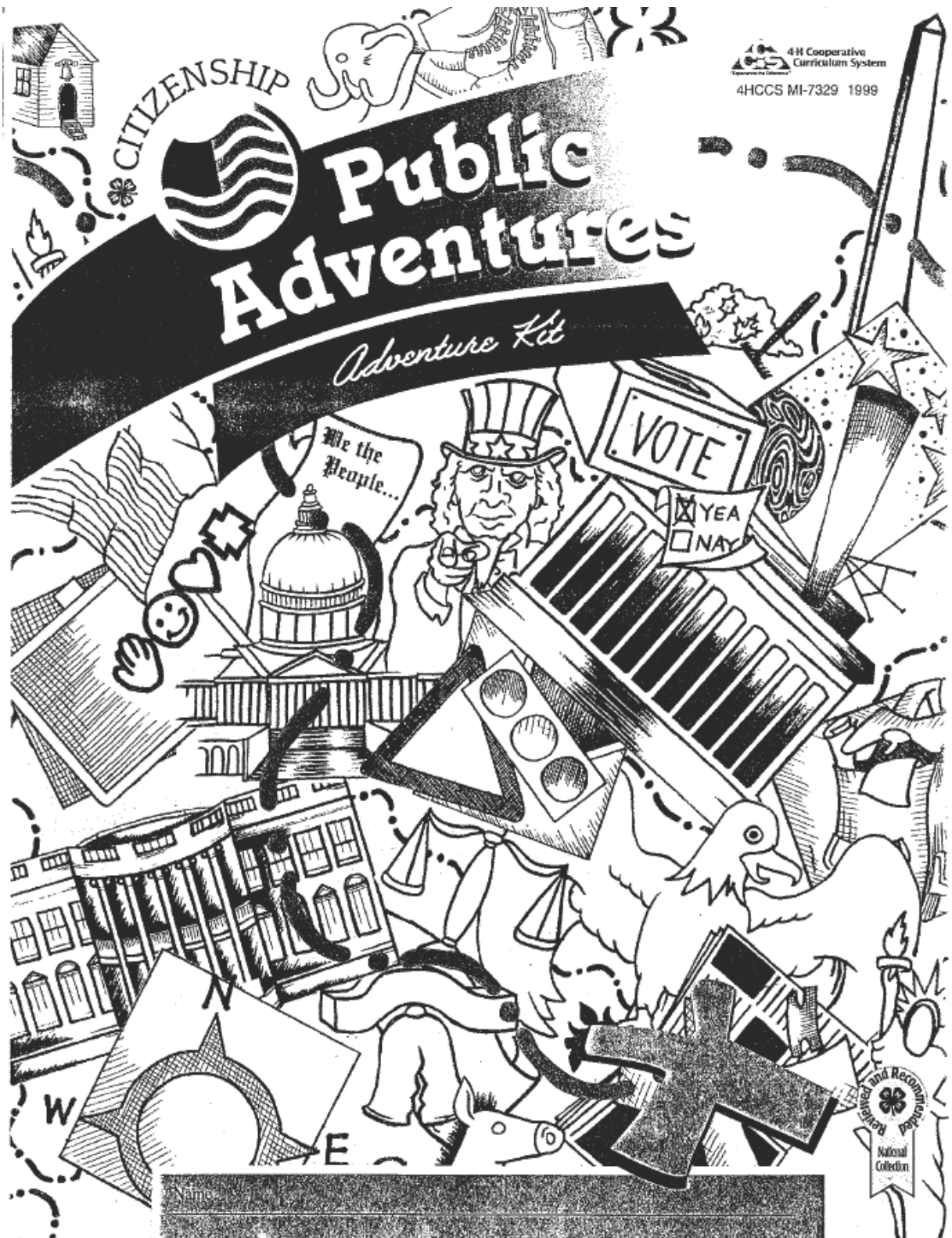
- Have the youth turn to the cover of their Citizenship Adventure Kits. There are 17 jumbled pictures that are connected to the ideas of citizenship and democracy. Ask the youth to find and identify the pictures. Write them on a large sheet of paper or on a blackboard.
- Ask the youth, “What is important about each picture? What does it have to do with citizenship or democracy?”
- These pictures don’t cover all of the ways to think about citizenship and democracy. So next ask, “What other words come to mind when you think about citizenship and democracy? Why are they important?” A few suggestions that the youth might miss: working together, making a difference, making the laws and following the laws, diversity, and community.
- Stress that while there are many ways to think about citizenship and all are important, Public Adventures focuses on active citizenship. Have them look up “active citizen” in their Phrase Book. Do they agree with the definition? Why or why not?

Cover Key:

- **Flag and American Eagle:** National symbols of our country.
- **White House and Capitol:** The places where the president and Congress—our elected representatives—work to make our national laws.
- **Washington Monument:** Honors the first U.S. president, George Washington.
- **Lincoln Memorial:** Honors Abraham Lincoln, who was president during the Civil War. It is a symbol of civil rights and national unity.
- **Liberty Bell:** Located in Philadelphia, this bell was rung on July 8, 1776, to gather citizens to hear the first public reading of the Declaration of Independence.
- **Statue of Liberty:** Located on Ellis Island, New York, where millions of immigrants landed when they came to America. It is a symbol of our multi-cultural heritage.

- **The Constitution:** The document that set up our national government, adopted in 1789.
- **Scales of Justice:** Symbolizes the weighing of both sides in a court case with the goal of achieving fairness in our judicial system.
- **Ballot and Ballot Box:** Symbolize voting, an important right and responsibility of citizens.
- **Elephant and Donkey:** Symbolize America’s two main political parties—the Republicans and Democrats, respectively. Historically, political parties have been a major way citizens have become involved in making decisions about their communities and the country.

- **Uncle Sam:** This picture has been used on posters recruiting people into the U.S. military. Joining the military is one of many important ways to serve the country.
- **Rake and Leaves:** Shows another way that citizens can serve and contribute to the well-being of their community and country.
- **School House:** Education has always been seen as essential for preparing people to be informed, active citizens.



- 4HCCS BU-08157 2005 –Communications – Level 2 – Putting the Pieces Together

How Do You Learn?

How Do You Learn?



Station 7

Activity Handout

Animal Identification

As you look at the photos in front of you, can you identify the animal with the parts that are shown? Examine the details that have been provided and write the name on your sheet of paper.

Choices may include the following: (there are extra choices listed)

Beaver

Raccoon

White Tailed Deer

Peacock

Wild Turkey

Opossum

Gray Wolf

Coyote

Pheasant

Bobwhite Quail

Cottontail Rabbit

Eastern Garter Snake

Red Fox

Striped Skunk

River Otter

Flying Squirrel

Timber Rattlesnake

Red-Tailed Hawk

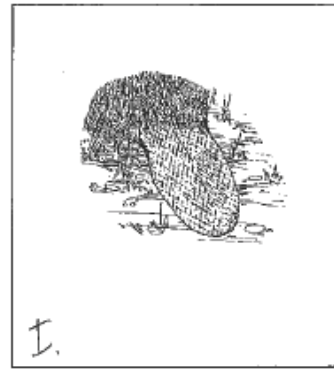
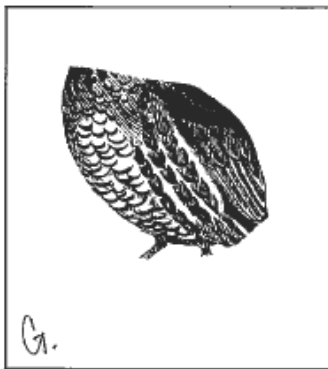
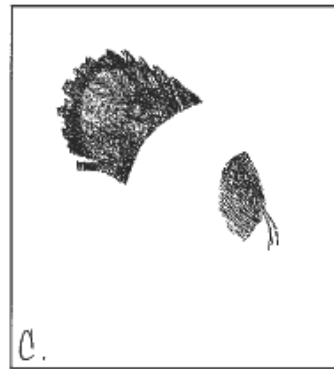
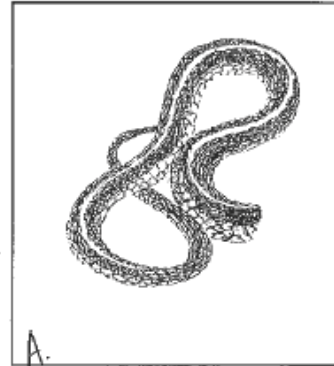
Blue Jay

Moose



Section ANIMAL ID

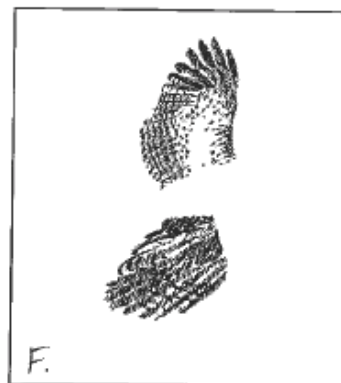
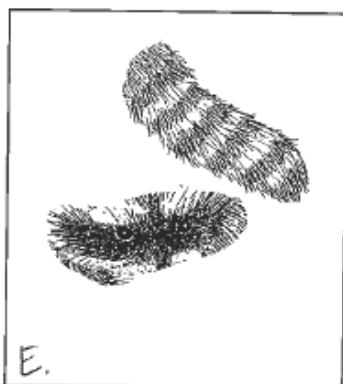
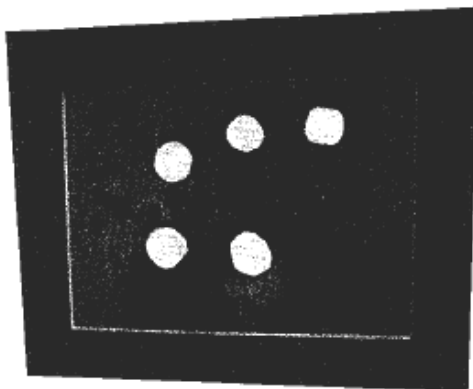
Activity:
Use the twelve featured species and write each animal name in the box showing the parts that match it most closely. You will find pictures of all these animals somewhere in this manual.





Challenge!

Cover the faces in a family photograph and see if other family members can recognize who is who. What clues are they using to identify each person?





How Do You Learn?

Station 8

Activity Handout

What Do You See?

Take a look at the activity sheet and think about the situation that has been presented about walking into a room for the first time. What do you think people see? Answer these questions:

- Is picture A, B or C more appropriate for giving a presentation to a group of adults? Why?
- Which would be most appropriate for giving a demonstration to your class at school? Why?
- Which would be most appropriate for hanging out with your friends? Why?
- Where else might you wear each of the different outfits and make a good impression? List a couple of ideas for A, B and C.



Chapter 1 - Speak, Look and Listen

Communication Skill:
Communicating with your appearance

Life Skill: Communicating with others; communicating appropriate non-verbal messages

Educational Standard:
NL-ENG.K-12.9 Develop an understanding of and respect for diversity

Success Indicator: Prepares appearance to make a good impression.

"Making a good impression is important to me."



Making CONTACT

First Impressions

Have you ever walked into a room and felt it wouldn't matter what you said because the group had already made their decision about you? Have you wondered if there was anything that could make a difference in how others respond to you, especially the first time you meet? After doing this activity you will understand how your appearance can really make a difference in the initial impression you communicate to others.



A



B



C

Looking at the pictures above, which would be most appropriate for giving a presentation to a group of adults? Why?



Which would be most appropriate for giving a demonstration at a county fair contest? Why?



Which would be most appropriate for hanging out with your friends? Why?



For each of the pictures, describe at least two situations where this would not be appropriate dress.

Picture A:

Picture B:

Picture C:



Making a Good Impression



Chat Room

Publicize It! *share*

- How did you decide which person to choose for each scenario?
- What steps did you go through before you made your decision?

Headline It! *process*

- What did you learn about yourself by doing this activity?
- How do you think your appearance affects your communication with others?

Link It! *generalize*

- Describe a time when your appearance impacted the impressions of your audience?
- Why is it important to know how appearance affects others' opinions of you?

Network It! *apply*

- How will this new skill help you communicate better with others?

LINGO • Judgment

NOTE IT

It only takes 30 seconds for a person to make a first impression that can ruin or improve your chances with your audience.



First Impressions

The first impression you make is influenced by many factors, including physical appearance, **judgment** of others due to past experiences and your ability to use communication skills.

Physical appearance consists of how you dress, piercings you may have on your body, your posture and the way you carry yourself, your attitude, eye contact with your audience, the way you shake someone's hand and the way your body and hair is groomed.

Past experiences. If someone has had a few bad experiences in the past with a certain group or type of person you represent, they may apply those bad experiences to everyone that fits into that group. For example, if someone has hired three teenage boys in the past to work for them and they were all lazy he may assume that all teenage boys are lazy. The next 15-year-old boy who comes in to apply for a job will already have made a bad first impression just because he is a teenage boy.

Many people have set impressions of a person without having even met. A person relies heavily on what the media tells them and often we form first impressions solely on what we have heard from the media. With all the television and radio media coverage there are lots of stories out in the public about celebrities and everyday people.

You can only make one first impression, so try to make it the best impression you can by using good communication skills.

Upgrades

1. Go to a mall or any public place and sit and watch people and the way that they dress. Pick out five people and write down what they were wearing and how they looked and explain what they were communicating with their appearance. Share your findings with your helper, club or family.
2. Look through magazines and pick out people who you feel would fit into the following scenarios. Cut out the picture and make a portfolio explaining what the scenario is and why the person will make a good impression in that scenario.

- a. Testifying before the Senate
- b. A day at the beach
- c. PTA meeting
- d. Giving a speech to the student body when running for class president
- e. Showing an animal at your county fair
- f. A day of hanging out with your friends



How Do You Learn? DO YOU KNOW BINGO

Each of us has different experiences and talents. Some of us use them every day and some people are still figuring out what those might be.

INSTRUCTIONS: Find someone who “knows” the information you are looking for. Have them put their initials in the box that they can relate to. The first person to get a “bingo” gets a prize.

...if you are ambidextrous? (Can you use your other hand as well as your dominant hand?)	...what color your mom's eyes are?	...what an environmental steward is?	...what meal your family eats most often?	...who your state Representative is?
...how many siblings your Grandma has?	...how tall you are in inches?	...the state capital of Kansas?	...what year Neil Armstrong walked on the moon?	...what the headline on the world news was last night?
...how fast you can run a mile?	...the difference between weeds and flowers in the garden?	FREE SPACE 4-H CAN MAKE A DIFFERENCE	...what you would like to be doing 5 years from now?	...if you'd rather live in an isolated hilltop cabin or five star resort?
...the difference between a piccolo and a flute?	...how to solve a Sudoku puzzle?	...how to draw in 3D?	...how to waltz?	...how to fold a map?
...where to find the biography section in the library?	...how to sew?	...how to read music?	...which country Rio de Janeiro is located in?	...the difference between a coyote and a wolf?



Talk To Me!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Pre-deployment

Project/Life Skills

- ★ Social Skills
- ★ Communications
- ★ Managing Feelings



Activity Overview

Explore and discover a variety of methods you can use to communicate with deployed loved ones and other family members.

Shout out!

Do I say what I mean? Do I mean what I say? Do you try to share your thoughts & feelings with others, but have a hard time saying what's on your mind? Explore, discover, and practice methods of communication that will help you talk with your Service Member, your family and your friends.

Get Ready

Roles for Uniformed Service Member

- Invite a Uniformed Service Member to share the importance of communication during deployment
- Share ideas of ways youth can communicate during the deployment

Roles for Volunteers

- Assist youth who cannot read/write well as they develop questions for their family quiz game
- Assist with magnet making in the Making Faces activity

Activity Orientation for Volunteers: 30 Minutes

- Role play types of communication
- Read through the activities to be aware of the expectations of the lessons

Preparation time: 30 minutes

Space: Indoors/outdoors

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Copy Parent Letter and attachment.
7. Procure supplies.
8. Prepare Family and Get to Know You Quiz Games.

Get From OMK Tool Kit

- Boom box
- A variety of balls (foam, koosh etc.)

Procure Supplies

Set up Your Space

- Newspapers, letters, headphones, web cam, telephone

Icebreaker

- Something surprising to throw i.e. rubber chicken, wooden spoon, shoe etc

Activity 3

- 3x5 index cards to be used in Quiz Game activity (at least 25 per youth)
- Masking Tape to be used in Quiz Game activity
- List of conversation starters and Quiz Game chart to send home with youth/parents

Activity 4

- Paper, pencils and permanent markers for youth to create faces to be made into magnets
- Magnet sheets with stick on one side/or use glue stick to attach to magnetic sheets (Find in craft store, usually 4 x 6')

Activity 6

- Paper to write a letter or draw a picture

Activity 7

- Paper to write a letter or draw a picture
- Envelopes to put letter inside
- Writing utensils – pens, pencils, crayons

Background

When spending time with others in close surroundings, or working to maintain relationships with loved ones far away, communication is important. How we express ourselves in written and spoken language affects the people around us. We'll explore some different ways youth and families can use communication skills and find ways to continue to communicate throughout the deployment of a loved one. Working together with family members will increase the skills that each person has to build relationships and learn together.

Set Up Your Space

Set up your room so that when the youth enter, there will be displays around the room of communication methods such as letters displayed on bright paper, newspapers, telephones, web cam, headphones, etc. Music will be playing in the background.



WHAT TO DO

Talk To Me!

Icebreaker

Name Ball Toss

Have a small variety of balls on hand (foam balls, koosh balls – balls that will not hurt when thrown and a surprise to throw into the mix).

1. Ask youth to stand in a circle.
2. Ask the youth to say their name and then throw a ball to someone in the group.
3. When the person it is tossed to receives the ball, the recipient says their name and thanks the person that tossed it to them by name before tossing it on to the next person.
4. Tell youth try to remember whom they threw the ball to (and whom they received it from.)
5. After everyone in the group has had a chance to receive and toss the ball, tell youth that it will be tried one more time. This time they need to say the name of the person they are tossing it to. (If they need to ask for help with someone's name, this is the time.)
6. After everyone in the circle has had a chance, add an element of challenge, by adding in more balls. Then add another ball or a surprise object, so that they must be pay attention and listening for their name.

The goal is not to have any of the balls on the floor or being tossed out of the circle.

- How do you think our group did?
- What was challenging?
- What got in the way of our success?
- What did we do to improve our chances of successfully getting the balls around to everyone?
- How might this activity help us think about how we communicate with the people around us? (making eye contact, getting their attention before throwing (speaking), being focused on the relationship, the group will come up with their own)
- How can you use these techniques in conversations within your family?

As you might have guess, today we're going to do many activities all focused on how we communicate.

Activity 1

Telephone Talk (15 Minutes)

Have you ever played telephone by stringing two tin cans together and trying to talk through them? Did it work very well? Sometimes a message can be confused when you try to talk to someone and they aren't standing very close to you, or they can't see your body language.

We're going to play the Telephone game and we'll see how well each of you are listening as this game goes on.

1. Let's have two lines.
2. I'm going to whisper something in the ear of the first person in line. I want them to turn and whisper it into the ear of the next person in line, and we'll keep repeating that until the person at the end of the line has received the message.
3. When the message gets to the end of the line, I'd like that person to come to the front of the line and whisper in my ear what message they received.
4. Let's see how close the original statement is to the message that I originally whispered.



That's the interesting thing about the telephone game - messages can be easily mixed up when passed from person to person. What do you think could have been done to make sure the message didn't change from the front of the line to the back of the line? Would it have helped if you had listened carefully? Would it have helped to repeat it to the person who shared it with you to make sure you heard it right?

Communication is important to all of us to make sure we have heard important messages and to make sure we are saying things so other people don't get confused. It is important to make sure you are listening well and hearing what the other person is saying.

Activity 2

Listen Up! (10 Minutes)

It's important to know a few things about listening to make sure you're doing the best job you can when listening to other people. Here are a couple of things you should remember when listening.

1. A **"passive listener"** creates a one-way conversation with little effort to connect to the other person's message. They make eye contact and might nod and say "uh huh" once in a while. (Role-play a conversation.)
2. A **"selective listener"** may not get the full message intended by the speaker because they only hear what they want to hear, what is particularly interesting to them. This can cause barriers in communication. This listener might look away at other things or jump in before the speaker has finished and takes over the conversations. They may also change the subject and want to debate every point. (Role-play a conversation.)
3. The **"attentive listener"** engages the listener and is less judgmental about what the speaker has to say. This listener gives steady eye contact to the speaker and shows sincere facial expressions and interested looks. They also ask questions and want to learn and clarify information. (Role play a conversation)
4. The **"active listener"** receives the speaker's message with care and respect and works to confirm their understanding of the speaker's message. They leave the conversation with little doubt about the speaker's message or feelings. This listener shows patience, gives verbal feedback, and speaks up when something seems unclear or confusing. (Role play a conversation)

Activity 3

Family Quiz Game (45 Minutes)

How well do you think the members of your family know one another? Sometimes families don't know each other very well and the things that they like or dislike. Let's create a family quiz game that is all about your family. What kinds of categories could be created to learn more about your family? Let's try Birthdays, Vacations, Hobbies, Family Traditions, and Favorite Foods.

(Have sample displayed for demonstration)



Birthdays	Vacations	Hobbies	Family Traditions	Favorite Foods
100 Q: What date is Sam's birthday?	100 Q: Where did we go on that fun rollercoaster?	100 Q: Who in the family that enjoys woodworking?	100 Q: At which holiday do we make lefse?	100 Q: What is Jan's favorite food?
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

1. Hand out 25 index cards to each youth.
2. On the 3x5 index cards, write questions for each of the categories. They should be questions that are specific to your family members.
3. Put the point value on one side of the card and the question on the back. Older members may write several questions and help the younger ones. If you have time, write more than one card for each point category. Ask your facilitator for more index cards.
4. To play the game at home, select one person to serve as the reader and scorekeeper. This responsibility can rotate to other family members with each turn so everyone can play.
5. Each player takes a turn selecting a category and point value.
6. The reader turns the card over and reads the question.
7. The player gets the points if the question is answered correctly.
8. The turn passes to the next player after each question is answered.
9. When all the questions have been answered, the person with the highest number of points is declared the winner.
10. Your family can decide how to honor the winner!
11. When you get home, use these cards to play the **Family Quiz Game**. A sample game board will come home in the parent letter, but you provide the playing cards!

Activity 4

Make A Face (20 Minutes)

Sometimes we communicate with our family members by using facial expressions or making faces. Let's practice making a few faces together.

- Could I see you make a happy face?
- Would it be hard for you to make a sad face?
- How might your face look if you were surprised?
- Do you know what angry looks like?
- Can people always tell how you feel by looking at your face?

Sometimes we even draw these faces when we write on paper to show people how we feel.

1. Pass out the magnetic sticky sheets, 4 x 6' rectangles of paper (This will depend on the size of magnet sheet you can get from the craft store) and permanent markers
2. Ask the youth to draw these faces: Happy, Sad, Angry and Surprised. Encourage them to use their markers. Use your marker and be creative.



3. Now, let's make these faces into a magnet!
4. Hang them on your refrigerator at home and let your family know how you are feeling each day.

Activity 5

Just A Minute: (10 Minutes)

Another thing that people sometimes do to communicate is to share their thoughts on a topic. Let's try for one minute to see how you do.

1. Think of something and let's try it! (Ideas might include a favorite pet, a sport, their best friend, what to do on a snow day from school, etc.)
2. Turn to your neighbor and we'll have you talk about your topic for one minute and your neighbor will listen. Keep messages short for younger youth.
3. I'll start timing you...now!
4. Now trade places.
5. Talk about: How did that feel? Was it hard to talk for a whole minute? Was it hard to listen and not talk?

Activity 6

Create A Story (1 hour)

Many of us like to tell stories and its fun to listen to others as they tell them. We're going to spend some time developing our own story and we're going to do it as a group.

Let's start our first story. We'll do this story using a piece of paper. I have three different story starters and I'd like each of you to vote for one. The choices are:

- I was walking home from school and.....
- When I answered the phone one morning...
- As I sat in my seat at the ball game...

Let's start the story using your choice of story starters on the first line of this piece of paper.

1. I'll pass it to the person on my right, and they'll write the next line of the story and then fold the paper over and pass it to the person on their right. (Demonstrate)
 - When I answered the phone one morning...
 - I heard.....
 - Then I....
 - Which resulted in
 - Now I
 - And will never again
 - Younger kids may need assistance in writing their responses.
2. Each time someone adds a line to the story, fold it over.
3. When the story gets back to me, I'll read the story aloud.

When you hear a story, what kinds of things do you listen for? What details do you remember later about a story that you heard? Let's take a look at our written story and see what additional details we could add to enhance our story even more (add words that describe or provide detail – color, size, adjectives, sounds, etc.)



1. Now read the story aloud to the group.
2. “How many of you think our story got even better by adding more detail?” It’s always important to add detail to your story and as you share the information with others.
3. Let’s try one of the other story starters and let’s tell the story aloud this time.
4. I’ll ask the person on my left to add the first line of the story, and we’ll keep passing the story around the room.
5. Please remember to add your details and make your story descriptive.

Consider having multiple “stories” going. Read them all when done, and have the group select the one they want to continue developing.

Activity 7

Write A Letter (20 Minutes)

As your loved one prepares to deploy, I’d like you to think about a way that you would like to communicate with that person. One great idea is to write a letter to your loved one. The Service Members always like to get mail during mail call, but letters are extra special because they can be kept and read again later. A letter can be tucked in a pocket and taken with and when someone adds a picture or drawing, it can be put up in a special place. When a letter is written to someone special, it’s always good to add a few things to the letter to tell your story and make it special to the reader.

- Information about your day. What is the weather like and what has been happening?
- Information about the family. Who has been doing what and what is keeping them busy?
- Information about something special to your loved one. Do they like to golf or are they interested in the score of the baseball game last night or how the garden is growing?

Let’s spend some time writing a letter to your loved one. This might be a letter you send shortly after they deploy or it might be a letter that you stick in their pocket for them to read when they get on the bus. No matter when your loved one reads it, they will be happy to have it and will have something to read for a few days and they can pull it out and read it when they are lonesome for you.

Give everyone an opportunity to write or draw pictures or have a chance to work on the letter. Provide everyone with envelopes to seal their letter and take home with them. Younger youth will need assistance in writing details and drawing pictures.

Talk It Over

★ *Reflect:*

When you wrote your family quiz game cards, what category questions did you find to be the easiest? Which ones were most difficult?
Why is it important for you and your family to communicate with one another?

★ *Process:*

Why are memories and stories important to have as a family?
How is communication hard for you and your family?
What did you learn today that might make communication easier?



- ★ **Generalize:** What is the most difficult part of communication for you?
What did you learn about your own skill in communicating with others?
How would you describe your communication skills? How are they better now than before you came today?
Is communication the same for all family members?
What would make it easier for you to communicate with your loved one during deployment?
- ★ **Apply:** Can you use any of these communication strategies with other situations in your life?
In what ways do people help each other with their communication skills?
How else could you learn more about communication? Is there anything you will do differently when you communicate with your family now?

Enhancement

Utilization of the Mobile Technology Lab to create greeting cards, develop a video or use digital cameras to take photos to share with a loved one.

Closing

As you think about ways to communicate with your family and others around you, it's important to remember that there are lots of ways to communicate. It might be the look on your face or the things you say, but also how you listen to others and act interested in what they say. When you're communicating with your family, think about how you might also communicate with your loved one while they are deployed. Could you send a question from the communication jar to your loved one for them to answer in a letter?

It's important for you to remember that you need to help start the communication and encourage others to share and learn together.

Credits/Sources

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National 4-H Cooperative Curriculum System, Inc. Picking Up the Pieces. Level 2. p 13 *used with permission of the National 4-H Cooperative Curriculum System.* ©BU-08157 4-HCCS

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Talk To Me!

Dear Family,

Today we talked about communication with family and loved ones. It's important to practice communication. The more you practice talking or writing to each other, the better you get at communication. It's hoped that your youth will be able to use some of the communication tools they learned today, to further conversations within the family before, during and after the deployment of your loved one.



One of the tools we learned today was the 'The Family Quiz Game'. This activity is great for your family to learn and grow together while having fun and creating memories together. Try it at home!

Also, conversation starters are a terrific way to start a letter or an email to a loved one. These 'starters' encourage everyone to respond and share their thoughts and open the door for further discussions when the loved one returns home.

In addition, your child also wrote a letter to their loved one. This might be shared with them upon their deployment or they may wish to mail it so the loved one gets it at a later date.

Please help your young person consider the many ways to communicate with their loved one during the deployment. It is a critical skill that will help your youth deal with the issues of deployment and re-integration.

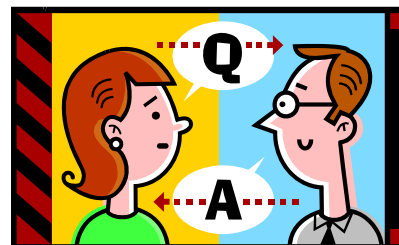
We have attached a sample of the **Family Quiz Game** and **Conversation Starter** questions. Hope you find these helpful. Have fun and encourage your youth to keep the conversations going.

Thank you from Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach for allowing us the opportunity to spend time with your young person and work on some critical skills that will help keep your family strong.

Sincerely,

Conversation Starters:

- What is your favorite board game?
- Would you rather ask a question or give an answer?
- Is it easier to talk to your mom or your dad?
- Who would you trust with a secret?



Talk To Me!

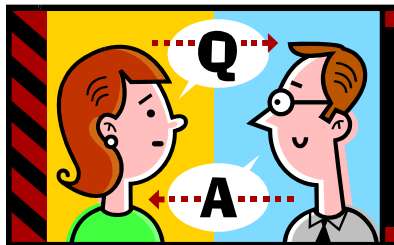


Talk To Me Parent Letter Attachment:

1. On 3x5 index cards, have each family member write questions for each of the categories. For example: What date is Sam's birthday? Where did we go on that fun rollercoaster? Who in the family that enjoys woodworking? At which holiday do we make lefse? What is Jan's favorite food?
2. Using this **Family Quiz Game format**, arrange the 3x5 index cards face down and label the point value on the opposite side of the card. You may want to tape the cards to a poster board, door, or lay them on a flat surface.
3. To play the game, select one person to serve as the reader and scorekeeper. This responsibility can rotate to other family members with each turn so everyone can play.
4. Each player takes a turn selecting a category and point value.
5. The reader turns the card over and reads the question.
6. The player gets the points if the question is answered correctly.
7. The turn passes to the next player after each question is answered.
8. When all the questions have been answered, the person with the highest number of points is declared the winner.
9. Your family can decide how to honor the winner!

Family Quiz Game

Special Days	Favorite Foods	Vacation Memories	Hobbies	Family Pets
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500





Flex-a-Family

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Mobilized

Project/Life Skills

- ★ Communication
- ★ Sharing
- ★ Creative thinking
- ★ Resiliency



Activity Overview

Make flat, flexible, portable, 8" models of your Service Member and other family members to take with you in your backpack or back pocket. Take photos of them with you at your baseball games, band concerts, vacations or anywhere!

Shout out!

Take your flat Flex-a-Family anywhere! Find a photo of your mobilized Service Member, (a digital picture of their whole body, if possible) enlarge it and mount it, so that it is weatherproof and foldable to take with you everywhere. Pull out your Service Member and take pictures of the two of you at events with your camera. Send your pictures to your Service Member to let them know that you are thinking of them everywhere!

Get Ready

Roles for Uniformed Service Member

- Talk about how you feel when you miss the everyday events at home
- Help youth make their Flex-a-Family

Roles for Peer Volunteers

- Help download and print pictures

Roles for Volunteers

- Take full body pictures of the youth when they arrive
- Help them make their Flex-a-Family

Activity Orientation for Volunteers: 1 hour

- Use of computer, digital camera, printer connections and functions
- How to make a Flex-a-Family

Preparation time: 1 hour

Space: Mobile Technology Lab

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).



4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for markers, embellishments and scissors.
6. Schedule use of Mobile Technology Lab.
7. Set up Mobile Technology Lab and read activity. Check all supplies and equipment.
8. Make sure that the digital camera and printers are working.
9. Use four colors of construction paper and make rows of eight the same color on the floor placed about a foot apart, similar to a twister game. Make several areas, depending on how many youth you are expecting. Tape them down with duct tape.
10. Cut 1 piece of each color into 16 rectangles and make game cards. Four should say right hand, four should say left hand, four right foot, four left foot.
11. Put index cards into a bowl or other container for use with the game.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box
- Duct tape (wide)

Procure Supplies

- Duct tape. Find multiple colors
- Four colors of construction paper
- Clear shipping tape
- Clear tape
- Scissors
- Folding tables
- Index cards, large and small
- Permanent markers
- Bags of suckers
- Find the book: *Flat Stanley* by Jeff Brown ISBN: 0-06-009791-4 at the library

Background

Youth miss their Service Members when they are deployed. They commonly wonder what their Service Member is doing everyday. Flex-a-Family is the answer! Youth can be encouraged to bring their 'Flexi' Service Member with them everywhere and take pictures to share with their family and with their Service Member. It's a way for youth to say they're thinking of their Service Member during mobilization and for the Service Member to feel like they are part of their youth's life. Your Flex-a-Family can go ANYWHERE! (If a youth does not have a digital image of their Service Member, take a picture of youth and they can make one to send to their Service Member.)



Set Up Your Space

(15 Minutes)

Set up the MTL and make sure everything is working. Create a comfortable place so that as youth come in they can be read a story. Have some gentle music playing on the boom box when the youth arrive. As they finish arriving, start reading the book *Flat Stanley* by Jeff Brown.

WHAT TO DO

Flex-a-Family

Icebreaker

Shout and Twist (15 Minutes)

This plays just like twister, except you pick the call from the cards you have made. When someone falls, the youth should leave the playing area so people do not get hurt. Call out game cards loudly.

Discussion questions:

Did you feel flexible? Why? Why not?

What was the biggest challenge you had?

What do you need to be flexible?

Introduction

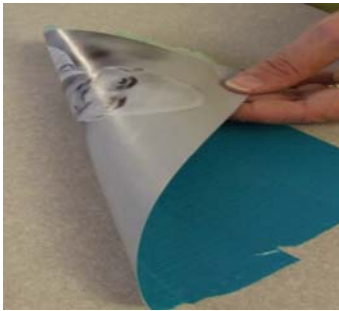
(5 Minutes)

Nobody can be in two places at once, or can they? Flex-a-Family gives you the opportunity to pop a family member in the mail, in your backpack, or in your pocket to any place that you go. When you take your Flexi along, you can take a picture of you and your family member doing fun things, like riding a rollercoaster or watching a baseball game. Take a picture anywhere with your Flexi Family. A Flex-a-Family member is easy to make.

Activity 1

(1 Hour)

1. First, you need a digital picture of your deployed Service Member or other family member. If you do not have one, we will take one of you to make a Flexi of you to send to your Service Member.
2. Then you download it into the picture folder of any of the computers. There are volunteers to help you do this too. Try to have a picture that shows the whole body of a person.
3. Open your photo and use the 'crop' function to focus on your Service Member. Adjust until everything is out of the picture, except your family member.
4. When you have it just right, click the right button on your mouse and 'copy' your cropped picture.
5. Now open up MS Word and 'Paste' your picture onto the page. It should take up the whole page. If not, stretch it out to fill the page.
6. Now print your page.
7. Turn your page over so that you see the backside of your image.
8. Tear off strips of duct tape and cover the back with the tape. Try to make it as smooth as possible.



9. Now flip it over, take some of the clear packing tape, and cover the front side of your picture.
10. Use your scissors and cut around the image of your family member. You now have made a Flexi! Congratulations! Fold your Flexi and take it with you everywhere!



11. Make a whole Flex-a Family! Who do you want to turn into a Flexi?
12. Hand out the suckers and form a circle for the **Talk It Over** section.

Talk It Over

(20 Minutes)

★ **Reflect:**

What was the most surprising thing you learned when you made your Flexi?
How did it make you feel?
What did you learn about yourself?
If you brought a digital picture, why did you choose the picture you did?
What are places that you could take a picture with your Flexi?

★ **Process:**

What was the most challenging part of making your Flexi?
If you were to do this again, how would you do it differently?
How did others help you make your Flexi?

★ **Generalize:**

What did you learn about flexibility?
Why do you think it is important to communicate and share your daily life and feelings with your Service Member while they are deployed?
How can your Flex-a-Family become part of your daily life?
How will you show your deployed Service Member that you are being more flexible while they are deployed?

• **Apply:**

How can you show other family members how to make a Flexi and share their lives with each other?
How can you use the skills you learned today in other situations?
Why was this project important to you?

Enhancement

Make a Flex-a-Family for everyone! Try them in all shapes and sizes. Send a Flexi through the mail. Make a Flexi show about how you are feeling. The Flex-a-Family possibilities are only limited by your imagination!



Closing

A Flex-a Family is family that is always with you, even when your ‘real’ family cannot be. It is a way to keep Service Members in your lives, doing everyday things. Your Flexi is a reminder that they are still with you even if they feel far away. Have fun!

Credits/Sources

Flat Stanley by Jeff Brown ISBN: 0-06-009791-4

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Flex-a-Family

Dear Family,

Today your Operation Military Kid made a Flex-a-Family. What is a Flex-a-Family? A Flex-a-Family is a flexible, waterproof cutout of your youth or your deployed Service Member.

Nobody can be in two places at once, or can they? Flex-a-Family gives you the opportunity to pop a family member in the mail, in your backpack or in your pocket to any place that you go. When you take your Flex-a-Family along, you can take a picture of you and your family member doing fun things, like riding a rollercoaster or watching a baseball game. Take a picture anywhere with your Flex-a-Family!



Youth miss their Service Members when they are deployed. They commonly wonder what their Service Member does everyday. Youth can be encouraged to bring their 'Flexi' Service Member with them everywhere and take pictures to share with their family and with their Service Member. It is a way for youth to say they are thinking of them during mobilization and for the Service Member to feel like they are part of their youth's life and builds resiliency. Your Flex-a-Family can go ANYWHERE!

Thanks for helping your youth participate in an Operation: Military Kids Deployment Support Cycle Yellow Ribbon Outreach Experience!

Best regards,



Conversation Starters:

- Do you think you are a flexible kid? Why or why not?
- What makes you strong?
- What is the funniest thing that happened to you this week?
- Who is the person you could trust with a secret?
- What can you do to be more flexible at home? At school?



Make It, Bag It, Take It!

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Basic Sewing Skills
- ★ Decision Making
- ★ Self-Expression
- ★ Public Speaking

Activity Overview

Youth will learn a basic sewing stitch to make a small decorated tote bag.



Shout out!

Make a cool bag to keep your stuff in: notes, electronic, games etc! Design your bag to express who you are!

Get Ready

Roles for Uniformed Service Member

- Direct youth to activities as they arrive
- Tell about what they carry in the different pockets on their uniform

Roles for Volunteers

- Assist youth with each step of project
- If sewing machines are available, help youth sew the side seam

Activity Orientation for Volunteers: ½ hour

- Explain how to make the bag
- Explain the various embellishments available and how to attach them to the finished bag
- Assign volunteer to be room host/ess
- Explain welcoming games and assign volunteers to lead

Preparation time: 2 hours

Space: large meeting room with tables

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.



6. Purchase hand towels. This may need to be done a week or so ahead of time, if you need to order them online or through a store.
7. Purchase additional embellishments. These could be iron-ons, patches, jewels, flowers, ribbon, rick-rack, studs, leather etc
8. Create a bag for an example. (make sure the sample is somewhat gender neutral)
9. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box with music
- Jump rope

Procure Supplies

- 22 hand towels
- 3 spools of thread
- Scissors
- Assorted yarn
- 22 sewing needles that will fit yarn and thread
- 88 eyelets
- 5 Eyelet setters
- Ribbon or clothesline rope
- Embellishments
- Glue for embellishments
- Iron & ironing board, if iron-ons are used for embellishments
- 3 potatoes

Background

Before sewing machines people made all of their clothing and home furnishings by hand. Most people do not sew their own clothes today, but garments still need buttons replaced, hems fixed and seams repaired. Hobbies such as quilting, cross-stitching & embroidering use basic sewing skills.

Today the youth are going to learn the **basic running stitch**. A running stitch is used for basting, easing, tucking, gathering, quilting, and sewing seams that will not be under a great deal of strain. The simplest stitch of all is done by taking small, straight, even stitches 1/4 to 1/16 inch long. This is called an **overcast stitch**.

Some youth may find sewing difficult. For others, it will be more natural. The youth will use their reasoning and decision making skills as they pick out the color of their towel and their embellishments. As with any project, a person may encounter problems they need to overcome. As a facilitator, you need to help the youth work through the stress and anxiety that comes with the issue.

Because a loved one is mobilized, the youth's life has changed. With this change there maybe different responsibilities at home. Today, the youth will learn a new skill and make a bag that



may help them stay organized through these changes. They may want to consider making a bag for their loved one in the Military as well.

Set Up Your Space

- Have music playing
- Ask a volunteer to be the welcome host at the door
- Have a volunteer play one or all of the following activities as youth come:
 1. Play hot potato. Put on music and pass an uncooked potato until the music stops— whoever is holding the potato is out.
 2. Ask twenty questions. Think of a person everyone knows and have the youth ask questions to guess the identity. Whoever guesses it leads the next game.
 3. Play the limbo with a jump rope or broomstick.

WHAT TO DO

Make It, Bag It, Take It!

Icebreaker

Change! (15 Minutes)

1. Have everyone start in a group of three.
2. If you have one or two youth, match them up with a volunteer or Service Member.
3. Have the leader call out “Change! - if you are the youngest person in your group”
4. All of those people have to form a new group of three.
5. Repeat the “Change! Statement” with eye color, hair color, first born, only child, etc
6. If more than one has to “change”, they all need to find a new group.

Activity

Sew a Tote (90 Minutes)

1. Discuss why learning how to sew is important. Ask the youth if they have sewn before. Talk about the supplies that are needed when you sew. Discuss what kinds of things can be created when you know how to sew.
2. Show the youth all of the items that they will be using and their purpose: thread, needle, hand towel, eyelets, eyelet setter, and ribbon. Ask “What are some of the tools your family member needs to do his or her job while deployed?”
3. Demonstrate to the youth all of the steps to completing the tote bag.
 - a. Thread the needle with approximately three feet of yarn.
 - b. Fold the hand towel in half (the fold of the towel will form the bottom of the tote bag).
 - c. Tie “six big knots” in the end of the yarn.
 - d. Begin sewing up one of the sides. Describe/demonstrate to the youth how to do a running stitch.
 - e. Once you have sewn up the first side, tie “six big knots” and then complete the other side like the first.
 - i. Depending upon the skill level & number of volunteers. You may want to demonstrate an overcast stitch on the top corners of the bag for reinforcement.



- f. Next, show them how to use the eyelet setter to put four eyelets in the top/opening of the tote bag. There should be two eyelets on each side of the tote bag and they should be approximately 2 inches in from each side on the top edge.
 - g. Lastly, they can cut two one-foot sections of ribbon. Knot one end of the ribbon and string it through two of the eyelets and knot the other end (the ribbons will form the handles).
 - h. Do the same with the other ribbon.
4. Pass out all of the materials. Depending on the age and ability of the youth, you may want to have the needles pre-threaded.
5. Have the youth begin sewing their tote bags.
6. Show all the options for embellishments. Let the youth decide on how they want to decorate their bag.
 - a. Some of the options are iron-on patches, glue-on jewels, beads, fringe, ribbons, etc.
 - i. You could also make iron-ons using fusible web. This could become part of the lesson, if you have time – depending upon the number of youth
7. Secure embellishment(s) to the bags.
8. Have each youth show their bag and how they plan to use it.
9. Have the Military Personnel tell and show what and how they use their pockets on their uniforms.

Talk It Over

- ★ **Reflect:** How will you use your tote bag?
How would you make it differently in the future?
What could you add to your tote bag to make it look different?
- ★ **Process:** What was the hardest part of this project?
Was it hard to make a decision about the color of your bag or how to decorate it?
Why did you choose what you did?
Why is it important to keep your stuff organized?
- ★ **Generalize:** Would any of you like to do more sewing projects? What?
Do you know of anyone that sews? What do they make?
What are other ways that you can keep your stuff organized?
- ★ **Apply:** What other materials could you use to make a bag?
What would it cost you to buy a bag like the one you made?
How else could you use the hand stitches you learned today?
How can you better organize your space at home?

Enhancement

- If there is access to sewing machines, the side seam could be sewn by machine, and then more time could be spent on the creative embellishments.
- Purchase a variety of material with themes (basketballs, tractors, girly things, TV characters, etc). Have the youth cut them out and make appliqués by using fusible web.
- Apply a decorative stitch around the appliqué with embroidery floss.



- A collection of various items that have been sewn could be displayed to show the variety of items. Such as: quilt, clothing, curtain, handbag, etc.

Closing

Thank you all for showing your completed bag and telling us what you plan to do with it. I hope you write your loved one to tell them about your experience in sewing your bag and how you plan to use it. You may even want to send a picture with your bag to your loved one. Thanks for coming!

Credits/Sources

Adapted from Minnesota 4-H Adventure “Sewing Bee: A Family Consumer Science Adventure.” developed by Lorelei Swenson, Pine County 4-H Program Coordinator.
<<http://www.fourh.umn.edu/staffonly/adventures/documents/SewingBeeAdventure.pdf>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Make It, Bag It, Take It!

Dear Family,

Today we made a small bag out of a hand towel. Your youth decided the color of their bag and the embellishments for the bag. They used the **running & overcast stitch** to construct the bag. This is a basic sewing stitch that can be used to mend or construct many items.

This project is a way to learn a basic skill, how to follow directions, and how to organize their stuff so that things are contained and easier to find. The skills they used making their bag have many uses. Talk about following directions, organization and hobbies that might involve sewing skills. Encourage them to organize their lives at home and at school. If they seemed to enjoy sewing, encourage them to continue using their skills. You may want to find them a mentor to help them develop this skill more.



We also encouraged your youth to write to your loved one about what they made. If it is possible, to take a picture with the youth and their bag, you might want to send it to your loved one.

Sincerely,



Conversation Starters:

- Would you rather have a messy room or a clean room? Why?
- What project would you like to sew next?
- Would you rather sew something or buy it in a store? Why?
- How could you reorganize the silverware drawer?



The Artist Among Us

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Mobilization

Project/Life Skills

- ★ Creative Thinking
- ★ Self-Expression
- ★ Learning to Learn

Activity Overview

Participants will be able to create many varieties of art pieces that they can send to deployed Service Member.



Shout out!

Come and explore the world of art! Participants will be able to play, design and create many pieces of art that can be sent to a deployed Service Member. Please bring a paint shirt for some of the activities.

Get Ready

Roles for Uniformed Service Member

- Discuss with the youth the importance of keeping in touch with the Service Member and how it is to receive things that youth make
- Assist with art tables

Roles for Volunteers

- Six volunteers to assist with art tables
- Assist with snacks

Activity Orientation for Volunteers: 1 hour

- Go through the various art stations that will be available for youth

Preparation time: 1 hour

Space: Indoor space and sidewalk or parking lot

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for more embellishments and scissors.
6. Cover tables with tarps or butcher paper to protect them.
7. Lay tarp down under tables to protect the floor, where needed.



8. Gather supplies.
9. Place duct tape over one end of toilet paper tubes.
10. Spray paint small, old puzzle pieces in a variety of colors
11. Line baking sheets with aluminum foil.
12. Prepare snacks by putting small food items in bowls for youth to use.
13. Cut up strawberries and grapes.
14. Take small, old puzzle pieces and spray paint a variety of colors.
15. Make an example of each art piece to use as a demonstration.
16. Make copies of parent letter.

Get From OMK Tool Box

- One cup measuring cup
- Staplers

Procure Supplies

- Butcher paper
- Masking tape
- Variety of art tools – brushes, sculpting tools, pencils, etc. (enough for one per youth)
- Scissors
- Spray paint
- Small, old puzzle pieces
- Duct tape
- Washable finger paint, in various colors
- Finger paint paper
- Wet towelettes
- Plaster of Paris
- Tempera Paint – wet or dry
- Toilet paper tubes – 1 per youth
- Aluminum foil
- Snack baggies
- Paper plates
- Vanilla yogurt
- Raisins
- Shoelace licorice
- Strawberries
- Grapes
- Spoons
- Baking sheets
- Drink
- Poster board 11x14” – 2 per youth
- Glue sticks
- Old magazines – appropriate for youth
- Washable paint
- Various materials for use as paintbrushes – string, combs, cotton balls, feathers, spoons, flowers, pine needles, regular paint brushes (sponge and thick bristled brushes)
- Containers for paint
- Containers for rinse water
- Shallow pan or box
- Larger painting paper
- Cotton swabs
- Buttons
- Tacky glue
- Pasta
- Craft sticks
- Markers
- Embellishments



Background

Art has been used for centuries as an expression of self. During a deployment, youth are faced with changes, feelings, fears and new responsibilities. Through art, youth can explore talents, self-reflection and a way to communicate. Participants will have the opportunity to visit a number of 'stations' to create visual art pieces that they can keep at home or send to the deployed Service Member.

Set Up Your Space

Indoor space should have a space where youth can sit in a circle for sharing times. Indoor space should also be set up with 8' tables arranged around the room for art stations. There will be 6 stations. The number of youth who attend will determine how many tables will be needed at each station. Set up each station:

1. **Finger Painting** – Finger paint, finger paint paper, wet towelettes.
2. **Sidewalk Chalk** – measuring cup, Plaster of Paris, Tempera paint, prepared toilet paper rolls and baking sheets, snack baggies.
3. **Art Portfolios** – scissors, glue sticks, old magazines, 11x14" poster board.
4. **Painting** - paint, containers for paint, containers for rinse water, shallow pan or box, various materials for paintbrushes – string, combs, cotton balls, feathers, spoons, flowers, pine needles, regular paint brushes, larger painting paper.
5. **Family Portraits** – paper plates, string, cotton swabs, buttons, glue, pasta
6. **Picture Frames** – craft sticks, tacky glue, painted puzzle pieces, markers, embellishments.

WHAT TO DO

The Artist Among Us

Icebreaker

Art Tools and Me (15 Minutes)

1. Have youth sit in circle.
2. Collect a variety of tools you have already gathered for the art stations, plus extra ones, and put them in the middle of the circle.
3. Tell the youth to pick an art tool that is like them.
4. Have them sit back in the circle and introduce themselves and then explain why the art tool is like them.

Introduction to Art Stations

(5 Minutes)

Today, we will be doing six different art stations! We will divide into groups and will have 20 minutes at each station to create something. There will be a volunteer at each station to help you. Make sure you put your name on everything.

Go over each station:

1. **Finger Painting** – here you can create and have fun with finger painting! There is lots of paper for you to create many pieces of art.
2. **Sidewalk Chalk Making** – at this station, you will learn to make your own sidewalk chalk. It will dry so you can play with it at home.
Recipe for 4 youth is:

- Mix together 2 cups water, 2 cups Plaster of Paris and 2 T. Tempera Paint



- Allow to stand for a few minutes
- Pour mixture into prepared toilet tubes on baking sheets
- Allow to stand until semi-firm
- Remove holders and let dry completely (about 1 ½ hours)

3. Art Portfolio – at this station, you will cut up old magazines, glue them to two pieces of tagboard and then staple them on one end. The pictures you use should be of things that you like to do or your family. This portfolio will protect your projects.

4. Painting – you can use a variety of items as paint brushes and create a painting masterpiece.

5. Family Portrait – by using paper plates, string, odds and ends, create a portrait of you and or your Service Member or someone else.

6. Picture Frames – at this station, you will put together picture frames by gluing 4 craft sticks together. Then you can either decorate it with markers, embellishments, or painted puzzle pieces.

Activity 1

Art Stations (60 Minutes)

1. Divide youth up into six groups. They will divide up between the art stations and then rotate every 20 minutes. Remember to have youth put their names on their projects.

Activity 2

Snack Break (15 Minutes)

1. Instruct youth that they will go through the snack line to create an artistic snack.
2. They should first layer the paper plate with yogurt as their “canvas.”
3. Then, by adding the remaining items, they can create a masterpiece!
4. Allow youth to take their time through the line. Allow a line on both sides of the table.

Activity 3

Blob game (20 Minutes)

1. Choose a large space, such as a parking lot, outdoor field, or large indoor room.
2. One youth starts as the person who tries to tag someone “it.”
3. When that youth catches another youth, they join hands and become part of the soon to be growing “Blob.”
4. Youth must keep hands joined as they try to tag others.
5. Soon there will only be a few youth left.
6. The last person to be tagged is the person who starts the next game as “it.”

Break for Restrooms and Washing Hands

(5 Minutes)

Activity 4

Art Stations (60 Minutes)

1. Have youth begin the new rotation. Rotate again every 20 minutes. Remember to have youth put their names on their projects.

Break for restroom and washing hands

(10 Minutes)

Activity 5

Reflection and Gathering (20 Minutes)

1. Have youths gather in circle. Go over **Talk It Over** questions:



Talk It Over

★ ***Reflect:***

Tell me some of the activities that you enjoyed the most today.
What are some activities that were easy? What were more difficult?
How can you share your projects with others?

★ ***Process:***

What did you learn about yourself when going through the art stations?
Why does it matter to anyone else that you did these projects?
Why is art an important thing to do?
What were you learning as you were here today?
Would someone be willing to share some of what they were trying to communicate through any of their art projects today?

★ ***Generalize:***

What are ways that we can communicate with our Service Member?
How can we share these projects with them?

★ ***Apply:***

What are some ways you like to learn? Is art a way to learn?
What can you do to keep learning about art?
How can you use what you learned today at home or school?
Why is doing these projects important?

Enhancement

Find a community artist that is willing to come in and give a demonstration for the youth.

Closing

(10 Minutes)

Wow – we did a lot of work today! You all made beautiful pieces of art! We also learned how important it is to try new things and explore our talents. These pieces of art will go home with you and you can keep them there or send them to your Service Member to keep in touch. They will appreciate receiving these in the mail. At this time, we are going to gather our projects – make sure you are getting the right ones and not your neighbors. Thank you for coming today!

(Some of the items may not be dried completely. Allow them to dry as long as possible before the youth is picked up. Those items that are dried can be placed in the art portfolio. Sidewalk chalk can be placed in snack baggies)

Credits/Sources

Hutchins, Lori K. “A Palette of Fun.” In Cloverbuds Activities Packet, March 2000. St. Louis County, MN 4-H: National 4-H Curriculum, 2001, pgs 48-49, 126-127

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



The Artist Among Us

Dear Family,

Today was a busy day! The youth went to six different art stations and produced glorious works of art! Some of the pieces may not be dried thoroughly, so I would encourage you to set them out for awhile. We even created our snack into artwork and then ate it up! We also had time to play “Blob.”



This project was a good way to talk about the importance of exploring and sharing our talents. We talked about ideas to send some of the art work to the Service Member and how we can keep in touch throughout the deployment. The youth can select a picture to put in the frame prior to sending.

At the bottom of this letter are some conversation starters for you to use at home and in the car. Use these questions as a springboard for conversations with your youth.

Thank you for allowing your youth to participate in the OMK Deployment Cycle Support Yellow Ribbon Outreach activity today! If you have any questions about your youth’s experience, please feel free to call me at: _____.

Sincerely,



Conversation Starters:

- Tell me the best part of doing the art projects.
- Which pieces do you want to send to your Service Member?
- Why is it important to explore your talents? What other talents do you think you have?
- Would you rather do an art project or a sewing project?
- If you could choose a special talent, what would that be?



Be A Leader!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Leadership
- ★ Relationship Building
- ★ Communication
- ★ Decision Making

Activity Overview

Youth will do a variety of activities to learn about themselves and how they can impact their lives as well as others.



Shout out!

Are you ready to be a Leader? This program will bring out the best in you. You will learn what it takes to be a good leader and what leadership qualities you have. We will play games, tell your Military story and make some decisions. Lots of fun will happen as you learn about yourself.

Get Ready

Roles for Uniformed Service Member

- Have them share about leadership in the Military during activity two
- Read one of the selected books

Roles for Volunteers

- Serve as the host as youth arrive
- Help keep the youth on task
- Read one of the selected books

Activity Orientation for Volunteers: 15 Minutes

- Go over lesson & expectations

Preparation time: 1 Hour

Space: Normal size meeting room, tables to draw/write on (hard floor would work also).

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab for use of digital camera and photo printer.



7. Check out books from the library.
8. Procure supplies.
9. Cut strips of black construction paper.

Get From OMK Tool Kit

- Jump rope
- Boom box & music
- 2-3 small soft balls or stuffed animals

Procure Supplies

• Balloons	• Newspapers
• Long sheets of paper	• Magazines
• Markers	• Scissors
• Crayons	• Glue
• Pastels	• Butcher paper
• Colored pencils	• Black construction paper
• Paints	• Paper
• 1/2" to 1" wide ribbon	• Pencils
• Masking tape	▪ Flip chart paper

There are several books that can be read during this lesson or have available for youth to look at during the break or beginning of the session. You should be able to check them out from your local library.

- ***Just Plain Fancy*** by Patricia Polacco, Bantam Little Rooster Book, 1990
- ***Stone Girl, Bone Girl, The Story of Mary Anning*** by Laurence Anholt, Orchard Books, New York, 1998
- ***Giraffes Can't Dance*** by Gile Andreae, Scholastic, 2001
- ***Minty, A story of young Harriet Tubman*** by Alan Schroeder, Dial Books for young readers, New York, 1996
- ***Martin's Big Words, The life of Martin Luther King*** by Doreen Rapaport, Hyperion, 2001
- ***50 American Heroes Every Kid Should Meet*** by Dennis Deneberg, Millbrook Press, 2001
- ***Duke Ellington*** by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998
- ***One Giant Leap, the Story of Neil Armstrong*** by Don Brown, Houghton Mifflin Company, Boston, 1998
- ***The Wild Christmas Reindeer*** by Jan Brett, G.P. Putnam's Sons, 1990
- ***We Can Get Along: A Child's Book of Choices*** by Laura Murphy Payne, Free Spirit Publ., 1997

Background

Youth do not necessarily think of themselves as leaders. These activities will help them learn about their good qualities, making choices, and developing communication skills as a leader. These are all good skills to develop in youth especially Military youth as they are dealing with a



loved one being mobilized. As you facilitate the activities and discussion keep in mind how being a leader and good communication skills are important now while their loved one is mobilized and in the future when their loved one returns.

Set Up Your Space

- Have activities available for early arrivers
- Set up tables and cover tables.
- Distribute art supplies and paper to tables.
- Have music playing as youth enter.
- Play the limbo with a jump rope or see how long the group can keep a balloon in the air or freeze dance. (Turn on the music and dance—turn it off and youth “freeze” Anyone who moves is out)

WHAT TO DO

Be A Leader!

Icebreaker

Ball Toss Pattern (15 Minutes)

1. You will need 2-3 soft objects such as a soft ball or small stuffed animal.
2. Stand in a circle.
3. Go around and have everyone introduce themselves.
4. Toss the ball to a person & say their name.
5. The next person tosses the ball to a different person, says their name and puts their hands behind their back.
6. When everyone has caught the ball, it is tossed back to the person who started.
7. Repeat the pattern, tossing to the same person each time. Try and do it faster and add more objects.

Activity 1

Good Things About Me (30 Minutes)

1. Everyone has good qualities. Can you name some good qualities? List them on a piece of flipchart paper. Possible answers are: friendly, helpful, polite, resourceful, curious, funny, honest, and truthful.
2. Hand each youth a long piece of paper and markers/crayons. Have each youth think of their own good qualities and list them on the piece of paper. Volunteers will need to assist younger youth.
 - Post the lists on the wall. Have each youth stand by their list and share it with the group. If available, take a picture of the youth & their posted list
 - Roll up the list like a scroll. Tie a ribbon around it with the label “My Leadership Qualities”
 - Use a piece of masking tape with the youths name on it to make sure the scroll stays secure.
 - Have each youth make a list of good qualities about their deployed loved one
 - Roll up the list like a scroll. Tie a ribbon around it with the label “My Loved One’s Leadership Qualities”
3. Ask the youth:
 - How do you feel about your list?

Be A Leader!



- What did you like about listing the good things about yourself?
- Do you see the same or different qualities on your loved one's list?

Apply

- Why do you think these qualities are important?
- Think of your family members, especially your deployed loved one. What good qualities do they have?

4. Read one of the following books:

- *Just Plain Fancy*, Patricia Polacco, Bantam Little Rooster Book, 1990
- *Stone Girl, Bone Girl, the Story of Mary Anning*, Laurence Anholt, Orchard Books, New York, 1998
- *Giraffes Can't Dance*, Gile Andreae, Scholastic, 2001

5. Ask the youth:

- What good qualities do the characters of the books have?
- Does anyone have bad qualities?
- Are these qualities similar to or different from yours?

Activity 2

I Spy a Leader (45 Minutes)

1. Leaders are everywhere. Tell me someone you think is a leader. Why is that person a leader? What qualities does this person have? How about your loved one who is deployed? Is he or she a leader? How?
2. I am going to read to you a book about a leader. Read one of the following books:
 - *Minty, A story of young Harriet Tubman* by Alan Schroeder, Dial Books for young readers, New York, 1996
 - *Martin's Big Words, The life of Martin Luther King* by Doreen Rapaport, Hyperion, 2001
 - *50 American Heroes Every Kid Should Meet* by Dennis Deneberg, Millbrook Press, 2001 – this isn't a story book, but it shows 50 great heroes
3. Have the Service Member tell about their leadership duties and other people in leadership roles in the military.
4. Leaders are everywhere in your city, neighborhood, your school and your home. Through television, radio and newspapers we see and hear about leaders all around the world. These leaders may include the President of the United States, the Governor of your state, or a captain of a national sport team. Leaders can be found in all types of situations such as in office buildings, on the playing field, or outdoors. When a leader has good qualities they are able to make things happen, get things done, and to help people.
5. Let's play "I Spy a Leader" to find leaders around us. Guide the youth through the following steps. Volunteers may help the youth with cutting.
 1. Using newspapers and magazines find pictures or stories about different types of leaders.
 2. Cut out the pictures or articles and make a collage.
 3. Everyone can make their own collage or they can make a group collage.
 4. Share the collages by saying "I spy a leader...."



6. Relax & Reflect:

- How many different leaders did you find?
- Who are the leaders? What do they do?

Apply:

- Can anyone become a leader?
- What does a person have to do to become a leader?
- What does being a leader mean to you?
- Do you know anyone who is a leader? What do they do? How do they lead?

Break

Bathroom & Snack (15 Minutes)

Activity 3

Follow the Leader (20 Minutes)

1. Playing games is a lot of fun. But many games require someone to give the instructions or tell the group what to do. That person is the leader. Remember the game “Follow the Leader”? The person who is the leader shows the group what to do and everyone follows. Let’s play Follow the Leader. Everyone will have a chance to be the leader.

1. Play Follow the Leader. Have the Military Personnel be the first leader.
2. Have each youth take turns being the leader.
3. Have the youth think of other games where someone is chosen as the “leader.” (e.g. Simon Says, Mother May I). Play some of the games as time allows.

2. Relax & Reflect:

- How did you feel when you were the leader?
- What did you do when you were the leader? How did you get the youth to follow you?
- How did you cooperate when you weren’t the leader?

Apply:

- What does a leader do?
- Tell me about the time when you were the leader.
- Who is the leader at your house? Are you ever a leader at your house? How?

3. As an option read one of the following books:

- *Duke Ellington* by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998.
- *One Giant Leap, the Story of Neil Armstrong* by Don Brown, Houghton Mifflin Company, Boston, 1998.

Activity 4

Tell Me a Story! (45 Minutes)

1. We have been reading several books today and I have other books around for you to look at or read during break time. How many of you like to have books read to you? How many of you like to read yourself? How did stories get told when there weren’t any books?
2. Have you ever told a story? Today you will practice telling a story with a little help from your friends. Guide the youth through the following steps:
 - a. Sit or stand in a circle.



- b. Tell a story with each youth saying one sentence at a time.
 - c. The sentence added to the story must make sense.
3. Today you are each going to tell your story about being a Military youth. You can write it and/or draw pictures about it. Our volunteers will help you write if you need it. As you tell your story answer these questions:
 - a. Tell about yourself. How old you are, where you live, how many brothers and sisters you have, your favorite activities, etc.
 - b. Tell about your deployed loved one. What their name is, what they do in the Military, your favorite thing about them, what they look like, etc.
 - c. Tell what you are excited about when they come home.
4. Put the questions on flip-chart paper. Have the youth divide into groups and have a volunteer work with each group to write their story.
5. Depending on the size of your group, have everyone tell their story to the large group or to their small group.
6. Have the Military Personnel or a volunteer tell their story.
7. Relax & Reflect
 - What did you learn about storytelling?
 - Share how you felt when you had to talk in front of another group? Was it hard or easy?

Process

- How is storytelling the same as talking about you?
- How does your loved one tell you stories?

Apply

- How do you tell your loved one about your stories?
- Who could you tell the story you wrote too?

Break –

Bathroom & Snack (15 Minutes)

Activity 5

Choices, Choices (45 Minutes)

In our next activity, we will make some choices.

1. Read one of the following books:
 - *The Wild Christmas Reindeer* by Jan Brett, G.P. Putnam's Sons, 1990.
 - *We Can Get Along: A Child's Book of Choices* by Laura Murphy Payne, Free Spirit Publ., 1997.
 - What are some of the choices made in this book?
 - Are they good or bad choices?
 - Were they hard choices? How?
2. You make choices every day. You decide what to wear, who to play with, what TV show to watch. In this activity youth will choose only 2 colors from the assortment of drawing materials on the tables, or work space, to make a piece of art.
 - Youth may become frustrated but encourage them to try.
 - If the youth are frustrated, talk to them about how to blend two colors to create a different color. Or about how the background paper can be used as a color.



3. Guide the youth through the following steps:

- Select only two colors. Take some time to think about which two colors you want to pick.
- Using the two colors, draw a picture of your favorite activity or of yourself.
- Add a mat around the masterpiece with the strips of black construction paper.
- Share your masterpiece with the group.

Relax & Reflect:

- Why is it hard (or easy) selecting only two colors to work with?
- How did you decide on the colors you picked?
- What colors would you pick if you did the activity again? Why?

Generalize:

- How can you support others when they are leaders?

Apply:

- Are there times when you have to make a choice between activities, clothes you wear, food you eat, etc.?
- When is it hard to make positive decisions?
- What do you think about before you make decisions?
- How can you support your family while your Service Member is deployed?

Activity 6

Wrap Up (15 Minutes)

As a wrap up activity, have the youth write a letter or draw a picture about what they did today to mail to their loved one in the Service. Remind them about their good qualities list, the story they told and the picture they drew with only two colors.

Talk It Over

- ★ **Reflect:** What was your favorite activity today?
What was the easiest activity? Hardest?
- ★ **Process:** What did you learn about yourself?
What did you learn from these activities that you didn't know before?
What did you learn through sharing with others?
Did any of the activities make you uncomfortable?
- ★ **Generalize:** What did you learn about leadership?
How do you think these skills will help with your family with your loved one deployed?
- ★ **Apply:** How can you use the skills you learned today in different situations such as your family/home with your loved one deployed?
How can you be a leader at home?

Enhancement

Have leaders from the community come in and talk to the youth about what they do. Examples include a mayor, city council member, a coach, principal, police officer, etc.
Add a large motor movement game to one of the breaks. This lesson is a lot of sitting.



Closing

Thank you for coming today! I hope you learned a lot about leadership, telling stories, and making choices. Please share your list of good qualities and masterpiece with your family. Make sure you tell your loved one in the service about your experience today.

Credits/Sources

National 4-H Cooperative Curriculum Systems, Inc. Step Up to Leadership Mentor Guide for grades K-5. Washington D.C. : The National 4-H Council. 4hCCS BU-07903 Pg. 18-19, 22-27, 36-37

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Be A Leader!

Dear Family,

Today we did several activities around being a leader. The youth talked about what their good qualities are and what are good qualities of a leader. We identified leaders in the community and we discussed leaders in the Military Services. We played “Follow the Leader” and learned how to be a good follower. We told stories about our favorite place. We also discussed making choices and following through on their choices.



Ask your youth about their list of good qualities and have them show you their masterpiece art work. Discuss with your youth the various leaders they identified in your community. Talk about a leadership role you have as well as one your loved one has in the Service.

We read books or had book available today about leaders. You may want to check out a couple books to read with your youth. Here is the list:

- ***Just Plain Fancy*** by Patricia Polacco, Bantam Little Rooster Book, 1990
- ***Stone Girl, Bone Girl, The Story of Mary Anning*** by Laurence Anholt, Orchard Books, New York, 1998
- ***Giraffes Can't Dance*** by Gile Andreae, Scholastic, 2001
- ***Minty, A story of young Harriet Tubman*** by Alan Schroeder, Dial Books for young readers, New York, 1996
- ***Martin's Big Words, The life of Martin Luther King*** by Doreen Rapaport, Hyperion, 2001
- ***50 American Heroes Every Kid Should Meet*** by Dennis Deneberg, Millbrook Press, 2001
- ***Duke Ellington*** by Andrea Davis Pinkney, Hyperion Books for Children, New York, 1998
- ***One Giant Leap, the Story of Neil Armstrong*** by Don Brown, Houghton Mifflin Company, Boston, 1998
- ***The Wild Christmas Reindeer*** by Jan Brett, G.P. Putnam's Sons, 1990
- ***We Can Get Along: A Child's Book of Choices*** by Laura Murphy Payne, Free Spirit Publ., 1997

Sincerely,

Conversation Starters:

- Who do you see as a leader? Why?
- What is a hard choice you have had to make lately?
- Tell me a story about _____.
- What three things would you like to change in the world?



Be A Leader!



For the Health of It! Microwave Cooking

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-40

Deployment Segment: Mobilization

Project/Life Skills

- ★ Healthy Lifestyle Choices
- ★ Decision Making
- ★ Teamwork

Activity Overview

Practice decision making and teamwork while creating fun foods.



Shout out!

Eat! Have Fun! Be Creative! Learn microwave cooking and more while you get to know more about your food, your health and your team members.

Get Ready

Roles for Uniformed Service Member

- Discuss the importance of communication to Service Members
- Tell great stories
- Share safety procedures
- Assist leading recreation activities

Roles for Volunteers

- Guide youth as they explore and create foods
- Assist special needs youth
- Lead recreation activities
- Assist setting up food preparation areas

Activity Orientation for Volunteers: 1 hour

- Ability to work with mixed age groups
- Read through, study and understand the activities

Preparation time: 1 hour

Space: Kitchen area or space adapted for use of portable microwave.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Gather supplies.
6. Find microwaves to use. Contact local appliance store for day's donation.



7. Order My Pyramid materials or download items from the internet www.mypyramid.gov
8. Arrange stations for lesson.
9. Make “Microwave in Use” sign and post it on door to activity area.
10. Pop Popcorn (popcorn, butter, seasoning, bowl, cheese).
11. Set up Granola station (oats, butter, honey, sunflower seeds, brown sugar, wheat germ, raisins).
12. Set up Chili Dip station (cheese, chili without beans, chips).
13. Set up Fudge station (powdered sugar, vanilla, and evaporated milk, cocoa).
14. Fudge needs to set in the refrigerator. (required)
15. Consider a pre made batch ready to share.
16. Set up Sherbet station (2 sizes freezer bags, ice, juices, rind).
17. Set up supplies of water, cups, plates, napkins, serving dishes.
18. Secure cooking dishes and utensils are available at each station.
19. Copy Parent Letter.

Get From OMK Tool Kit

- Soft balls for ice breakers (one ball per 20 participants).
- Boom box with upbeat music



Procure Supplies

- Need to have microwaves
- Plan quantities for the number of youth expected
- Order My Pyramid materials or download items from the internet www.mypyramid.gov

Activity 1: Flavored Popcorn

- Microwave popcorn (enough for 1 bag for 2 youth)
- Option: pre-made popcorn
- Bowl
- Variety of spice options; parmesan cheese, taco seasoning, pumpkin pie spice
- Napkins

Activity 2: Create Granola Bars

- ½ cup butter
- ½ cup honey
- 3 cups oats
- ¾ cup sunflower seeds
- 1 cup coarse chopped nuts
- ½ cup wheat germ
- ½ cup brown sugar
- ½ cup raisins
- Microwavable mixing bowl
- Measuring cups
- Cookie sheet
- Wooden spoon

Activity 3: Chili Dip and Chips

- 1 can chili without beans
- 1 jar processed cheese spread OR 8 ounce processed cheese cubed
- Tortilla chips or raw veggies
- Microwavable bowl for dip
- Large bowl with serving spoon for chips
- Small bowls to serve dip and chip/vegetables



Activity 5: Fabulous Fudge

- 1 pound powdered sugar
- 1/3 cup cocoa
- ½ cup butter
- ¼ cup evaporated milk
- 1 tsp vanilla
- 1/4 cups nut
- 8 X 8 X 2 pan
- Knife
- Serving spatula
- Napkins
- Potholders

Activity 7: Shakin' Sherbet (For every 2-participants)

- 1-pint freezer weight bag
- ½ cup orange juice
- 1 cup skim milk
- 1 tablespoon lemon juice
- 1/3 cup sugar
- ¼ tsp orange rind
- 5 cups cubed ice
- 1 gallon freezer weight bag
- ¾ cup rock salt
- ¼ cup water
- Terry towels
- Scissors
- Serving cups and spoons

Background

In a time of service, a family is busy and at times stressful. This session will provide opportunities for fun and laughter for youth to create snacks. Youth will learn how to use the microwave to prepare healthy snacks. Health is a choice. This session is designed to assist youth in making informed healthy lifestyle choices. Throughout the session remind youth of everyday food preparation safety precautions, working as a team within their home, and clean-up as an essential part of creating fun foods!

Set up Your Space

(20 Minutes)

Indoor space should allow adequate room for the amount of youth to create snacks and room to do activities. Depending upon time of the session, make microwave popcorn ahead of time, the aroma will entice participants. Use upbeat music, which sets the mood for fun. Pre-recreation activities with OMK rescue kit as space permits for soccer, volleyball, 4-square, Frisbee, or kickball.

WHAT TO DO

For the Health of It! Microwave Cooking

Icebreaker

Ball Toss Introductions (20 Minutes)

1. Participants stand in a circle.
2. Go around the circle, with each participant stating name and one fun fact to share. For example, Kim likes to walk.
3. Listen carefully as people share their information.
4. Next participant throws the ball to another person while stating their first name and receivers their name. For example, "Kim – Shirley." Then that next individual (Shirley) passes it quick to the next person stating: Shirley – Jim."
5. The ball must reach all individuals in the circle.
6. The exercise is repeated until the ball goes around the whole circle smoothly without a duplicate or oops!



Activity 1

Popcorn (15 Minutes)

This session involves microwave cooking. It's important to work together, much like we work together as family.

Introduction: Microwave Basics

A microwave oven is a metal lined box that holds a microwave-generating tube called a magnetron. Each microwave oven has double safety locks so that microwaves won't leak or escape. It also has an air vent, which allows steam to escape, but not microwaves.

Microwaves, which are a kind of radio wave, cook by causing food molecule to rub and vibrate against one another. The constant rubbing produces heat inside the food. The cooking of food occurs throughout the food, instead of from the outside as in a regular oven.

This makes foods cook very quickly, but makes it challenging to cook thick foods such as a meat roast. Thick foods can be cooked on a lower power level for a longer period of time.

Watt and wattage are terms used to decide the microwave's power. The higher the number of watts, the faster the microwave oven will cook food. Find your microwave's output wattage by looking in the inside door. The number should be between 650-1,200 watts.

Microwave Safety

1. Always get permission before you cook, make sure you have someone to call if you have a problem.
2. Have an adult teach you how to operate the microwave. Learn how to open and close the door properly, program the time and turn the microwave oven on and off.
3. Never operate an empty microwave. If you want to practice using the microwave, place a cup of water inside to absorb the microwave energy.
4. Use microwave safe dishes.
5. **Don't use** metal cookware and metal utensil in the microwave. **Don't use** aluminum foil, pans or dishes and utensils with metal trim.
6. Use potholders when removing dishes from the microwave.
7. Carefully remove coverings by lifting the side farthest away from you first. Steam is very hot and can cause burns.
8. Keep the inside of the microwave clean. If spills occur, wipe them up immediately.
9. Never operate the microwave with the door open.
10. Never operate the microwave if it is damaged.
11. Never wedge an object into the oven door.
12. The microwave should be repaired only by a qualified repair person.

Who would like to help create a microwave popcorn variety?

1. Microwave the popcorn according to package directions.
2. Pass around a napkin per person and a bowl of popcorn with a serving spoon utensil. Each person places a small quantity of popcorn on the napkin or bowl.
3. Introduce the variety of spices (parmesan cheese, taco seasoning, and pumpkin).
4. Pass around spices, individuals can add any seasonings to their popcorn.
5. Tell youth that popcorn treat costs about \$ 3.49



Activity 2

Create Granola Bars (20 Minutes)

Now, we will be doing hands-on activities and use the microwave oven to prepare simple healthy snacks. You'll have fun learning new skills and preparing the snacks.

As we work together today, think about how everyone can get involved with the process. This is not an individual event, but we will work much like we do in our homes, everyone taking part in the snack or meal process. There will be times when you are watching. There will be times when you need to ask, can I do that? We'll be cordial, patient and try to involve everyone in the process.

Follow the instructions, don't work ahead, as this may create a final product we would not want to eat!

1. Everyone wash their hands for at least 20 seconds under warm running water.
2. Use pot holders when removing anything from a microwave, it will be hot or warm.
3. Arrange and share the granola mix ingredients:

½ cup butter	½ cup honey
3 cups oats	¾ cup sunflower seeds
1 cup coarse chopped nuts	½ cup wheat germ
½ cup brown sugar	½ cup raisins
4. Melt butter, honey in microwave for 30 seconds at power level 50 (or 50%).
5. Microwave for an additional 30 as needed until melted. The concepts practiced are stirring, rotating, and covering.
6. Mix in a bowl oats, sunflower, nuts, wheat germ and brown sugar.
7. Add honey mixture to mixing bowl, and stir well.
8. Microwave high for 4 minutes, mix with wooden spoon.
9. Microwave on high for 2 minutes, mix with wooden spoon.
10. Microwave on high for another 1 minute, mix with wooden spoon.
11. STIR in raisins.
12. Microwave 1 minute on high.
13. Place on cookie sheet by wooden spoon.
14. Share that the granola snack ingredients cost was \$ 4.37. Have youth share answers to discussion question: what is the purpose of stirring and /or rotating while cooking in the microwave? (Answer: the mixture needs to be constantly stirred to prevent hot spots of ingredients, the mixture may burn.)
15. Reminder that with cooking and making snacks there is also "clean up". Remember to clean up your space here, and at home. OPTIONAL: Enlist several youth to help with clean up as you progress into the lessons.

Activity 3

Chili Dip and Chips (20 Minutes)

Chili Dip

Arrange and share chili dip ingredients:

- 1 can of chili without beans
 - 1 jar processed cheese spread or 8 ounces of processed cheese cubed
 - Tortilla chips or raw veggies
1. Pour the can of chili into a microwaveable bowl or dish, large enough to add cheese to!
 2. Pour or place the cheese on top.
 3. Microwave on high (100%) for 1 minute.
 4. Stir mixture with a wooden spoon.



5. Microwave again on high for 1 minute, and then stir. Repeat until mixture is hot. This will take 3-5 minutes.
6. Serve with tortilla chips or raw vegetables.
7. Share the chili dip cost for ingredients is \$ 4.58
8. Ask the youth to share their thoughts on how many minutes did they have to microwave your chili dip. What was the most difficult part of making chili dip?
9. What did you learn about making chili dip? Do you think this is an economical snack?
10. A reminder that with cooking and making snacks there is also “clean up”. Remember to clean up your space here and at home.

Break

10 Minutes

Activity 4

4 MyPyramid Healthy Choices (20 Minutes)

Introduction

MyPyramid is a food guide to help identify the variety of foods that people should eat everyday. Eating a variety of foods and getting plenty of rest, combined with physical activity, will help keep you healthy. Each day you should be eating whole grains, vegetables, fruits, milk and meats or beans. Just as with physical activity, it's important how to start making good food choices and developing good eating habits. This involves good decision making skills.

1. Distribute **MyPyramid** handout. (www.mypyramid.gov).
2. As youth view the MyPyramid point out the food categories:
3. Grain
4. Vegetables
5. Fruits
6. Milk
7. Meat and beans
8. Point out that the first activity today was popcorn; inquire which food group that belongs in (grains?).
9. Ask if popcorn is a healthy food choice and why? (It's a whole grain, up to 3 cups in one portion size!)
10. The second station today was granola bars. What food groups were represented in the granola bar activity? (Answer: oats- whole grain group, raisins – fruit group nuts – meat and beans group)
11. The third station today was chili dip. What food groups were represented in the chili dip activity? (Answer: Beans – meat and bean group, vegetables for dipping – vegetable group, chips – whole grain in the grain group.)
12. Have youth notice there is **not a group** for **sugar or fat** on the **MyPyramid**.
13. Point out that this food group is one to consume foods from in moderation, or very small amounts. We do not have to take them out of our diet all together, but should eat them sparingly. What are some examples of foods that we should eat in moderation? Answer may include food high in saturated fats, or high in sugar.
14. Use a flip-chart to have the youth make a list of healthy food choice snacks. Answers:
 - Apples
 - Granola bar
 - Carrots
 - Oranges
 - Banana
 - Crackers
 - Cheese sticks
 - Sherbet
 - Celery
 - Yogurt
 - Raisins
 - Nuts



- Peanut Butter Sandwich
15. Ask them to think through their healthy food choices at home.
 16. Use a flip-chart to have youth identify healthy food choices that they could eat at the following times:
 - a. Saturday morning
 - b. Monday afterschool
 - c. Tuesday afterschool
 - d. Thursday evening
 - e. Friday afterschool
 17. Work with the youth to come up with a variety of healthy foods that are great choices for snacks.

Activity 5

Fabulous Fudge (30 Minutes)

1. Have youth wash their hands again for 20 seconds.
2. Introduce and share fudge ingredients and equipment:
 - 1 pound powdered sugar
 - 1/3 cup cocoa
 - 1/2 cup butter
 - 1/4 cup evaporated milk
 - 1 tsp vanilla
 - 1/4 cups nuts
 - Greased 8 X 8 X 2 pan
 - Pot holders
3. Sift powdered sugar and cocoa.
4. Melt butter in 2 quart microwavable bowl at 50% power for 1.25 minutes.
5. Add powdered sugar, and cocoa mixture, and evaporated milk. Remember to use pot holders.
6. Cook on high for 2 minutes.
7. Stop microwave to stir and rotate dish.
8. Add vanilla and nuts. Stir until well mixed.
9. Pour in buttered baking pan.
10. Chill in refrigerator.
11. Share that the fudge ingredients cost is \$ 3.01 for the whole pan. Ask if youth know what they pay for a candy bar? Ask how the cost of a candy bar compares to the whole pan of fudge. Ask what is the hardest part about making fudge? Ask if there are any safety precautions needed when making fudge? (Hot fudge is very hot; they need to use pot holders.)

Activity 6

Walk for Health (45 Minutes)

1. Reintroduce the **MyPyramid**. Have the youth identify the steps on the side of the MyPyramid.
2. Talk about how healthy lifestyles include physical activity. Ask if anyone knows how many minutes a day we should do some physical activity. (Answer: 60 minutes)
3. The next 15 minutes we all need to do some physical activity.
4. Take the youth on a walking break around the space. If possible, take them on a walk outside. Play follow the leader type activities (skipping, jumping on one foot, walking slowly, fast paced walk, or walking in a curvy pattern).



Activity 7

Shakin' Sherbet (30 Minutes)

1. Introduce and distribute to each 2-participants.
 - 1-pint freezer weight bag
 - ½ cup orange juice
 - 1 cup skim milk
 - 1 tablespoon lemon juice
 - 1/3 cup sugar
 - ¼ tsp orange rind
2. Combine in a 1-pint freezer weight bag: orange juice, lemon juice, rind, and sugar.
3. Close bag tightly; double check that bag is tightly closed.
4. In gallon freezer bag place 5 cups ice cubes, ¼ cup water and rock salt.
5. Place 1 pint sherbet ingredient bag inside 1 gallon ice ingredient bag.
6. Secure bag and agitate 8 - 10 minutes.
7. Wrap in terry towel to protect hands from cold.
8. When firm, remove sherbet bag from rock salt mixture. Dry bag on towel.
9. Use scissors to cut hole in bottom corner of the bag. Squeeze mixture into serving cups.
10. Remind youth that with making snacks there is also “clean up”. Remember to clean up your space here, and at home.

Talk It Over

(30 Minutes)

- ★ **Reflect:** What healthy snacks did we make today?
Was there a snack that was fun but not so healthy?
Tell me about your favorite part of this session.
What was easy to make?
- ★ **Process:** Why is it important to eat healthy foods as a family?
How did you make decisions about what to eat?
How did you help others today?
- ★ **Generalize:** Where in your life would you find these food skills useful?
What did you learn about working as a team?
Do you think the things you learned today will help your family while your loved one is deployed? How?
- ★ **Apply** What did this session mean to your everyday life?
What have you learned about creating foods with other team members?
What are some ways you can learn different additional cooking skills?
What are other situations in which you can use these skills?
How did the team building activities help you understand others?
Why is this important to your life and family?

Enhancement

1. Partner with local nutrition extension educator or 4-H volunteer to assist with sessions.
2. If there are enough volunteers, this session could be done using stations and smaller groups can rotate through the stations.
3. “Microwave Magic Foods.” From the National 4-H Cooperative Curriculum System, 4-HCCS BU-08089, 2005
 - Popcorn activity in 4-H bulletin: “Microwave Magic, Level A,” page 14
 - Granola bar activity in 4-H bulletin: “Microwave Magic, Level A,” page 26



- Fudge activity in 4-H bulletin: “Microwave Magic, Level A,” and page 28

Closing

Today we took part in making healthy snacks. Health is a choice. It’s a choice for you, it’s a choice for your parents, and it is a choice for each individual. During this session, we looked at how to make informed healthy lifestyles choices as well as practice microwave cooking skills.

We practiced food safety skills during food preparation, spoke of attaining 60 minutes of physical activity per day, decision making, and teamwork. Remember that when you prepare a snack or cook, there is clean up, work as team at home, and help with clean up as part of making foods!

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. “Bag of Tricks” in Microwave Magic Series. Washington D.C. : National 4-H Curriculum, 2005. BU-09087, 2005

Activity developed for Operation: Military Kids Cycle Support Yellow Ribbon Outreach by: Kimberly Asche, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



For the Health of It! Microwave Cooking

Dear Family,

Today we created fun foods. We were able to move through stations to create fun snacks using the microwave, as well as just shaking actions. Youth learned about healthy lifestyles, including making great snack choices. The snacks created were analyzed for which food group they connected with in the **MyPyramid** tool. www.mypyramid.gov

The project was a good way for youth to develop life skills through a foods and nutrition project, food preparation, wise use of resources, decision making, and teamwork. We discussed how we need to work as a team at home with tasks such as making snacks and cleaning up.



Thank you for participating with your youth in Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience.

Best regards,



If you have any questions about your youth's experience please feel free to contact me at:

_____.

Conversation Starters:

- Is it harder for you to get exercise or eat healthy?
- Should kids be forced to try new foods?
- Which of your five senses would you least want to give up?
- What recipe do you want to share with your deployed loved one?
- Would you give up junk food for one week? Why? Why not?
- If you had to cook dinner tonight, what would you cook?



A Circle of Art

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Stress Management
- ★ Creative Thinking
- ★ Communication
- ★ Relationships
- ★ Self-Esteem



Activity Overview

Create a circular 'Mandala' that uses creative images to reflect a youth's dreams, hopes and aspirations.

Shout out!

Connect with your creativity! Come and join us as we make a personal "Circle of Art" or "Mandala" that uses your own creative talents to show your dreams, hopes, and aspirations. Use acrylic paint, colored chalk, cray pas, colored pencils or charcoal to construct your vision of who you are and what's important in your life. No experience needed!

Get Ready

Roles for Uniformed Service Member

- Share some of his/her experiences and themselves as they mobilized

Roles for Volunteers

- Assist with placing all the items to be used on the table
- Walk around and assist youth as needed
- Assist youth with the frame or mat as needed

Activity Orientation for Volunteers: 30 Minutes

- Understanding of what a Mandala is and how it is used in different cultures

Preparation time: 2 hours

Space needed: Tables, Chairs

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of Mobile Technology Lab if internet access is available.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra supplies, embellishments and scissors.
7. Read background materials on Mandalas.



8. Design or find copies of Mandalas to post.
9. Find other shapes of Mandalas.
10. Find donations of frames or mats from local craft stores, photographers or framing shops.
11. Purchase supplies.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box
- CD with gentle music or sounds of water, rain

Procure Supplies

- Pictures and/or photos of Mandalas or use the internet to find images to bookmark to show youth
- CD's with gentle musical instruments, sounds of water, rain, nature, and soothing music
- Newspapers, old oil cloth, or plastic table cloths
- Small cut up tissue paper of various colors
- 14"x 17" white paper which can be used with colored chalk, cray pas, quality colored pencils, and charcoal (art paper is the best, not copy paper)
- Art colored chalk
- Quality colored pencils
- Cray pas
- Art charcoal
- Large firm paper plate
- Frames or mats donated from local craft stores, photographers, framing shops
- Cotton swabs
- 20 minutes of a relaxation tape

Background

Mandalas are an ancient form of art that challenges the person making the Mandala to show images that are meaningful, calming, and reflective of the world in which they live. There are various geometric shapes that can be used for Mandalas, but the one, which the youth will start with today, is called the 'circle completion' shape. While drawing and filling in the circle, from the outside of the circle to the very inward point, the youth is encouraged to relax and not worry. They will use paint, colored chalk, cray pas, colored pencils or charcoal to construct their Mandala to share their vision of who they are and what's important in their life.

Set Up Your Space

Have large photos and/or pictures of "circular" Mandalas posted on tag board and placed where the youth will enter. Play calming music on the Boom box.

WHAT TO DO

A Circle of Art

Icebreaker

If you could be a blend of colors, what colors would you be?

Blend of Colors (15 Minutes)



1. Pass around a couple of containers, which have various colored tissue paper. (cut up small) and tell the youth to choose 3-4 pieces that would be a symbol of “If they could be a blend of colors, what colors would you be?”
2. Have youth go around and introduce themselves and show/tell about the colors they chose.

Introduction

(20 Minutes)

Mandalas are an ancient form of art that challenges the person making the Mandala to show images that are meaningful, calming and reflective of the world in which they live. There are various geometric shapes that can be used for Mandalas, but the one, which you will start with today, is called the ‘circle completion’ shape.

While you draw and fill in your circle, from the outside of the circle to the very inward point, you are encouraged to relax and not worry. You will use paint, colored chalk, cray pas, colored pencils or charcoal to construct your Mandala to share your vision of who you are and what’s important in your life.

Many cultures have Mandalas. The word Mandala is from Sanskrit, one of the 22 languages in India. It means "essence" + "having" or "containing", also translates as "circle-circumference" or "completion", both derived from the Tibetan term, which means a concentric diagram having spiritual significance. Hindus, Buddhists, Jews, Christians, and Native Peoples all have different types of Mandalas.

Mandala designs can be found in churches, mosques, synagogues and in native artwork of many cultures. Once you start looking for Mandalas, you will see them in everywhere! Show samples and pictures of Mandalas from different cultures.

Activity 1

Quieting the mind (20 Minutes)

Introduction

An important part of making your Mandala is the process of relaxation. When you relax and let your mind wander, things pop into your head. The first things are usually the stressors, like school, homework or chores. After a few minutes, however, you’ll find that your mind travels to different places, for different reasons. (Turn on the music/soothing sounds. Turn down the lights.)

1. Find a comfortable spot and position that you can sit in for the next 10 minutes.
2. As you relax, concentrate on your breathing.
3. Think the words “In” & “Out”. Try to breathe “In” for 5 counts and then “Out” for the same amount of counts.
4. Slow your breathing down, add some counts, but don’t strain or hold your breathe.
5. Close your eyes and relax your body.
6. Now we are going to be quiet and listen to the music and relax.
7. Please respect the others in the room by sitting quietly and not disturbing your neighbor.

Activity 2

Designing a Mandala (45 Minutes)

Now open your eyes. How do you feel? Refreshed? Are you ready to get started?

1. Hand out the paper plates for the Mandala.
2. First, place your plate or other round shape flat down on the paper and trace the outside of the plate with a light pencil.



3. Now place a dot in the center of the circle.
4. When you are working on your Mandala, always work from the outside towards the center in a circular motion.
5. Next, beginning on the outside of the circle, lightly draw circular lines, like a maze, towards the middle, and end in the middle at the dot.
6. Use one or more of the drawing utensils (chalk, cray pas, charcoal) and slowly begin blending colors from the outside of the circle towards the inside.
7. You may also use a cotton swab to help with the blending of the colors.



As you color, blend and work from the outside of the circle to the middle, think about the time you have spent with your loved one, and all of the memories you have of them. In what ways have you communicated with them, built a relationship with them, and in what ways can you/will you stay connected with them while they are gone? Are there others whom you could build relationships with that also have a loved one deployed?

Break

(15 Minutes)

Activity 3

Other Mandalas (20 Minutes)

1. Choose one of the Mandalas. (Handouts are at the end of the lesson)
2. Now “fill in” one of these Mandala designs.
3. Make sure they start coloring from the outside and move towards the middle.

Talk It Over

(25 Minutes)

★ *Reflect:*

What did you learn about yourself by doing your Mandala?
What was your favorite thing about working with this form of art? Why?
What was your least favorite thing about working with this form of art?
Were there any frustrations?

★ *Process:*

Was it hard to block “busy” things out of your mind and just relax?
How did you make your decisions about design and color?
What was the most challenging part of your project? Why?
What did you learn from creating a Mandala that you didn’t know before?
Were there any people, memories, etc., that would run through your mind while you were creating this piece?
What did you learn about relaxation? Can this technique help you relax and reduce stress while your loved one is deployed?



- ★ **Generalize:** What are some ways you can share what you learned today?
Do you think some of the skills you learned and practiced today would be helpful to others in your Military family? Which ones?
What are some other ways you can be creative and express your feelings and beliefs using art?
- ★ **Apply:** Why was this project important to you?
How will you act differently in the future from learning relaxation and creating your Mandala?
How will you share what you learned today with your deployed loved one?
Would you find this form of art and also relaxation technique useful at home? Would other members of your family benefit from these techniques?



Enhancement

1. Have the youth try to create another Mandala of a different shape.
2. Find a retreat area where they might already have a circular Mandala/labyrinth/maze cut out in the grass or field, and take the youth out to the area, making sure there is plenty of space between each of them so that they can walk slowly, reflect and find peace to slow down their busy lives.

Closing

Mandalas can be a good way to organize and reflect what you're feeling and thinking while your loved one is deployed. The process of stress relief and relaxing are lifetime skills that can help you stay healthy and strong. Using your creativity in a relaxed and orderly way can provide a break from everyday stresses like school and home. We hope you had a good day and that you'll think about making Mandalas again as a way to relax and express your feelings.

Credits/Sources

Mandala. 2005. Accessed 23 May 2009. <<http://www.free-printable-mandala-coloring-pages.com/free-mandalas-to-color.shtml>>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anita M. Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



A Circle of Art

Dear Family,

Today the youth designed a “Mandala.” A Mandala is a form of art that youth can find relaxation while creating. There are various geometric shaped Mandalas, but the one, which the youth designed today, is the “circle completion’ shape. While drawing and filling in from the outside of the circle to the very inward point, youth are encouraged to relax, not worry, quiet themselves from the busyness of the day. They created a design using various colors and a medium of their choice.



Help your youth understand that it is okay to feel what they are feeling now, and encourage them to use this form of art, to process their feelings while their loved one is away, as well as to find a quiet and peacefulness to their day when things might get a bit crazy.

Thank you for helping your youth participate in an Operation Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

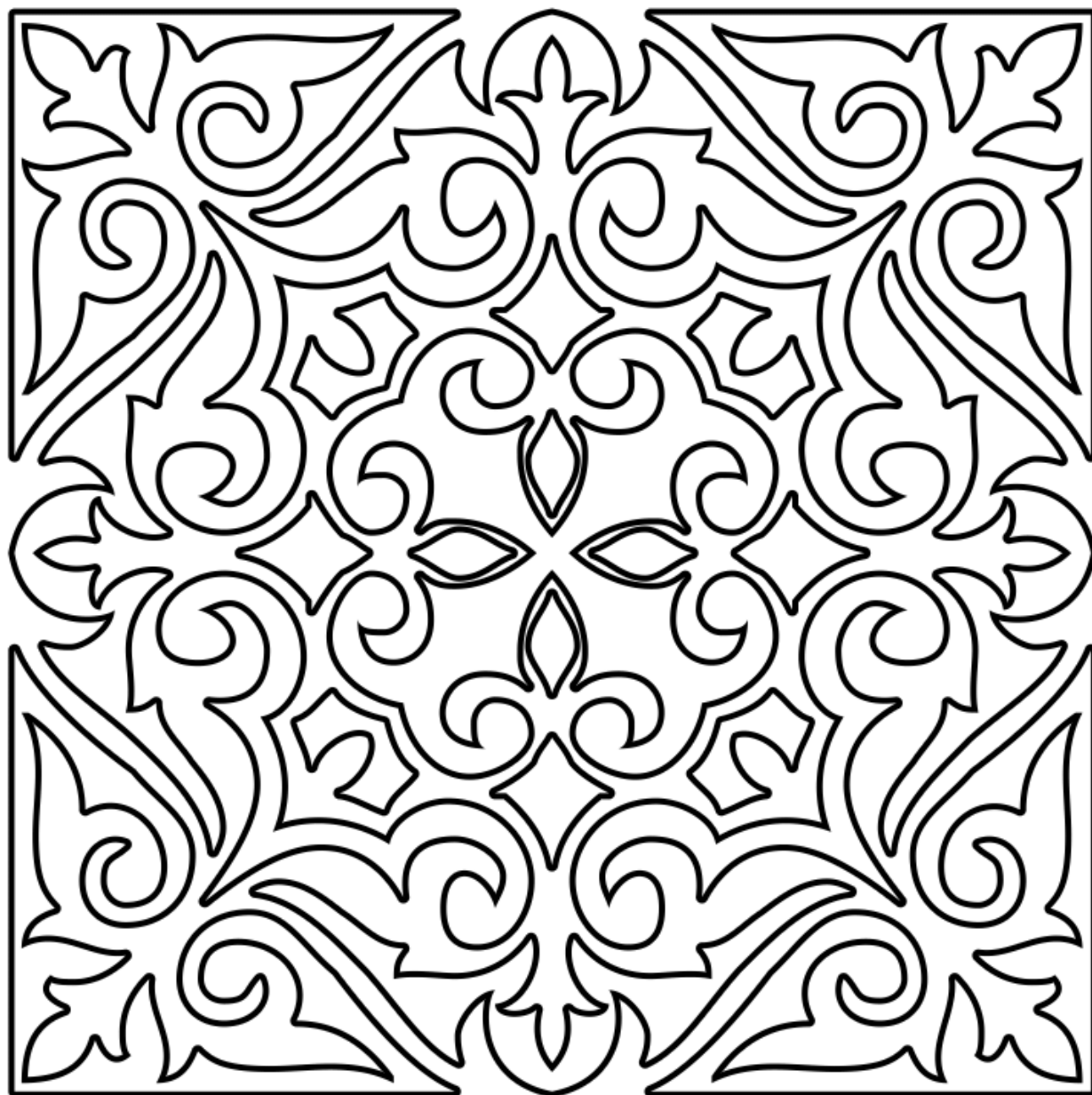
Best Regards,



If you have any questions about your youth’s experience please feel free to contact me at

Conversation Starters:

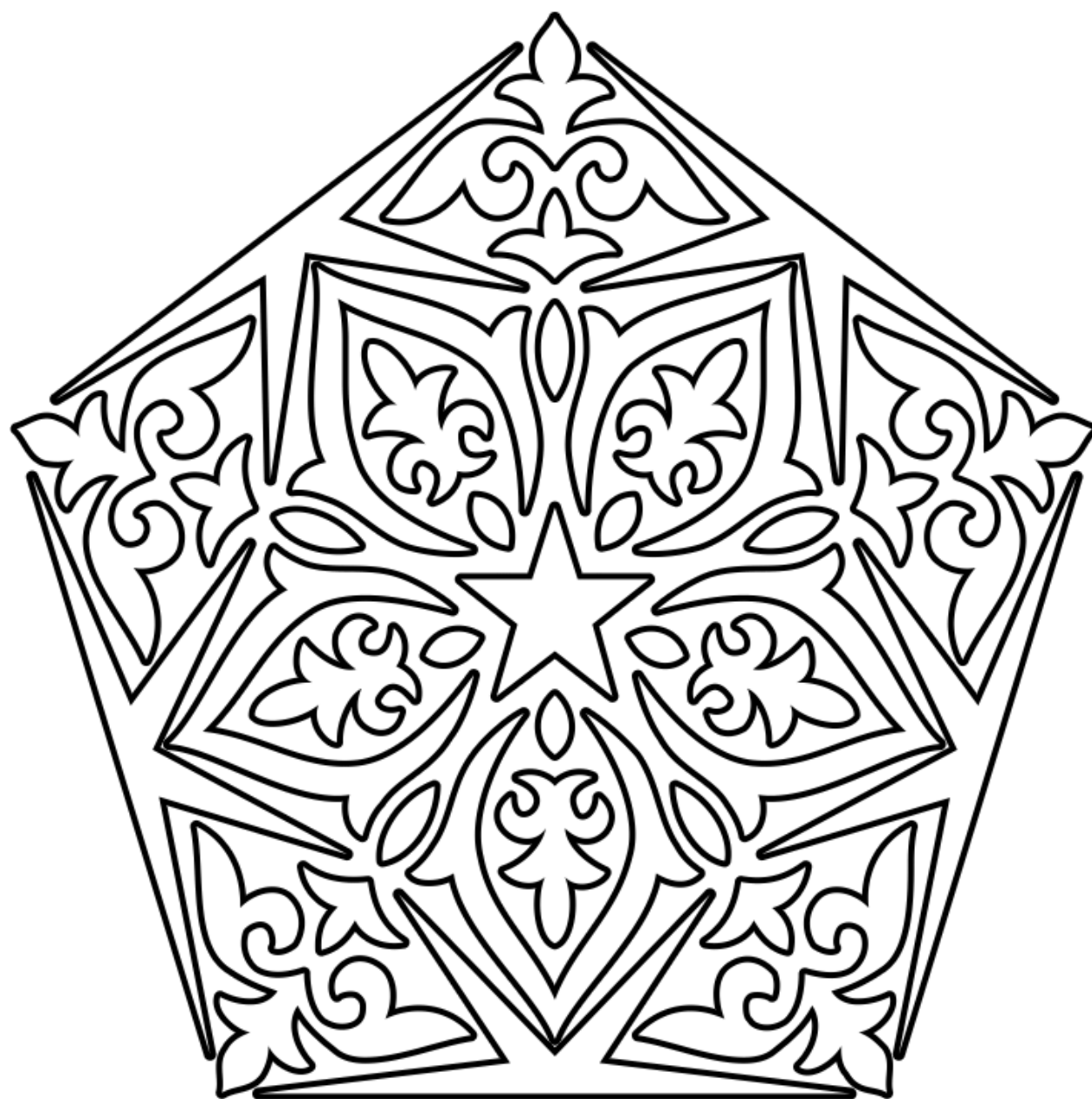
- What are your favorite colors?
- Would you rather go on a hike or go to an amusement park?
- What do you do to relieve stress?
- What is your favorite art? Why?
- What are your favorite vacation spots? Why?
- What kind of museum do you like best?



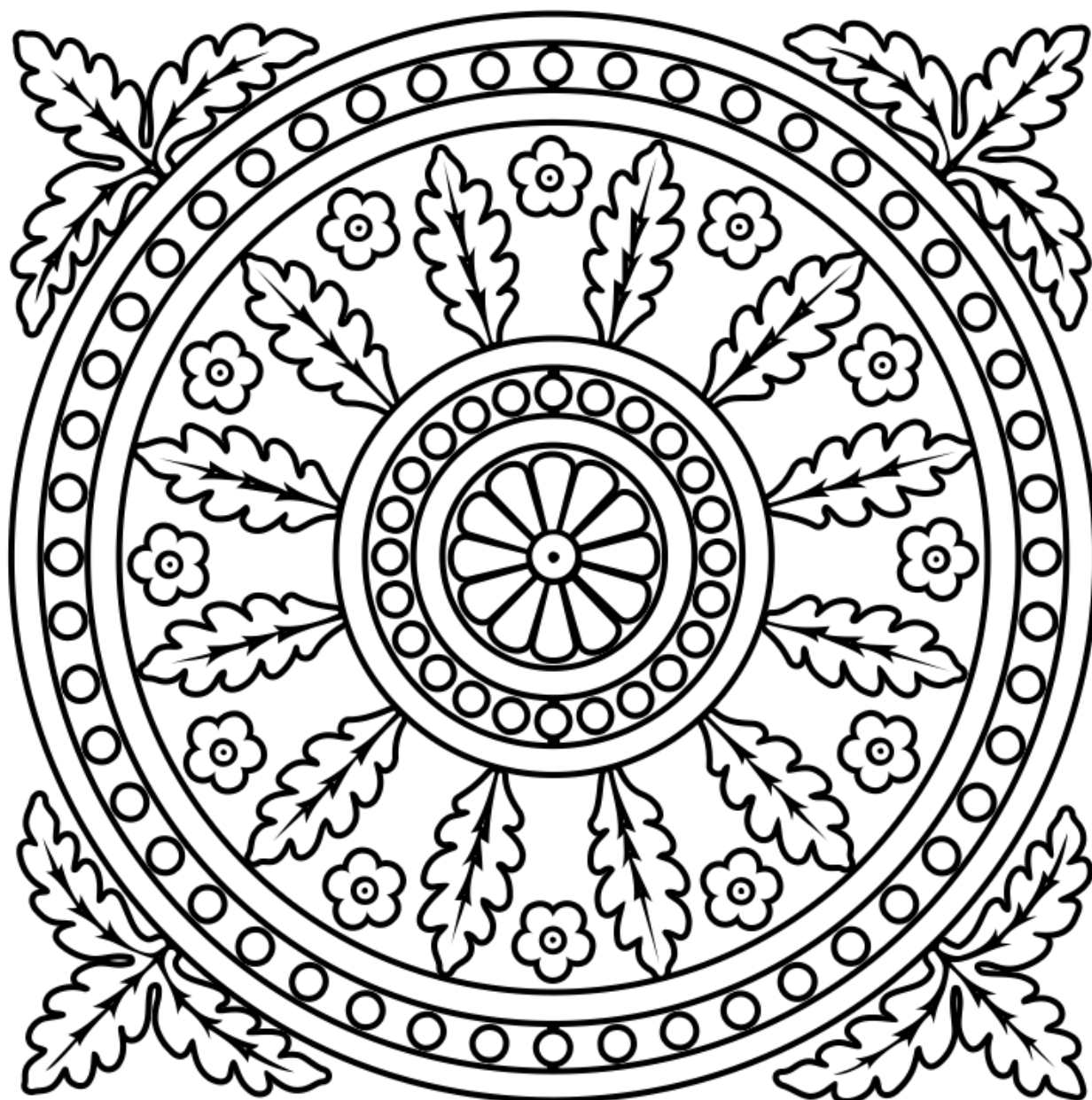
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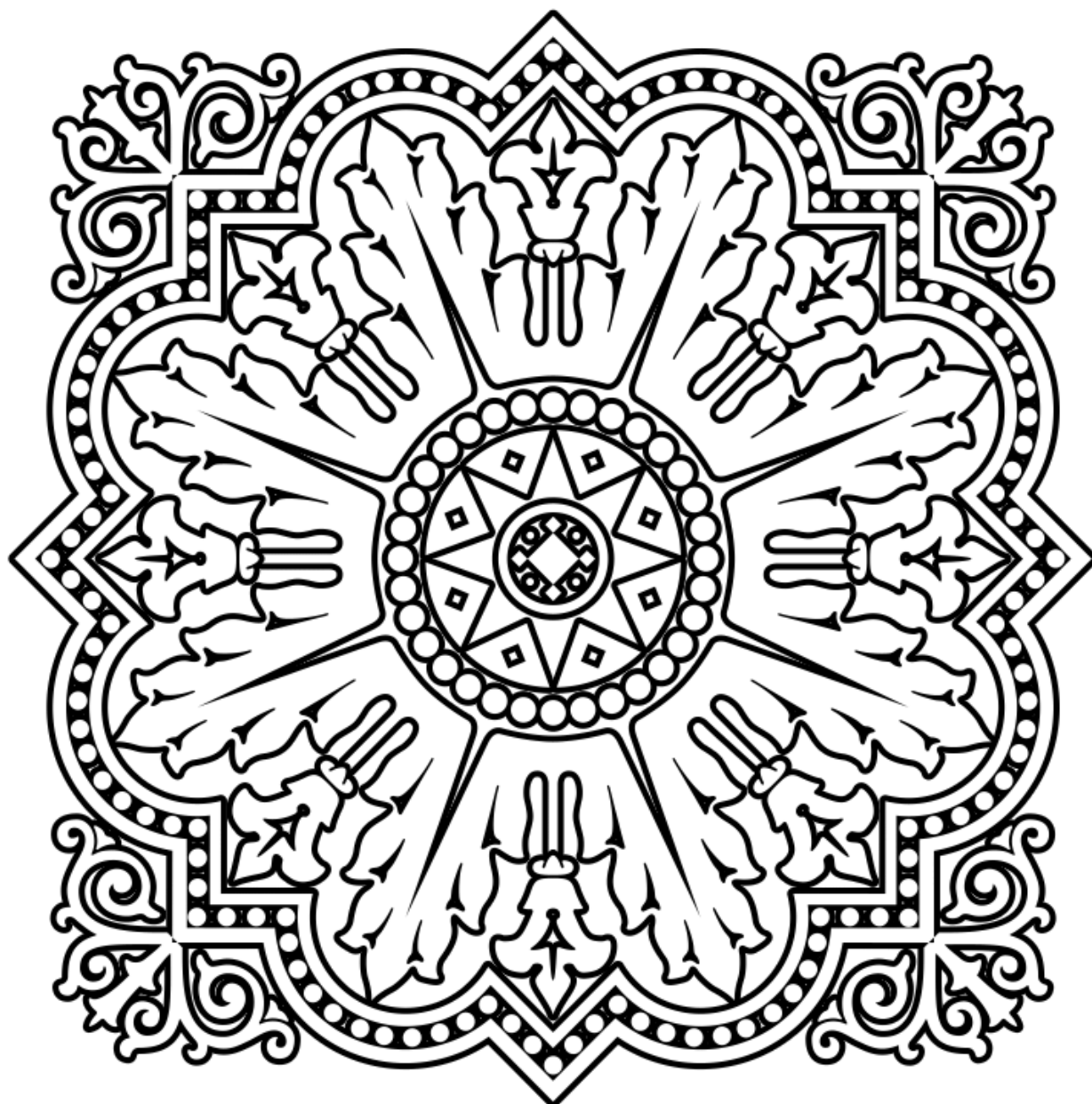
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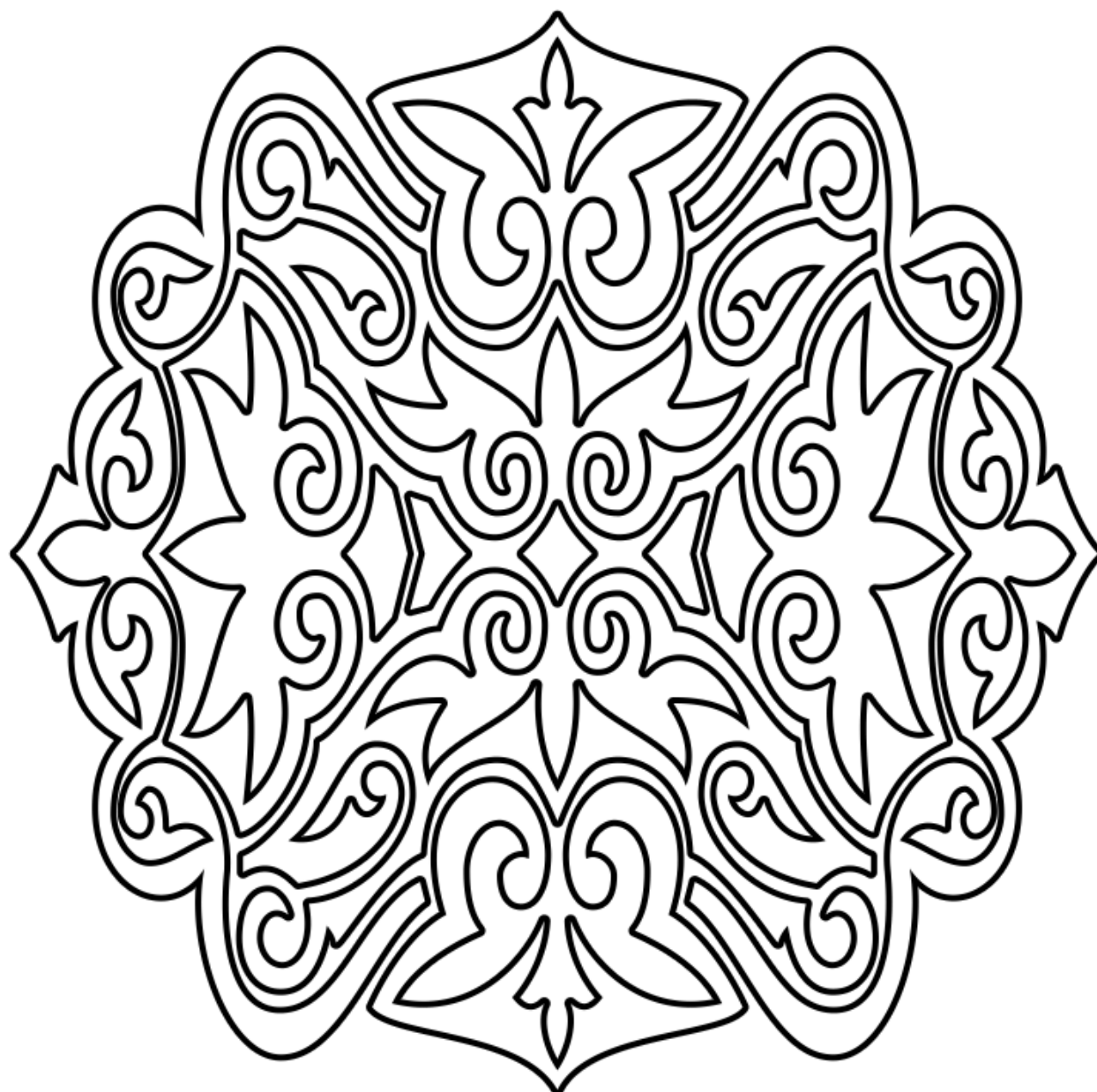
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OMK Rap

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 10+

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creative Thinking
- ★ Communication
- ★ Sharing
- ★ Manage Feelings

Activity Overview

Compose your own rap song to share with friends and family.



Shout out!

Have you ever wanted to be a Rap star? Join us and use your creativity to compose and sing your very own 'OMK Rap'. You'll craft a Rap that will amaze family and friends!

Get Ready

Roles for Uniformed Service Member

- Get in the groove and work with OMK Rap groups
- Share your experiences about the type of music you like to listen to during deployment

Roles for Peer Volunteers

- Dance with OMK youth as they arrive in the room
- Help with the OMK Rap

Roles for Volunteers

- Work with OMK Rap groups and keep participants focused on task
- Provide reminders of respectful behavior

Activity Orientation for Volunteers: 1 hour

- Use of boom box, karaoke functions and microphone
- Talk about Rap and being respectful

Preparation time: 1 hour

Space: Large room

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of Mobile Technology Lab for video camera.
5. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to watch the raps.
6. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for paper and markers.



7. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
8. Learn how to use Boom box, Karaoke functions and microphone.
9. Read through activity.
10. Test the sound system and make sure it works.

Get From OMK Tool Kit

- Boom box & microphones
- Karaoke Rap CD's

Procure Supplies

- Large flip-charts
- Lots of markers
- Bags of suckers
- Electronic keyboard with beat maker (optional)

Background

Youth love music, especially music that resonates with what is going on in their lives. While loved ones are deployed, youth find it hard to tell others what they are feeling and the experiences that they encounter at school and at home. Writing raps can encourage them to talk about their challenges without them recognizing that they are sharing their feelings and communicating their feelings to others in a creative way. The rap they compose will make them smile and sharing their group rap with other OMK youth will empower teenagers to continue 'rapping' about their lives.

Set Up Your Space

(10 Minutes)

Set up stations in each corner of the room with flip charts. Have appropriate rap song/video playing. Have a 'dance area' in the middle that will be used for the Icebreaker. Keep the keyboard in a place where it is safe. Have peer volunteers ready to great OMK youth and dance in the middle area. Feel the groove.

WHAT TO DO

OMK Rap

Icebreaker

OMK Star(15 Minutes)

Turn off the music and have everyone stand in a circle. Pass the microphone, sing your name, and belt out the first line of your favorite song! You be the first exuberant example!

Introduction

(15 Minutes)

Who wants to write their own rap? Raps are a great way for you to express yourself. Today we're going to break into 'rap' bands and work on songs in a group. Writing raps can feel good, but not if you write nasty raps that don't respect others or yourselves. It's important that you rap about what's happening in your life but don't use inappropriate language. Think about the challenges during your loved ones mobilization and communicate your feelings to others in a creative way.

1. Rap is about life. It's about feelings. It's real. It's in verse.

OMK Rap



2. Demonstrate the structure of a rap. A popular rap structure would be: Intro, verse, chorus, verse, chorus, chorus, middle 8, (AKA breakdown), chorus and end.

Sample Chorus

You can rap my friend if you're white and from Anoka
Pick up that mike, there's a way to tell them
You'll be real smart, you'll be a star
Try my OMK Hip Hop and you'll go real far

Sample Verse

Of all the things that coulda happened
I know you'll be a rappin
Imagine a world where freedom was gone
Without your hard fighten' I wouldn't be free to sing this song. Etc.....

Activity 1

Write the OMK Rap! (40 Minutes)

1. Try to rhyme at least once a sentence.
2. Make sure not to repeat words, unless it's a verse, or at least sounds cool.
3. Keep a constant tone.
4. Break your group up into smaller groups. Each group should use a volunteer to guide them through the rap process.
5. Tell the groups to compose and write down the lyrics as they go on their flip chart. They can write more than one rap, but they must do it together.
6. Put your heart in it! Focus on rhythm and feeling....let go, feel, brag. Listen to your inner rapper and just keep rapping.

Activity 2

Sing it! (30 Minutes)

1. Now it's time for us to hear what you have to say and sing your Rap.
2. Remember to respect each other and be good listeners.
3. Optional: Videotape the groups.
4. After each group is done, hand them a sucker.
5. Facilitate the 'Talk It Over' section.

Talk It Over

(10 Minutes)

- ★ **Reflect:** What was the most surprising thing you learned about yourself by writing/performing the OMK Rap?
How did singing your rap make you feel?
How did you work with others to meet your mission?
- ★ **Process:** What was the most challenging part of composing your rap?
What was the most challenging part of singing your rap?
If you were to do this again, how would you do it differently?
- ★ **Generalize:** What did you learn about others by doing the OMK rap?
Why do you think it is important to communicate and share your daily life and feelings?
How will you show your deployed loved one that you are communicating, sharing and managing your feelings?



★ *Apply:*

How can you relate composing and performing a rap song to the work of your deployed loved one?
How can you use these skills in other situations?
Why was this project important to you?
What would you think about posting a video of your rap on TroopTube for your deployed service member to see? (Information:
www.MilitaryOneSource.com and www.trooptube.tv/home)

Enhancement

Find ways to share your raps with others. Have a freestyle rap-a-thon, videotape your rap and send it to your loved one. Think of other ways different types of music and words can be combined to express feelings.

Closing

Composing and performing a rap can be a good way to be creative and express how you are feeling about the deployment of your loved one. Try your rap skills at home and compose respectful raps to express your feelings. Remember, music of any sort, can be a powerful force to lift your spirits while your loved one is mobilized. Share your music, your playlist or your next rap with your family, friends. Also, don't forget to send it to your deployed loved one! You'll be surprised at how much they appreciate your effort. When you communicate and share your experiences with others about how you're feeling, it helps you and others feel better.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



OMK Rap

Dear Family,

Today your Operation Military Kid composed an 'OMK Rap.' Youth love music, especially music that resonates with what is going on in their life.

While loved ones are deployed, youth find it hard to tell others what they are feeling and the experiences that they encounter at school and at home. Writing raps, or any type of music, can encourage them to talk about their challenges without them recognizing that they are sharing their feelings and communicating their feelings to others in a creative way.



The OMK Rap they composed made them smile and sharing their group rap with other OMK youth empowered teenagers. We hope they continue to 'rap' about their lives. Ask them about their experience.

Thanks for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

Best regards,



If you have any questions about your youth's experience please feel free to contact me at:

_____.

Conversation Starters:

- If you could change one thing about your home, what would it be?
- What would be a creative way to tell someone that the music they are playing is offensive?
- How would you help someone who says "I can't sing".
- Who has the most beautiful voice that you know? The worst voice? How would you tell them?
- Who is your favorite musician right now?



The Homecoming Show

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Planning/Organizing
- ★ Teamwork
- ★ Communication and Cooperation
- ★ Creativity
- ★ Managing Feelings



Activity Overview

Youth perform a Homecoming Show variety show with marionettes, skits, songs and dances for other OMK youth and their families.

Shout out!

Come hang out with other Military Kids and get ready to welcome your Service Member home! Create an original Homecoming variety show about your Service Member's homecoming.

Get Ready

Roles for Uniformed Service Members

- Share who greeted them at the airport/any homecoming stories with their family
- Assist with making puppets, scenery and creating skits
- Encourage youth to take their time and be creative

Roles for Volunteers

- Be a 'director.' Lead a skit or help with scenery; ensure puppets are made to represent characters and that youth know their lines. Help with laptops, writing and printing of scripts
- Assist with making puppets, scenery and creating skits
- Work one-on-one with youth who need additional support/assistance
- Help with set-up and clean-up
- Keep youth on task

Activity Orientation for Volunteers: 1 hour

- Learn how to make marionette
- Talk about types of skits youth might choose and how to help them
- Familiarize volunteers with supplies available for activities
- Share strategies to use with youth to keep them on track/focused

Preparation time: 1 hour

Space: A large room with tables and chairs for youth to work. One table will be turned on its side to make a 'stage' for the marionette part of the show. A "Stage Area" for larger performances. Break out spaces for youth creating skits.



Do Ahead

1. Schedule use of OMK Tool Kit
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional markers, paper, embellishments and scissors.
5. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
6. Schedule use of Mobile Technology Lab for video camera, laptops and printers.
7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to show performance.
8. Box of props. (suitcases, hats, anything that might be fun for the youth to use)
9. Make station signs.
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again!
 - Set design (This will be set up in the performance area)
10. Make an example marionette.
11. Talk to childcare providers to set-up a performance time for the show. Make sure the youth have an audience.
12. Learn how to run the video camera.
13. Print the Parent Letter.

Get From OMK Tool Kit

- Boom box with microphones and Karaoke CD's
- Stopwatch

Procure Supplies

• M&Ms	• Magazines
• Disposable Styrofoam cups	• Glue
• String	• Glitter/glitter glue
• Chopsticks or bbq skewers	• Prop box
• Googly eyes	• Sponges for clean-up
• Pom poms	• Plastic table clothes
• Pipe cleaners	• Two tables
• Markers	• Cookie and Juice for after performance
• Large rolls of paper for making scenery	• Cups and napkins
• Paint	
• Brushes	
• Paper shield cut-outs	



Background

Homecoming is normally a happy time for families. The deployment is over and families are reunited. However, homecomings are also stressful for families. Both the family and the Service Member have changed during the deployment and have to get used to living together again.

The Homecoming show is an opportunity for youth to do skits to help them to talk about their feelings and emotions that they might have as they wait for their Service Member to arrive at an airport after deployment. Youth will be encouraged to talk about some of the changes that have occurred during their deployment and some of their worries.

Remind youth that it is normal to have mixed feelings; happiness that their Service Member is coming home, relief that they do not have to worry about their Service Member's safety, concern that their Service Member has changed and anxiety about how it is going to change their family now that they are reunited.

Encourage youth to show their feelings on their Service Member's homecoming through their skits and Homecoming Show.

Set Up Your Space

1. Create a performance area in the room and set up the marionette stage.
2. Assemble all kits and boxes in one area so that youth can access the resources during their creative process.
3. Set up four stations each with a laptop, pens, paper and a printer. Make sure the printer is working. Put craft supplies at each station.
4. Label each station
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again! (Give this group the Boom box and microphone)
 - Set design (This will be set up in the performance area)
5. Have music playing as the youth enter the room. Encourage youth to sit together in the "audience" space of the performance area.

WHAT TO DO

The Homecoming Show

Icebreaker

M&M Get-to-Know You (30 Minutes)

1. Empty enough M&Ms (or other small candies.) into a bowl so that each youth can help themselves to a handful.
2. Pass the bowl around so that each youth gets to choose how many candies they want.
3. When the whole group has taken as many candies as they want, explain the rules.
4. For each piece of candy the youth took, they need to tell one fact about themselves, like their name, hometown, favorite movie, etc.
5. Youth cannot eat their candy until they have shared a fact.
6. One piece of candy for each fact.



7. Some youth take a lot of candy so this activity can take awhile. Try to keep it to about 30 minutes.

Introduction

Today we will be creating a Homecoming Show. The Homecoming Show is a variety show that takes place on the way to, and at the airport, on the day of the return of your Service Member. We will have four areas that you can choose from to create your show.

We will need a group to make the scenery and work with the other three groups to make props. We will have one group that will be in charge of doing a skit on the way or before the airport, another that will be making marionettes talking to other families who are also waiting at the airport, and then the last group will sing and compose a welcome home song and dance routine.

We will perform the Homecoming show for other OMK youth today and we will record the show and post it on TroopTube so you can show your friends and family.

Before we begin, I want to talk about several things. First, we need to make sure that everyone has a group, and that everyone in your group is respected, and has equal input into your final script. Stay in your group and do not interfere with other groups. Respect is important and everyone's opinion is valid.

Second, you will have to get organized in your group. Talk about roles. Who is in charge of using the computer to record the script you will be writing for your segment of the show, who will be doing the parts, how will you time each segment of the script. Talk to each other - work it out. If you need help there are volunteers who can help you put it all together. Finally, when you are performing, or watching please be respectful.

This is your chance to rehearse the scenarios and feelings you might experience when your Service Member returns. Most importantly, have fun and be creative! Good Luck!

The Homecoming Show (2 Hours)

Setting the Stage

1. Review each station. Ask if there are any questions.
 - Skit 1: Getting ready to go to the airport
 - Skit 2: Marionettes: waiting for the plane to land
 - Skit 3: Song and Dance: Happy to see you again!
 - Set design (This will be set up in the performance area)
2. Have youth choose one of the four stations.
3. Make sure there are similar numbers of youth at each station.
4. Have a volunteer assigned to each station.
5. Have the volunteer read the introductory scenario and start the discussion.
6. Begin the creative process.
7. Remind the youth of the time as they create their skits.

Skit 1: Getting ready to go to the airport

Your skit will be the first skit in the Homecoming Show. Your skit needs to be about getting to the airport so have your characters talk about your feelings about seeing your Service Member again after deployment.

Your skit should time out between 5 and 7 minutes in length.



As you create the first skit, think about where this scene should take place. Should it be in a Restaurant? Your Home? In the car? In a bus? In your yard? Anywhere is fine. Once you choose the location. Think about how you will let your audience know where you are. For example, If you decide that you are in a car, perhaps you will set up some chairs like you are sitting in a car for your part of the show.

Next, figure out who will be performing and what are their roles. Everyone should have a part in your skit, even if they do not feel comfortable talking. You will use the computer to write your skit, so nobody has to be nervous about forgetting to say his or her lines.

Now you have the scene and you have the characters, it is time to start writing what you want to say. Think about a beginning and setting the scene. Let people know where you are. For example:

“Gee, I really hate long bus rides. Everybody is smelly because it’s hot...and well I’m nervous too.”

“Yeah, me to. Freaky thinking about what he is going to look like. I hope he has not changed....

“What do ya think is going to happen....

It is important to think about what each of the characters might be feeling. Mom is going to be feeling different than little brother, or a teen. You might play a character other than yourself, so you will have to think about how others might be feeling. Talk about what might have changed. Here are some examples:

- I’ve grown
- I finished elementary school
- Our team finished first
- I have acne now
- Will my Service Member look different?
- How will Mom react to seeing Dad?
- How will Dad react to seeing Mom?
- Am I going to be able to keep the computer in my room?
- Do you think they know I have a girlfriend?
- What will happen next?
- Should I bring a present?

Skit 2: Marionettes: Waiting for the plane to land.

Puppetry dates back to the Greek theater in 5 B.C. It has been used throughout the years to convey history, to educate, and to expand one's imagination. A puppet is a doll or figure representing a person or animal that is moved using the hands inside the figure or by moving rods, strings, or wires attached to it. There are many different types of puppets – hand puppets, sock puppets, bag puppets, stick puppets and even theaters that use life size puppets! Marionettes are a type of puppet that is controlled with strings or wires.

Your marionette skit will be the second skit in the Homecoming Show. Your skit needs to be about waiting at the airport for the plane to arrive. Have your characters talk about your feelings about seeing your Service Member again after deployment.

Your skit should time out between 5 and 7 minutes in length.

As you create your Marionette script, think about what each of the characters might be feeling. Mom is going to be feeling different than little brother, or a teen. You might play a character other than yourself, so you will have to think about how others might be feeling. Talk about what might have changed. Here are some examples:



- I changed my hair
- I finished Junior High School
- Our team finished last
- I have facial hair
- Will my Service Member look different?
- How will Mom react to seeing Dad?
- How will Dad react to seeing Mom?
- Am I going to be able to keep the TV in my room?
- Do you think they know I have a boyfriend?
- What will happen next?
- Should I have brought some food?

You might want to have one of the characters be a reporter asking each of the marionettes questions. These could include questions like:

- Are you excited?
- What are you looking forward to doing with your Service Member at home?
- Where was your Service Member deployed and how long?
- Did you bring anything to show your Service Member?
- Use some of the ideas above as well.

Also, remember as you are writing your script to name your puppet, know what role they have and costume them for that role. Marionettes like to move, so remember to put some action into the script (running, jumping, dancing etc.). Remember to leave time to practice your show. When a Marionette is not in the scene, have them disappear behind the table 'set'. (Going to the bathroom is always a good way to exit.)

Each youth should make a marionette based on the characters you choose for your script. Have a volunteer work with you to write your script into the laptop and you will have printouts to use for your performance.

Materials Needed:

- 3 paper or disposable cups
- Strong cord or string
- Straight stick, bamboo skewers, chopstick, or 12-inch ruler
- Popsicle sticks, twigs, or pipe cleaners
- Colored markers or paint
- Googly eyes and pom poms

Directions:

1. Cut 4 pieces of string; each a length of approximately 12-inches.
2. For each piece of string, tie one end to the twig, stick, skewer, chopstick, etc. You should now have four strings with a piece of stick or twig on one end as in Figure 1. Set aside the two remaining twigs.



3. Designate one cup to be the *head* of your puppet.



4. In this cup, punch or cut a hole on each side and one hole in the bottom, large enough to feed cord through.
5. Take one string and feed through the hole from within the cup so that the tied piece with the stick rests against the inside as shown. This will prevent the string from slipping through.



6. The other two cups will form the "feet" of your puppet.
7. Punch a small hole in the bottom of each.
8. Feed string through, again from the inside as shown.



9. Next, take the strings from the "head" piece and tie onto your control stick (or ruler).



10. Now take the strings from the "feet" and feed through the hole you made in the bottom of the "head" cup. You will want to pull these strings all the way through until you are able to tie on a remaining twig pieces.
11. Then pull string back down from the bottom until the twigs rest snugly against the bottom of the cup. These strings are now forming the legs.
12. With markers, paint, googly eyes, or other embellishments, draw on your puppet's face and decorate your figure as desired.



13. Hold on to your control stick (ruler) and you are ready to have your marionette puppet dance and play!

Skit 3: Song and Dance: Happy to see you again!

Your skit will be the last skit in the Homecoming Show. Your skit needs to be that first moment you see your Service Member at the airport! Sing a song! Do a dance! Use the Karaoke Boom box and be creative. Your song and dance routine should time out between 5 and 7 minutes in length. Remember to give everyone a chance. Have fun!

Set Design

The most complicated and important job for the Homecoming Show is set design. It is your job to make the scenery behind the marionette show and make or find the props for Skits 1 & 3. This involves you working with all the groups, using the kits, boxes and props in the performance area and being creative with not much at all. During the performance, it will be your job to change the scenes and support the other youth so that the show goes smoothly.

The first thing you should do is set up the Marionette stage to make the airport scene. Have two more tables to be turned into the stage like the picture below. The scenery will be taped on the sideways table and the marionettes will be controlled from behind.





Once you get the Marionette stage near completion, start working with the other groups to see what they need.

Most importantly, have fun and get the job done!

Break/Snack

(15 Minutes)

Activity 2

Rehearsal (30 Minutes)

Have youth do a run through for each other before the audience arrives.

Activity 3

The Homecoming Show Performance (30 Minutes)

Make sure you videotape the performance and have the audience and performers have a snack. After the audience has returned to their other activity, take some time for discussion and clean up.

Talk It Over

- ★ **Reflect:**
 - Why did you choose the skit that you did?
 - What character did you feel most closely reflected your thoughts and feelings? Explain.
 - How did it make you feel?
 - What was the most surprising thing you saw? Why?
 - How does sharing this activity with others make you feel?
- ★ **Process:**
 - Did you like doing the Homecoming Show?
 - What part of the process was the most fun for you? Which part was the least fun?
 - What part of the process was the hardest? Which was the easiest?
 - What did you learn by working and creating with others?
 - Did it help to rehearse? Why or why not?
 - What did the audience think of the performance?
 - What suggestions would you have for someone else who wanted to do this project?
- ★ **Generalize:**
 - Why do you think people feel so differently about the same thing? (i.e. a loved one coming home?) Do you think that is normal? Explain.
 - How can you connect and share your feelings with other youth in the same situation?
- ★ **Apply:**
 - Who else might benefit from seeing the show? Why?
 - What did you learn about your feelings about your Service Member's homecoming?
 - What did you learn about your life from doing the show?
 - What are some ways you can let your friends and community know that your deployed loved one is coming home?
 - What is something you can do to welcome your Service Member home?

Enhancement



- Post the Homecoming Show on TroopTube
- Individually make up a song and dance routine for your Service Member for their return from deployment

Closing

Your Service Member is coming home soon. That is wonderful news. Understand though that some families find the homecoming more difficult and stressful than the deployment. Be open to the changes that will occur and be patient with your Service Member. They are not used to being home and will have to get to know you all over again! Hope you had a fun day!

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The Homecoming Show

Dear Family,

Today your youth put on **The Homecoming Show!** The Homecoming Show is a variety show that takes place on the way to and at the airport on the day of the return of your Service Member. Your youth participated in a skit, a marionette show, a song and dance routine or as a part of the set design team. Ask them about what they did!

We performed the Homecoming show for other OMK youth today. They were TERRIFIC! Bravo! We recorded the show to post on TroopTube so you can see your youth and what they did today. Share the show with your friends and family.



The Homecoming Show was a good way to get youth thinking about the variety of emotions that come with the homecoming of their Service Member. Youth are excited to see their loved one again, relieved that the deployment is almost over, nervous that they and their Service Member have changed.

Help your youth with these mixed feelings by reinforcing that it is normal to feel a variety of emotions and that does not mean they do not love or did not miss their Service Member.

Thank you for coming today and bringing your youth. It was wonderful to meet them. Your teen met many other Military youth going through a deployment just like them. The peer support is wonderful and I encourage you to have your youth continue communicating with their new friends and support network.

I appreciate your service on the home front with the family - you are a hero just like your Service Member.

Sincerely,

Conversation Starters:

- What do you do when you are really happy?
- Would you rather be with your family to welcome your Service Member Home, or in a large group?
- Have you ever been at “a loss for words”?
- Who is your silliest family member?
- Would you rather be an actor or a politician?





Rest & Relaxation

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Stress Management
- ★ Lifetime Activities

Activity Overview

Older youth may be taking on extra responsibilities as their loved one is deployed. These youth need to have an outlet to relieve stress and they need to take time to relax. This day is designed for them to relax and enjoy a variety of activities.



Shout out!

Enjoy a variety of activities! It's important to find an activity that you enjoy and make the time to do it. When we're under stress and overworked we seldom take care of ourselves. We'll take the time to just relax, play a few games, and enjoy life!

Get Ready

Roles for Uniformed Service Member

- Share with the youth your favorite “me” time activities
- Lead an activity, game, etc

Roles for Volunteers

- Lead an activity, game, etc
- Encourage youth to participate

Activity Orientation for Volunteers:

- None

Preparation time: 1 hour

Space: Large space with area to move

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for arts and crafts supplies.
6. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system and DVD's.



7. Schedule use of the Electronic Games Kit from the National Guard State Family Programs Office for TV, XBOX, Playstation and assorted videogames.
8. Mark the floor with two lines of masking tape, 3' to 4' apart.
9. Research what equipment is available at the location.
10. Round-up as much equipment, games, etc. as you can.
11. Contact any guest speakers there might be available in your area.
12. Prep for snack – layered sundae
13. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box & music
- Games and assorted balls
- Body Parts Debrief Bag
- A Teachable Moment: A Facilitators Guide

Procure Supplies

- Suckers in various colors for icebreaker activity
- Masking tape
- Pens
- Balloons
- Various art supplies
- Cones for boundaries
- Scarves or foam balls
- Graham cracker crumbs or granola
- 6-8 oz. Low-fat vanilla yogurt or frozen yogurt
- Chopped or canned fruit (ex: oranges, bananas, cherries, pineapple)
- Optional: Peanuts or chopped nuts (Check for allergies!)
- Candy sprinkles, hard shelled chocolate candies, gummy candies or other toppings
- Large serving bowl
- Bowls for various ingredients for snack
- Serving spoons
- Disposable cups-clear ones would be best so they see the layers
- Disposable spoons
- Disposable napkins

Background

Adolescence is a tough growing time for youth in general. Add the deployment of a loved one and additional stress is a given. Adolescents with a deployed Service Member may be taking on added responsibilities at home, they may have had to move and there is the stress of what might happen to their deployed loved one. This lesson is designed to incorporate lots of physical movement and an opportunity to discuss stress management in a positive way. A great way to relieve stress is to be physically active. This lesson is designed to have lots of physical movement in it.

Another side of stress management is quiet time. Each person is unique in this aspect. You may want to design time and space for more quiet time to read, journal, do art projects, take a nap, or mediate.



Set Up Your Space

- Have lots of fun activities set up for youth to do: games, art projects, music playing. Youth just come in and hang-out
- Have youth blow up balloons for one of the activities

WHAT TO DO

Rest & Relaxation

Icebreaker

Mailman Game (15 Minutes)

Directions:

1. Get in a circle.
2. One person will have to be in the middle.
3. This person will decide who has to move around by saying, "I have mail for... everyone who has brown hair."
4. What ever that person says, if it applies to the person, they will have to move.
5. You must move at least 2 spots away from where you started.
6. The last person standing will be the new person in the middle.

Color game (15 Minutes)

Directions:

1. Everyone sits in a circle and takes a piece of candy (suckers work best).
 2. Develop questions that must be answered for each different color.
- Examples:

- Green = Favorite memory
- Red = Most embarrassing moment
- Orange = The moment you had the most fun
- Pink = Random question, etc.

Activity 1

Don't Drop It (20 Minutes)

1. We all have responsibilities at home, at school, and at work. When we say we are going to do something, people count on you to get the job done. Because of a Service Member deployed in your life, you may have taken on added responsibilities while they are gone. Think about the responsibilities you have in all areas of your life – home, school, activities. Write down each specific responsibility on a piece of masking tape and attach each one to one of the balloons. The more balloons the better. The balloons represent all the responsibilities that you have.
2. Split the group in half. Each group stands on one of the lines facing each other.
3. The object of the game is to keep all the balloons in the air without any touching the ground. Begin the game by throwing each balloon in the air. Hit the balloons back and forth like a volleyball game. Once a balloon is on the floor, it cannot be picked up. Time the youth for 3 to 5 minutes or until at least half of the balloons are on the floor.
4. Call STOP and have the youth hold all the balloons that did not fall on the ground. Set them aside.

Rest & Relaxation



5. Have each youth pick up each balloon off the floor and read the responsibility that was not completed.

Process the activity:

- What would happen if you dropped these responsibilities in real life?
- How do you prioritize your responsibilities to make sure they are completed?
- What happens when a leader does not follow through on his/her responsibilities?
- Do any of you have added responsibilities since your loved one is deployed?
- Do you ever get overwhelmed by all the responsibilities?
- How do you cope with the stress?

This leads into the next discussion & activity.

Activity 2

Stressbusters (20 Minutes)

1. Many youth may not have even thought about what they do when they are stressed. Some may have a stress coping mechanism and not even realize it. Others know exactly what they need to do when they are feeling overwhelmed. Others may turn to negative behaviors when stressed. The object is to help youth find a positive coping mechanism when they are feeling overwhelmed.
2. Start the discussion with “How do you cope with stress?” Let the youth talk. Try to get everyone to give input. Give an example on how you cope with stress.
3. Examples of Coping Mechanisms
 - Exercise – physical movement – running, working out
 - Quiet time – reading, journaling
 - Hobby
 - Sports
 - Spending time with friends
 - Humor
4. As a group, make a list on flipchart paper of all the ways you can deal with stress in a positive way.

Activity 3

Abdominal Tag (40 Minutes)

1. One of the ways to cope with stress is to be physically active, so we are going to do several activities that get us moving. We are going to start by playing “Abdominal Tag.”
2. Tell the group the boundaries for the playing area are.
3. Have them scatter around the playing area. Ask for one or two volunteers to start out as “chasers” who will be identified either by wearing a scarf around arm or by carrying foam balls.
 - Facilitator note: The foam balls or bean bags are intended only to identify the chasers. They are not for throwing at people to tag them.
4. Read aloud or paraphrase the following information for the group:
When I give the signal, the chasers will try to tag other people. If you're tagged, you must lie on your back and put your feet and hands in the air with your toes and fingers pointed toward the ceiling. This position will help strengthen your abdominal or stomach muscles. When you're tagged, you can't let your hands or feet touch the



ground. This is so you won't trip the chasers and they won't step on you. To become unfrozen, you must be tagged by a free runner.

5. Change chasers frequently and vary the movement (such as running, walking, hopping, or skipping) the chasers and escapers use when chasing and fleeing.
6. Youth can also pretend to ride a bike with their legs while they're on their backs.

Process this activity

- How do you feel?
- Did anyone have a hard time holding up their arms & legs?

Activity 4 Introduction

Almost-A-Pyramid Sundae (20 Minutes)

Nutrition is just as important as physical activity. We're going to take a break and have a snack. This snack has almost all the levels of the food pyramid. Which one is missing? (Vegetable)

1. Have youth layer the ingredients they wish to eat in a cup to create a sundae.

Ingredients:

- Graham cracker crumbs or granola
- 6-8 oz. Low-fat vanilla yogurt or frozen yogurt
- chopped or canned fruit (ex: apples, bananas, raisins, pineapple)
- Peanuts or chopped nuts
- Candy sprinkles, hard shelled chocolate candies, gummy candies or other toppings

Equipment:

- Large Serving Bowl
- Serving Spoons and bowls for each item
- Disposable Cup, clear
- Disposable Spoon
- Disposable Napkin

Activity 5

Relax & Rest (90 Minutes)

In the busyness of life it is important to take time for activities you enjoy. This varies for everyone. I enjoy doing _____ when I have some "me" time.

1. Have the Service Member share about their favorite activities.
2. For the next hour and a half you get to just relax, have fun and hang out.
3. There are several things you can plan to do. The activities will vary depending upon your location. Try to have a variety of options.
4. Arts & crafts – have various crafts kits available to do. Have people who do crafts come in and demonstrate – beading, knitting, crocheting, scrapbooking, etc.
5. Sports – varies depending what is available – basketball, volleyball, soccer, kick ball, softball, beach ball, volleyball.
6. Leisure sports – badminton, croquet, horseshoes, lawn darts.
7. Electronic games – Wii, play station, etc.
8. Nature activities – take a walk, do a nature scavenger hunt.



9. Swimming – if a pool is available.
10. Invite a special speaker to come in such as yoga instructor, Pilate's instructor, dietitian from a local hospital, physical therapy personal or a health club trainer, etc.
11. Rent a yoga or Pilate's video.
12. Have a space for youth to hangout, listen to music and/or read.
13. Have nutritious snacks available.

Talk It Over

Use the Body Parts Debrief Bag to direct the discussion.

NOTE: Please be sensitive to the unique circumstances of your group.

Units or families with Wounded Warriors may be uncomfortable with the body part models.

- **Eye** – What qualities do you see in yourself? What qualities do you see in your Service Member that is deployed?
- **Stomach** – Did anything take guts for you to do today? What has taken guts about your Service Member being deployed?
- **Brain** – What have you learned today about how you handle stress? What have you learned about yourself, your family and your Service Member through this deployment so far?
- **Heart** – What means a lot to you?
- **Ear** – What was a good idea you heard? How are you going to use that good idea?
- **Foot** – What direction would you like to see yourself or your family?
- **Bone** – What strengths do you have? What stresses you & how do you plan to deal with stress in the future?
- **Full Body** – What are you going to try after participating in these activities today? Do you have any suggestions for your family to try?

Enhancement

Write up a schedule to exercise at least three days a week. Then schedule at least two periods where you do something that you find relaxing. Post it on the refrigerator as a reminder. Call a friend and go for a walk in your neighborhood or park.

Closing

I hope you had a great time resting and relax. Remember to take care of yourself. We all need physical exercise and good nutrition. I hope you will continue with an activity you tried here. Share with your Service Member the activities you did. Find out what they do to rest and relax. Thanks for coming!

Credits/Sources

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Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Karyn Santl, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Rest and Relaxation

Dear Family,

Today we talked about responsibilities and stress. How everyone may have added responsibilities in the family since there is a Service Member deployed. We discussed various positive ways to deal with stress. We encouraged physical activity, eating nutritious foods and taking time for activities you enjoy. We also took some time just “hang out”. Sometimes life is so busy that we don’t do that.

We encourage you as a parent or guardian to have your youth do activities they enjoy. If they seem to have withdrawn from friends and activities you may want to contact a counselor. Encourage your youth to participate in activities they enjoy. As a family make it a habit to do activities together daily, weekly, or monthly.



Thank you for participating in today’s activities. I hope your family enjoyed it. If you have any questions please contact me at: _____,

Sincerely,

Conversation Starters

- What was the best thing about today?
- What activities do you enjoy doing?
- Let’s think of things we can do as a family to rest and relax.
- You talked about stress today, what are some things that stress you about having _____ deployed?
- Do you think you have too many responsibilities? If yes, let’s talk about them.
- Would you rather do yoga or go for a run? Why?





Vacation Talk

Lesson Time: 4 hours

Age Level: Grades 6th-12th

Number of Youth: 30-50

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creativity
- ★ Brainstorming
- ★ Teamwork
- ★ Communication

Activity Overview

Youth will research, plan and present vacation possibilities while working on teamwork and communication and playing multiple vacation action games.



Shout out!

Take a vacation with Operation: Military Kids! We will do a suitcase relay, research cities to take a vacation, go on a cruise with a crazy captain, and make a conversation cache stash at home. Make your reservation now, and come take a vacation with us!

Get Ready

Roles for Uniformed Service Member

- Help youth with activities
- Talk about the importance of planning, dreaming and communication
- Share your personal stories about the importance of vacations

Roles for Volunteers

- Help youth with activities
- Guide youth in their vacation exploration
- Help facilitate relays
- Assist with communication jars

Activity Orientation for Volunteers: 15 Minutes

- Overview of the activities

Preparation time: 1 hour

Space: Large space for relays with tables and chairs for vacation stations and communication cache construction.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Schedule use of Mobile Technology Lab and internet access, if possible.
7. Make attendance sheet.
8. Pack the suitcases with the clothes for the suitcase relay.
9. Go to AAA and get tour books, maps and brochures for San Francisco, Seattle, Denver, Minneapolis/St.Paul, Chicago, Orlando, Boston, NYC and Washington D.C.
10. Find travel books on these cities from your library.
11. Talk with a travel agent and get travel brochures.
12. Assemble city packets. Each packet should include all the books and maps you can collect and the worksheets.
13. If there is access to the internet, youth can use that for research as well.
14. On index cards, put one instruction per card for Activity 4, A Cruise Vacation, so that they can be shuffled and used many times.
15. Cut conversation question strips. (3 x 1 inch)
16. Procure supplies.
17. Copy Vacation Worksheet.
18. Copy Conversation Starter sheets. (1 per youth)
19. Copy Parent Letter. (1 per youth)

Get From OMK Tool Kit

- Boom box with assorted CD's
- Microphone
- Tarps
- Glue guns & glue sticks
- Cotton gloves

Procure Supplies

Icebreaker

- Pens
- Markers
- Popsicle sticks
- Sign-in sheet
- Balloons
- Flip chart

Activity 1

• 4 similar/identical suitcases	• 1 hat
• For each suitcase:	• 1 belt
• 1 pair of high heeled shoes/boots or other funny shoes (larger size)	• 1 wig (optional)
• 1 pair of mittens	• Other items? Facilitators choice
• 1 scarf	• Whistle
• 1-3 beaded necklaces	• Masking tape to mark start and finish lines
• 1 large men's dress shirt	• Suckers



Activity 2 (10 Stations)

- Poster boards (1 per station)
- Flip chart (1 per station)
- Markers (2 packs per station)
- Large post-it poster paper – (several sheets per station)
- Tour Books, maps, brochures and books for each city (the more, the better! Check AAA for Tour Books and other wonderful resources)
- Colored pictures printed onto paper of the city so the youth can use, cut them up for their posters.
- A stack of old magazines they can use to cut up for their poster
- Glue sticks (3 per station)
- Large poster of each city (optional, if you can find them to mark the stations)
- Writing utensils

Activity 3

- Suckers

Activity 4

- Captains hat
- Whistle
- Index cards

Activity 5

- 1 quart mason jar (1 per youth) or other plastic alternative around the same size
- Permanent markers
- A variety of embellishments (foam shapes, ribbons, stickers, silk flowers, sports appliques, etc)
- Tissue paper
- Question strips
- Writing utensils

Background

Everyone loves a vacation! Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family. Planning a vacation is a welcome diversion and practical entertainment for youth who are under stress when their Service Member is deployed. They look forward to the time when they will return and they can spend time together. It's a way to use their imagination as well as their research and problem solving skills. Vacation talk is also a great conversation starter for some of the 'tough to talk about' topics.

Vacation Talk is a fun and active variety of activities that will get Military Kids talking, not only about vacation destinations, but also about their lives.

Set Up Your Space

Before the youth arrive.....

1. Set up Vacation Stations for each city with all the information for the cities. Make a sign or hang a poster in different parts of the room. Make sure the stations include:



- Tour Books, maps, brochures and books
 - A poster board
 - Packs of markers and other drawing utensils
 - Colored pictures printed onto paper of the city so the youth can use, cut them up for their posters.
 - A stack of old magazines they can use for their poster
 - Glue sticks
 - Scissors
 - A copy of the vacation planner
 - Writing utensils
2. Use masking tape to make a large rectangular box in an open area of the room to fit all the youth to represent a ship. You will use this area for a start and a finish line for the suitcase relay as well. Triangles should be made in every corner that is large enough for 6 youth to stand. You might want to consider multiple colors of masking tape.
 3. Post Captains orders for Activity 4 on a wall using large Post-It paper.
 4. Get bags with all materials for Activity 5 ready. They should contain the mason jars and all the embellishments ready to place at the Vacation Stations after the Vacation Plan activity.
 5. Set jar of popsicle sticks by the door.

Set up your space

Count Your Throws (15 Minutes)

1. As youth enter the room, have them write their name on a popsicle stick and put the stick into a mason jar. Then have them write their name on an attendance sheet.
2. Give each youth a balloon.
3. Have them count how many times they can hit the balloon and keep it in the air, starting over if the balloon hits the ground.
4. They can team up with another youth and count throws back and forth as well.
5. Youth will continue until everyone arrives.
6. Write the name of the youth or team the flip chart.
7. Gather the students when you're ready to start and have them tell you their count.

WHAT TO DO

Vacation Talk

Icebreaker

Two Truths and a Lie (30 Minutes)

Introduction

Welcome to Vacation Talk! Today we are going to do many activities that will help us talk to each other, our families and our Service Member about issues that are important to us. The first thing we need to do, however, is to get to know each other.

Sometimes when you meet someone new, you want to say things about yourself, but it can seem uncomfortable and you never know if someone else is telling a 'truth' or a 'lie'. None of us lies on purpose. It is uncomfortable, but when we are nervous, sometimes we can exaggerate or say something that is not quite true.

We're going to play a game where you get to tell the group, two truths and a lie. Try to make the lie sound like a truth and see if the group can guess which one is a lie. Here's an



example. “I hate peas, I like potato chips and my favorite band is Cold Play.” Which one do you think is the lie?

Assemble the youth in a circle so that they face each other and go around, giving every youth a chance. Encourage them to be silly, yet reveal something fun about themselves.

Debrief

Now that everyone has had a chance to tell about themselves, let’s talk a little more about this activity.

- What surprised you about doing this activity?
- What did you learn about yourself?
- What did you learn about others?
- What advice would you give others when they meet new people? Why?
- Would you ever lie to a family member?
- Why would lying to a family member be different than lying to another youth you just met?
- Is lying ever a good idea?

Note to facilitator

The point of this debriefing is to have the youth understand that it’s never a good idea to lie to anyone. Help them discuss appropriate ways to say things to people without having to hurt their feelings or tell un-truths so that they look cool.

Activity 1

Suitcase Relay (30 Minutes)

Introduction

One of the first things we do when we go on a vacation is to pack our suitcases. I’ve already done that for you today. Now, I’m going to break you up into four groups (hold up the suitcase) and we are going to play suitcase relay!

1. Break group into four teams by drawing names with the Popsicle sticks.
2. Line teams up at the starting line.
3. Hand each team a suitcase.
4. Explain that they are to run to the other marked line, open the suitcase and put on the clothes in the suitcase.
5. When they have everything on, they are to run back to their team line with their empty suitcase, take everything off, put it back into the suitcase and hand the suitcase to the next person.
6. The first team that finishes wins!
7. Blow your whistle to start.
8. Have the teams cheer and encourage their teammates.
9. The game is over only when everyone has had a turn, the suitcase is packed and closed, and the team is sitting down behind the start line.
10. Everyone is a winner! Hand out a sucker and have them sit down in a circle to get ready for the next activity.



Activity 2

Vacation Plan (1 Hour)

Introduction

Are you ready to go on a vacation? Mobilization is hard on your family and on your Service Member. When your Service Member returns, or when your family wants to take some time to relax, you might want to plan a vacation. As you just saw from the relay, planning a vacation can be hectic and stressful, but it can be fun and make you laugh as well.

Now is your chance to think about a vacation for you and your family. When a family plans a vacation, they have to look at many factors. Some of these factors include:

- Transportation
- Maps
- Points of Interest
- Costs of Food and Hotel
- Budget
- Attractions
- Things to do

We cannot plan every *kind* of vacation, but we can plan some sample destinations and you can use the skills you learn doing this vacation, to start to plan a vacation with your family anywhere, at anytime.

After a discussion with your family, researching a vacation spot is always your first step. You may choose a cheap vacation close to home because money and resources may be scarce during deployment, but it's also important to have a travel dream. This allows you to learn about new places and look forward to the future.

Today, we've identified some cities that might be fun to visit that have a plethora of fun things to do. We're going to break you up into groups and you're going to research your vacation hot spot. We have a vacation 'guide' for you to fill out to help you plan. It doesn't have all the questions you might want to ask or information you want to research, but it is a jumping off point. Be creative and follow your interests.

Don't worry that you would NEVER want to go to the vacation hotspot you are assigned. You might just find out that it is not as uninteresting as you had thought. When you have all the information you need, you'll make a poster and share your vacation hot spot with the group. (If there is internet access, they can use this to get information as well.)

Look at the information that you find at your city station. Take turns reading aloud sections of the Tour Book, brochures or other information sources to each other. Take your time to think about what you would want to do in these cities. What excites you? What seems boring? What would be your priorities? Work as group to choose things to put on your poster.

Take good notes so that whoever you choose as the representative of the group to present the poster can explain how you made decisions and answer questions about the city.

1. Break the youth into groups using the Popsicle sticks.
2. Assign a city to each.
 - Los Angeles
 - San Francisco
 - Seattle
 - Denver
 - Minneapolis/St.Paul
 - Chicago
 - Orlando
 - Boston
 - NYC
 - Washington D.C.
3. Youth can work on the laptops and print documents. If the internet is available, they may do some of their city research on the internet.
4. Youth work on their work sheet and make their posters.



5. Play some music on the boom box while the youth work if it does not get too loud in the room.
6. Have volunteers and MFLC circulate and help youth.

Break & snack (facilitator's choice)

(15 Minutes)

Activity 3

The Travel Show (30 Minutes)

Introduction

Did you know that Rudy Maxa, who is from “The Savvy Traveller”, and a National Geographic reporter, is a Military Kid, just like you? He is a professional travel planner, just like you!

Now it is time for us to share what we have learned. I would like to remind you to be a respectful audience and there will be time at the end of the presentation for questions. Presenters, please introduce all the vacation researchers before you begin. Who would like to start?

1. Youth present their posters and findings.
2. They may use the boom box with the microphone to project if it is a large group.
3. After each group has presented their research and shown their posters, give them a sucker.
4. After the presentation, leave time to ask the youth:
 - What surprised you about doing this activity?
 - What was your favorite thing about researching your city?
 - What did you learn?
 - What was the easiest part?
 - What was the hardest part?
 - How did you feel?
5. Have youth stay where they are until they have finished their suckers and you can introduce them to the next activity.

Activity 4

A Cruise Vacation? (15 Minutes)

- Make a large masking tape enclosure on the floor to represent the ship
- Choose an older youth to be captain to wear the captain's hat
- If there are many older youth, have them rotate the captain's hat

Introduction

This is your cruise ship. (Point to the rectangular masking taped area) This is NOT a normal vacation. Your captain is in charge and you need to follow his directions while on board. All aboard! (Blow whistle. Everyone moves into the taped area.)

Your Captain is very strict and if you do not follow directions, you will be thrown overboard. So listen up mates! These are your directions, practice them as the captain reads them, before it is too late, and then we will set sail. Rrrrr.... (pirate noise).

1. Blow the whistle and the captain reads a command card.
2. Youth are allowed one round of practice before they set sail.
3. Youth are sent 'overboard' if they are caught by the captain not doing his command.
4. Play as many rounds as the kids seem to want, but leave time for the making the next activity.



Directions for cards:

- **To the ship:** run to the captain's right
- **To the island:** run to the captain's left
- **Hit the deck:** lay down on your stomach (or if players don't want to get dirty, they can crouch down)
- **Attention on deck:** salute and yell, "Aye, aye captain!" -- players may not move now until the captain gives the order of, "At ease!" (i.e. even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease")
- **Three men in a boat:** the crew must form groups of three and sing "Row, row, row your boat" Anybody who is not in a group of three is out
- **The love boat:** Crewmembers grab a partner and dance. Anybody without a partner is out.
- **Clear the deck:** everyone must have their feet up off the floor
- **Scrub the deck:** everyone on their knees scrubbing
- **Captain's Quarters:** everyone run towards the captain
- **A Periscope:** Every player falls on their back and sticks one leg in the air. The last ones are eliminated
- **SHARK!** Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated
- **Three maids in a row:** Children form groups of three and sit in a vertical row. The players who are the odd-man-out are eliminated
- **Sick turtle:** Everyone falls onto their backs and wave's hands and feet in the air
- **Bow:** Run to the front of the boat
- **Stern:** Run to the back
- **Port:** Run to the left side of the boat
- **Starboard:** Run to the right side of the boat
- **Row the Boat:** Each player finds a partner, sits face to face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow are eliminated

Activity 5

Communication Cache (45 Minutes)

Introduction

Sometimes it is easier to talk with your family if the question is random and not full of situational energy. One way might be to put questions in a container and each day, someone gets to pull out a question, and everyone in the family must answer it. You could even send that question to your Service Member and you can all share in the answer. Next, we are going to create a communications cache of questions so that you can use to ask family members and Service Members questions every day.

Let's think of some questions we might want to talk about or ask our family. (There will be this list of conversation starters at each of the previous vacation stations as well.)

- Where was your favorite vacation when you were a child?
- Are you a morning person or a night person?
- Have you ever been out of the country? If yes, where?
- Tell me about a special holiday tradition.
- What time do you get up on Saturday morning?



- What is the best TV show ever?
- What is your favorite sport to watch?
- What is your favorite color?
- Can you tell me a silly knock-knock joke?
- Do you prefer the winter or summer Olympics?
- What is your biggest pet peeve?
- Do you like cats or dogs better?
- What is your favorite dessert?
- What would your dream car be?
- Would you pick a tent, camper or hotel as a place to spend the night?
- What is your dream vacation?
- What is your favorite school subject?
- What is your favorite season?
- Do you like white or chocolate milk?
- Finish this statement: Weekends are for....
- What is one song you could listen to over and over again?
- What is your favorite home cooked meal?
- Would you pick boots, flip-flops, tennis shoes, loafers, or sandals as your favorite shoe?
- How much sleep do you need each night?
- What was the best gift you ever received?
- What is your favorite board game?
- What do you think mom/dad/loved one is doing right now?
- What's the very first thing you want to say to mom/dad/loved one the next time we talk?
- What was the best thing about yesterday? The worst thing about yesterday?
- One goal I have for tomorrow is.....
- Are you more like an elevator or escalator? Why?
- What traits do you look for in a good friend?

1. Can you think of more? (Brainstorm more questions on large tablet at each station.)
2. Write more questions on the strips of paper provided.
3. Encourage the youth to cut up the questions from the Conversation Cache sheet at their table and put it in their jars or containers too.
4. Use tarp to cover tables.
5. Decorate your jar or container with permanent markers, glue guns and other embellishments provided.

Talk It Over



Reflect:

How did you feel about the activities you did today?
What was your favorite activity? Why?
Which activity was the most challenging? Why?
What did you learn by doing the activities today?



- ★ **Process:** How did you make the decisions on planning your vacation today?
How did you communicate and use teamwork to make your choices?
What did you learn by sharing your poster with others?
What suggestions would you have for someone else who wanted to do a similar project?
- ★ **Generalize:** How can you use the skills you learned today to help your family plan vacations?
What did you learn about your own skill in communicating with others?
Why is it important to have plenty of information before making decisions?
- ★ **Apply:** What other situations can you use the teamwork and communication skills you learned today?
How can you share your experience today with your mobilized Service Member?
Why were these activities important?
What other ways can you plan for a vacation?
How can you assist in planning your family's activities?
What factors in your vacation planning may become more important as your Service Member comes home?

Enhancement

- Bring in travel agents to talk about planning family vacations
- Explore different travel web sites. Look at Expedia, Travelocity and Orbiz, but also check out alternative ways to vacation. Look at National, State and county parks, for rent by owner cabins, beach home or ski condominium. Think about what your family likes to do. Ski? Hike? Relax? Go to plays? Ride a rollercoaster?
- Make a Conversation Cache for the car to use while in traffic

Closing

We had a very busy day today! The Suitcase Relay was fun and we all learned so much about the different cities by doing our posters. Before you leave today, decide who in your group will take home your poster. Put your Communication Cache in a place where you will remember to choose a conversation starter everyday. Don't forget to send your question to your Service Member. They'll like to be in on the fun.

Remember, everyone loves a vacation! Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family. Planning a vacation is a welcome diversion and practical entertainment when you are under stress. It doesn't have to cost much and you can take many types of vacations close to home. It will also help you look forward to the time when your family can spend time together. Research and explore online. You'll find corners of the world worth exploring. It's a way to use your imagination as well as their research and problem solving skills.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist, 2009.



Vacation Talk

Dear Family,

Today we took a vacation! We first did the Suitcase Relay. It was tons of fun; ask your youth about some of the things that happened. Then your youth spent time planning a vacation for one of ten cities. They made a poster and presented their posters to the group. Ask your youth about the cities they heard about and which city they thought might be the most fun to visit.



Remember, everyone loves a vacation. Thinking about and planning a vacation allows us to dream of the future and the things that we can do in new places with our family, even if you are on a tight budget and need to stay close to home. Planning a vacation is a welcome diversion and practical entertainment for youth who are under stress when their Service Member is deployed. They look forward to the time when they will return and they can spend time together. It's a way to use their imagination as well as their research and problem solving skills. Vacation Talk is also a great conversation starter for some of the 'tough to talk about' topics.

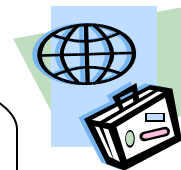
Another activity we did today was to make a Conversation Cache. This decorated jar is full of conversation starters, like those at the end of this letter, for you to use everyday. Draw a question daily and share that question with your deployed Service Member. It will help everyone talk about topics that are fun and interesting.

Vacation Talk is a fun and active variety of activities that will get Military Kids talking, not only about vacation destinations, but also it is also about their lives. Thanks for helping your youth participate in this Operation: Military Kids Deployment Support Cycle Yellow Ribbon Outreach experience!

Best regards,

Conversation Starters:

- What is your dream vacation?
- What is the most important thing for you to pack in your suitcase?
- What is more important on a vacation for you, staying in your budget or not missing one of the highlights of an area?
- Where in the world would you NEVER want to visit? Why?





Vacation Talk Vacation Planner



NAME OF CITY:

STATE:

STATE FAST FACTS

POPULATION:

LOWEST POINT:

CAPITAL:

TIME ZONE:

HIGHEST POINT:

STATE TAX:

CITY FACTS

POPULATION:

ELEVATION:

WEATHER:

HISTORY:

FUN CITY FACTS:

1.	5.
2.	6.
3.	7.
4.	8.

VACATION FUN

GEM ATTRACTIONS (list cost):

1.	5.
2.	6.
3.	7.
4.	8.

OTHER INTERESTING ATTRACTIONS (list cost):

1.	5.
2.	6.
3.	7.
4.	8.

RANK YOUR INTEREST IN THESE ATTRACTIONS:

Other things to consider:

How would you get there? How much would that cost?

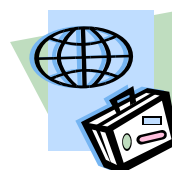


Where would you stay? How much would that cost?
What and where would you eat? How much would you budget per day?

What other things should you consider?

Notes on your city

Vacation Talk Vacation Planner





Vacation Talk



Conversation Starters for the Conversation Cache

- Where was your favorite vacation when you were little?
- Are you a morning person or a night person?
- Have you ever been out of the country? If yes, where?
- Tell me about a special holiday tradition.
- What time do you get up on Saturday morning?
- What is the best TV show ever?
- What is your favorite sport to watch?
- What is your favorite color?
- Can you tell me a silly knock-knock joke?
- Do you prefer the winter or summer Olympics?
- What is your biggest pet peeve?
- Do you like cats or dogs better?
- What is your favorite dessert?
- What would your dream car be?
- Would you pick a tent, camper or hotel as a place to spend the night?
- What is your dream vacation?
- What is your favorite school subject?
- What is your favorite season?
- Do you like white or chocolate milk?
- Finish this statement: Weekends are for....
- What is one song you could listen to over and over again?
- What is your favorite home cooked meal?
- Would you pick boots, flip-flops, tennis shoes, loafers, or sandals as your favorite shoe?
- How much sleep do you need each night?
- What was the best gift you ever received?
- What is your favorite board game?
- What do you think mom/dad/loved one is doing right now?
- What's the very first thing you want to say to mom/dad/loved one the next time we talk?
- What was the best thing about yesterday? The worst thing about yesterday?
- One goal I have for tomorrow is.....
- Are you more like an elevator or escalator? Why?
- What traits do you look for in a good friend?





Leafy Notes

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 15-20

Deployment Segment: Mobilized

Project/Life Skills

- ★ Communication Skills
- ★ Sharing
- ★ Cooperation

Activity Overview

Bring nature indoors! Learn about trees and put leaf rubbings on note cards to send their deployed Service Member.



Shout out!

Do you have a favorite tree? Learn about trees and turn a leaf rubbing from your favorite tree into a journal cover, a work of art or even as a note card with the latest happening at home to be shared with your deployed Service Member.

Get Ready

Roles for Uniformed Service Member

- Set up and help lead activities
- Share about your favorite tree. Why is it a favorite? If you have been stationed elsewhere, what types of trees did you see there? If there were none, why not (weather, soils, other growing conditions)?

Roles for Volunteers

- Help set up activities
- Help younger youth with the activity stations
- Help with any special needs youth

Activity Orientation for Volunteers: 1 hour

- Ability to work with a mixed age group
- Read through curriculum and supplies needed to set up activities
- Become familiar with activity directions or ways you might modify the activity for the age group(s)

Preparation time: 1 hour

Space: Open area with tables set up for activities. An outdoor setting near trees would be ideal.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Contact DNR or Soil and Water Conservation District officer and request tree poster of trees native to your area.
7. Check Tool Kit for Tree Identification Book or Fandex Field Guide: Trees (can be ordered from <http://www.nature-watch.com>) Use Tree Identification Book to identify the leaves you'll be collecting.
8. Order Leaf Rubbing Plates from Nature Watch – <http://www.nature-watch.com>
9. Make copies of the Crossword Puzzles and Word Finds for each participant.
10. Make copies of Parent Letter.
11. Collect an assortment of leaves from various locations. (It's a good idea that the instructor collect the leaf assortment instead of the youth, as we do not want trees damaged or defoliated by too many grabbing handfuls of leaves.)
12. Make copies of tree leaf identification answer sheets for Ice Breaker activity. (attached)

Get From OMK Tool Kit

- Fandex Field Guide: Trees

Procure Supplies

Activity 1 -Why Trees are Important

- Poster Paper
- Markers

Activity 3 -Leaf Rubbings

- Leaves or Leaf Rubbing Plates
- Paper for note cards or journal covers – several for each participant
- Crayons, with the paper removed, for rubbings
- More crayons, water color markers (or water color paints and brushes), colored pencils (optional: stamp pads)

Optional supplies for Leaf Rubbings

- Water color paints and brushes
- Colored stamp pads

Background

Trees provide many products that we use everyday. Participants will learn about why trees are important to us and have the opportunity to do leaf rubbings on paper that can be used for a journal cover or notes. The journal can be kept by the youth to record what they are doing, or what they have noted while the Service Member is deployed. Leaf rubbings could also be used to decorate note cards and used for Thank You's to those who have helped their family in any way or to write a short message to their deployed Service Member.

Set Up Your Space

(15 Minutes)

Set up tables, covering them with newspaper or plastic table clothes. Set out Word Find and Crossword Puzzles for individuals to work on as they gather. Remember pencils. Look for risk factors in the space; doors, broken chairs, electrical outlets, danger to young kids, security etc.



WHAT TO DO

Leafy Notes

Icebreaker

Which Tree is It? (15 Minutes)

Youth are going to match the name of the tree to the leaf, putting their answer on the prepared answer sheet.

- Lay out examples of leaves you have collected, labeling each A-K.
- Lay out the Tree Identification cards (note cards with the names of trees on them. (Be sure you have tree names for each of the leaves you have put out. Include a couple of unique tree names that are not represented in the rubbing or brought by you.)

Introduction to Trees

How are we like trees? (5 Minutes)

Who has a favorite tree? What is it? Why is it your favorite? Today we are going to do some nature prints using leaves from some of our favorite trees, but before we do that, I want you to think about a specific tree. It could be your favorite tree (if outdoors have the youth look at the trees around them). How would you describe that tree? Is it strong or weak? What makes us think it is strong or weak? (The shape, how tall it is, if it is straight or bent, if it has broken branches, if there are any signs of disease - might be some of the answers you will get.)

Can you identify any of the trees here at the site? (If you are not at a site where there are trees, bring in a poster of trees. This can be gotten from your Department of Natural Resources or your local Soil and Water Conservation District Office.) How did you know it was a _____ tree? (Answers will vary, but may lead back to the shape of the tree, the leaves, the seeds, etc.)

We all have favorite trees and like them for different reasons. Trees, like us, have different characteristics and live harmoniously with each other. Trees, like us, survive better when they can put down roots. When we feel grounded in one place, we are more comfortable. Making new friends, or moving to a new location can give us broader experiences in life, yet it can also be a scary thing. Sometimes we feel uncertain about what is going to happen next. Like the tree, we want to put down our roots, to stay in one place. Unlike the tree, we are better at adapting to the changes. We have some family members and others who are there for our support. We make new friends, many who might also have a loved one deployed. We can grow tall and become strong. We can work with others to feel more safe and secure.

Activity 1

Why are trees important to us? (15 Minutes)

1. Break students into groups, giving each a sheet of poster paper and a marker.
2. Tell them you are going to give them 1 minute to come up with items/reasons that trees are important to us.
3. Post the lists (or have someone from the group hold them up) and have a spokesperson from each group share one thing that the group listed on their poster.
4. Go around the room, so each group has the opportunity to share one thing.
5. Give each group the opportunity to share another benefit. Continue until most ideas have been shared. Some of the things they might share are listed below.
 - Trees provide temperature control by providing shade and blocking strong winds (reducing wind speeds)
 - Trees provide us with products - wood products include furniture, paper for writing on, for gift boxes and for shipping boxes and food packaging, rayon for



clothing and tires, wood in countertops, activity tickets (made of paper), paper we write on, the outside of a pencil, particle wood is found in cement too

- Trees provide us with recreation equipment - bowling pins, baseball bats, etc.
- Trees provide us with food products - nuts (these are actually the seeds of the conifer trees and are dropped in the spring), syrup (maple is the most popular), artificial vanilla is made from a wood product; there are some aspen particles in some cereals (giving fiber to the cereal)
- Trees provide building materials for our homes and food for wildlife
- Trees provide us with products for some Holiday celebrations. Many Christians will have a Christmas Tree for their Holiday celebration. Did you know that 35 million are sold annually? MN, Wisconsin, Michigan provide 1.3 million of these trees
- Trees provide us with a heat source for campfires and wood furnaces and stoves. Trees are a renewable resource
- Trees filter air pollutants and noise pollution. They use carbon dioxide and give off oxygen for us to breath
- Trees provide beauty
- Trees prevent soil erosion. Their roots help hold the soil together (and their leaves reduce wind speed that might blow soil away)
- The Forestry industry provides many jobs

Summary: Trees give us many benefits. They provide materials for food, shelter, and clothing. They have a role in our transportation and recreation. They are renewable resources. They help protect and clean our environment.

Activity 2 Introduction

Tree Identification (15 Minutes)

What are some characteristics that make you, you? (Answers will vary, but may include eye color, hair and skin color, curly or straight hair, tall or short, ethnic grouping, etc.) What are some ways that we identify trees? (Trees can be identified in different ways at different times of the year. In late Fall, Winter and early Spring we need to go by the tree shape. In late Spring, Summer and early Fall, we can also use the leaf of the tree or the seed to help us identify the tree. Twig arrangement is also a way we can identify the tree.) Most times we use tree shape and leaves to identify a tree.

Let's see how you did with the icebreaker activity. (Hold up each individual leaf and ask the youth what they had for an answer. If you have the *Fandex Field Guide: Trees*, have the youth select a tree before beginning this activity. The one who has that tree can then give a little information about the tree. (If you do not have this resource, you will probably be the one giving a little background on each tree.) Complete this process for each leaf you had them identify.

Activity 3

Leaf Rubbing (40 Minutes)

You will need several sheets of white/colored paper, flat leaves – fresh leaves work better than dried leaves, or the leaf rubbing plates, paper towels or table cloth to protect table surfaces, crayons with paper removed or washable markers or water color paints, etc.



1. Place paper covering on table.
2. For the first one, have all the kids do the same thing:
3. Place leaf veined side up on table.
4. Place plain paper over leaf.
5. Take the paper covering off of the crayon.
6. Using crayons on side, rub gently across leaf, looking for veining pattern and leaf shape to appear on paper.
 - Encourage students to make several rubbings experimenting with different leaves and different coloring materials
 - Encourage them to be creative in the leaf placement as well as color
 - Help them identify their leaves using your tree identification book or *Fandex Field Guide: Trees*

Activity 4

Writing a Note (20 Minutes)

Encourage the youth to think about someone they want to thank for doing something kind for them or their family. They might be thanking a family member for helping them with homework or a neighbor for mowing the lawn or bringing in a meal. Help them with wording of a thank you note using the rubbings made in the previous activity.

The following format is a simple one to use:

- Thank you for (whatever the deed was)
- I (or my family) appreciated your act of kindness
- Sincerely, (their name)

Talk It Over

(10 Minutes)

★ *Reflect:*

What did you learn about trees today?

Why are trees important to us?

How did you feel about making the thank you note for someone who has helped you or your family?

★ *Process*

What did you learn about tree leaves that you didn't know before?

Why is it important to communicate with those who are helping us while our Service Member is deployed?

What are some things you could write in your journal about what we did today that you can share with your deployed Service Member?

★ *Generalize:*

How might the trees in different parts of the world be different from the trees you gathered leaves from in your community? How might they be similar?

Would you like to hear about the trees that are found in the area your deployed Service Member is serving?

How do you feel when someone says "Thank You" or sends you a thank you note?

★ *Apply:*

Although the leaves of different trees look very different, they perform the same function. Just like you, they may look different from one another, yet you have many things in common. What are some of the things you have in common?



Will you do leaf rubbings with your family? How will you use those you make?

How else can you use the skills of writing in your journal or writing a note to someone?

Enhancement

1. Visit the Nature Watch website <http://nature-watch.com> for other tree identification ideas and activities you can do with leaves.
2. Read the book *The Giving Tree*, by Shel Silverstein.
3. Do a “leaf walk”, like a cake walk, only instead of numbers on the floor, put down squares of different leaves (make these with your leaf rubbing materials). Make smaller version and draw one out to be the selected leaf/tree. Play songs about trees and when the music stops (done by the leader) who ever is standing on the “selected” leaf needs to name the tree. If he/she is struggling, give hints or allow them to draw on a partner to help answer. Reward with some small item (product that comes from a tree, such as pencil, small note pad, etc.). Game continues with the last person drawing out the “leaf” for the next round. Music begins, is stopped, and whoever is standing on the “leaf” gets to identify the tree, and so forth. Stop the game before the excitement wears off. Be sure to award everyone at the end.

Closing

Before you go, remember all the things you learned about trees and leaves today. We use tree products everyday ranging from paper to building products to nuts and fruits that we eat. Trees also help keep us cool in warm weather and can protect us from cold winds. Leaves are what make trees so interesting and beautiful to people. Leaves are important to our environment. What else do you remember about trees? (Let youth give some answers.) Our leaf prints will help us remember to appreciate the importance and beauty of leaves and also the importance of writing *Thank you* notes to others.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. Exploring the Treasures of 4-H, Helpers Guide, Washington D.C.: The National 4-H Council, National 4-H Council, 2005.

National 4-H Cooperative Curriculum System, Inc. Forest Resources Project Beginner Level, Washington D.C.: The National 4-H Council, 4-H BU-3647F, University of Minnesota, 1989.

Activity developed for Operation: Military Kids Deployment Cycle Support on Yellow Ribbon Outreach Experience by: Shirley Doering, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Leafy Notes

Dear Family,

Today we learned about trees, which are our favorites, and why they are a favorite. Some shared they liked their tree because of how they looked, some shared a pleasant memory they had with a tree. Others remembered certain trees because they fell out of it when climbing. Not such a good memory!



We used tree leaves and leaf rubbing plates to create a note card to write a *Thank you* note to someone who has helped them or their family during the deployment time of your Service Member. Please help your youth address an envelope and mail their *Thank you* note.

We encourage you to discuss with your child things they might want to put in their journal. It might be some daily happenings, exciting things at school or community events you've participated in. It might be the happy thoughts when someone has offered their kind help to your family. It might be drawings or pictures. We are hoping that the journal will be shared with your deployed Service Member either during deployment or upon their return.

Thank you for having your child come to our program! Not only did this project help provide knowledge about trees, but provided an effective communication tool for your child.

Sincerely,

Conversation Starters:

- If you could be any tree, what kind would you be?
- What is your favorite season? Why?
- Where are your strongest roots?
- If you were going to make something out of wood, what would you make?





Which Tree Is It?

Leaf	Tree Name
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	



Our Best Friends

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 10+

Deployment Segment: Mobilization

Project/Life Skills

- ★ Communication
- ★ Resiliency
- ★ Managing Feelings

Activity Overview

Youth will explore the world of pets while understanding the need to have someone or something to talk to and help them through difficult situations.



Shout out!

Many times we are full of so many feelings and need to have someone or something to talk to. Come and learn about pets and how they can help us in difficult times. We will have fun and games while learning about our furry (or feathered or scaly!) friends! You don't have to have a pet to attend!

We will collect and send donations to Operation Baghdad Pups. Any of the following would be greatly appreciated:

Items for the Dogs and Cats

- ★ **Collars**
Red or royal blue is the preferred color. Collars should be adjustable to fit small, medium, and large dogs.
- ★ **Leashes**
Red or royal blue is the preferred color. Leashes should be at least 6 feet long.
- ★ **Poop Scoop Bags**
Biodegradable bags designed for picking up poop are needed. The holder that can attach to the leash are appreciated too.
- ★ **Housebreaking Pads**
These are used to line the bottom of the airline crates that the cats and dogs are in when they are flying.
- ★ **Litter Boxes**
Small plastic litter boxes (approximately 6 inches x 12 inches) fit best inside the airline crates. Litter boxes with hoods will not work.
- ★ **Plastic Food/Water Bowls**
These must be the type approved for use in airline crates. They are white plastic and they clip on to the inside of the door on the airline crates. Bowls that would just sit on the floor of the airline crate are not allowed.



Get Ready

Roles for Uniformed Service Member

- Assist in lesson plans
- If possible, bring in a personal pet and talk about your relationship

Roles for Volunteers

- Assist in lesson plans

Activity Orientation for Volunteers:

- None

Preparation time: 1 hour

Space: Indoor space

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for embellishments and scissors.
6. Gather supplies.
7. Ask facility if pets are allowed on site.
8. Print off animal pictures from internet and laminate. Have enough for at least one per youth plus a few extras.
9. Explore the web site for Operation Baghdad Pups: <http://www.baghdadpups.com/>. You will need to use the donation address on the website to send any donations that are collected.
10. Make copies of Parent Letter.

Get From OMK Tool Kit

- Gyro ring
- Teachable Moments book

Procure Supplies

- Laminated animal pictures or an assortment of stuffed animals
- Variety of craft supplies – yarn, craft sticks, pipe cleaners, egg cartons, buttons, straws, etc.
- Glue
- Masking tape
- Poster paper
- Cardstock 8 ½ by 11” in variety of colors
- Animal cracker cookies
- Milk
- Washable markers
- Pens/pencils
- Poster paper
- Cups & napkins



Background

In a time of deployment, youth need to know that it is important to be able to talk about their feelings. Sometimes it is the parent that is still at home, sometimes the Service Member that is deployed and sometimes it is their beloved pet. Not all students will have pets that come to this session. Some may enjoy feeding the birds in their backyard or being in nature. Be able to stress that there are lots of people in their lives to talk to. Evaluate the age of your group and respond with age-appropriate activities. Animals are important to Service Members also. Operation Baghdad Pup is one organization helping to rescue dogs and cats from Iraq and provide safe homes here in the states.

Set Up Your Space

Indoor space – work area should have tables and chairs for youth to work at and room for youth to sit in a circle.

WHAT TO DO

Our Best Friends

Icebreaker

Animal Introductions (15 Minutes)

Have youth sit in circle and welcome them to the day. Put the laminated pictures or stuffed animals in the middle of the circle. Instruct the youth to pick an animal that best represents them. Have youth go around circle, introduce themselves and then tell why the animal best represents them.

Activity 1

Create An Animal (45 Minutes)

1. Spread craft supplies around tables.
2. Instruct youth that they need to use the supplies to create their own animal. They can use tape and glue to put it together.
3. Encourage youth to make it big and creative.
4. Tell them they will need to introduce their pet and what they eat to the rest of the group.
5. When all seem to be done, have youth sit at the tables by their new pet.
6. Have the youth go around and introduce their pet and what they eat.
7. Ask, what are some ways that we need to take care of real pets? Encourage answers for feeding, water, health needs, shelter, love, and other needs. List answers on the poster paper.
8. Put craft aside to dry.

Break

(15 Minutes)

- Hand out animal cracker cookies and milk
- Allow time for restroom break

Activity 2

After Snack Game (15 Minutes)

Gyro Ring activity - Have youth stand in a circle and introduce the gyro ring. The object is to get the rings going and then pass the hoop around the circle without stopping the rings. If they stop, the person it stopped with can have the chance to start them up again and pass it. Try until the gyro ring has made it around the circle without the small rings stopping.



Activity 3

Cards for Operation Baghdad Pups (20 Minutes)

1. Introduce the Operation Baghdad Pups mission.
2. Tell youth that they will be making cards for the organization to give to sponsors or Service Members that are working with the animals.
3. Hand out cardstock and markers.
4. Have youth fold in half to make a card.
5. Instruct youth that they can write a thank you for taking care of the animals or create drawings to accompany the donations.
6. Collect the cards to be later shipped with the donations. Show the youth the donations that have been made.
7. Gather students back in a circle to discuss Talk It Over. If Uniformed Service Member brought a pet, have them talk about their relationship prior to Talk It Over.

Talk It Over

(15 Minutes)

- ★ **Reflect:** What were your expectations when you came here today?
What was your favorite part of today?
How did you feel about the Operation Baghdad Pups?
- ★ **Process:** What is something new that you learned today?
Why is this important to learn?
What else could you do with animals?
When is it important to talk with someone about how you're feeling?
- ★ **Generalize:** Since your Service Member has been deployed, how can animals help you?
What else would you like to learn about animals?
Where else have you learned about pets and animals?
- ★ **Apply:** How can you use your animal information after you leave today?
What are other situations that you can use these skills?
What are other situations that you need to talk with someone?
What else can you do further with Operation Baghdad Pups or other organization?

Enhancement

Invite a veterinarian in with an animal to talk about proper health care for pets.

Closing

(10 Minutes)

In our short time together today, we created an animal, talked about how we would take care of it, had an animal snack, and made cards to go to Operation Baghdad Pups. We also talked about how when we take care of animals, they take care of us.

Pets and animals can help us through difficult situations by being a good friend to us. They can take care of us and just be there when we need them. Remember, you can take care of animals around your area at zoos, wildlife sanctuaries and many other places. When you leave today, make sure you have the right animal that you created. The letter going home has the web site for Operation Baghdad Pups that you can explore. I encourage you to look for other ways on the web site that you can help animals.



Credits/Sources

Cain, Jim; Cummings, Michelle and Staunfield, Jennifer. A Teachable Moment, A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection. Kendall/Hunt Publishing Company, Dubque, Iowa. 2005. Gyro ring Activity.
< www.training-wheels.com >

Operation Baghdad Pups: <http://www.baghdadpups.com/>

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Nicole L. Pokorney, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Our Best Friends

Dear Family,

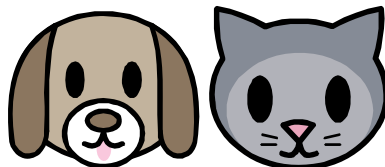
Today we explored the world of pets. We designed our own made-up animal and discussed how we would take care of it. We ate animal crackers for snack and then we made cards for the Operation Baghdad Pups organizations that will go with our donations.

Throughout the day we talked about how when we take care of pets, they can take care of us by being a great friend when we are going through difficult situations. Your family may not have a pet within the home, but we can feed the birds in our yard or visit zoos and wildlife sanctuaries to know the animals around us. Operation Baghdad Pups can be further explored at: <http://www.baghdadpups.com/>.



Thank you for allowing your youth to participate in the session today. If you have any questions about your child's experience, please feel free to call me at _____.

Sincerely,



Conversation Starters:

- Tell me about your animal that you created. . .
- If you own a pet – what are some ways we can make sure [name of pet] is taken care of?
- If you do not own a pet – what are some ways we can take care of the animals around us?
- What are you feeling while your Service Member is gone?
- Would you rather have a cat or a dog? Why?



Desert Garden

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Mobilized

Project/Life Skills

- ★ Creative Thinking
- ★ Learning to Learn
- ★ Self-responsibility
- ★ Managing Feelings
- ★ Relationships



Activity Overview

Youth will create a desert indoor diorama – a dish garden.

Shout out!

Does a cactus have a personality? Come and find out! We'll explore the deserts of the world looking for succulents, cacti and other plants. Then we'll make a cactus dish garden to take home and nurture.

Get Ready

Roles for Uniformed Service Member

- Talk to the youth about your experience in the desert, or with the dryness of where you have worked as a Service Member
- Help the youth at the tables as needed

Roles for Volunteers

- Assist with placing all the materials on the tables
- Help the youth at the tables as needed with their dish garden

Activity Orientation for Volunteers: 30 Minutes

- Background on creating a dish garden, succulent plants, dioramas

Preparation time: 2 hours

Space: Tables, chairs

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for additional sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for extra embellishments and scissors.
6. Schedule use of Mobile Technology Lab for a laptop or bring your own with connections.



7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to use with a laptop.
8. Research cactus and succulent plants. www.encyclopedia.com/topic/cactus.aspx
9. Cut out pictures of cactus and succulent plants from magazines and/or run off from CD found in Tool Box.
10. Order Mobile Technology Lab to use to show DVD's of cacti/deserts and for digital camera and printing.
11. Purchase cactus and succulent plants.
12. Procure supplies.
13. Copy Parent Letter.

Get From OMK Tool Kit

- CD's of Deserts from around the world
- CD's with Photos of Cacti
- Tarps

Procure Supplies

- Photos of deserts. (see CD of AZ deserts), also Iraq, Afghanistan
- Photos of cactus. (see CD of AZ botanical gardens with cacti from around the world)
- Pictures of cactus cut out of magazines or off the internet. (one for each participant as well as several extra ones)
- Small cactus and succulent plants (in 2 ¼-2 ½" pots), various heights and shapes donated from floral/landscape businesses, or purchased/donated from local department stores
Succulent plants: Cactus, Aloes, Sedum, Snake plant, House Leek, Jades, Panda plant
- Acrylic photo frame that will fit and look nice in the background of the desert dish garden.
- Paint pens
- 2" (minimum) terracotta dish
- Garden trowels
- Gloves
- Tongs
- Teaspoons or strong plastic spoons
- Course sand or fine gravel
- Small pebbles
- Loam (a mixture of sand, clay, silt, and organic matter)
- Digital camera and printer or a Polaroid camera and film.
- Other small items to put into the dish for added color, variety, etc. (small military people, little tents, small American Flag, etc.)
- Optional: small wading pool covered with brown/tan paper and filled with sand
- Snack
- Masking tape

Background

Youth will explore the deserts of Iraq, Afghanistan, AZ, and others, and learn about cactus and other succulent plants. An analogy will be made between the dryness of the desert and the times of "dryness" in our life (how we go through changes), as well as the age and strength of the



cactus and how we too find strength within to get through the “dryness” and changes of our life.

Set Up Your Space

Have a desert scene set-up as the youth arrive. It could be a larger dish garden or cover the outside of a plastic wading pool with tan/light brown paper and put sand in there with larger succulent plants, cactus, etc. Place an acrylic photo frame in the background of the dish garden that would have a picture of someone deployed.

WHAT TO DO

Desert Garden

Icebreaker

Become a Cactus (15 Minutes)

1. Have the youth come up to a table and look over the pictures of cactus.
2. Have each youth choose a cactus that they would want to “transform” into if they could, and then have youth sit in a circle.
3. Go around and tell why they would want to look like that particular cactus, and also tell the group where they would want to live as that cactus.
4. Have them state their name, age, and where their Service Member is deployed.

Activity 1

Uniformed Service Member (10 Minutes)

1. Service Members should talk to the youth about their experiences in the desert, or with the dryness of where they have worked.
2. Have the Service Member answer any questions that the youth may have.

Activity 2

Types of Deserts (20 Minutes)

1. Show photos/CD of deserts (AZ, Iraq, Afghanistan...).
2. Talk about what kind of weather is found in a desert (hot, dry, sunny...).
3. We all go through a “desert” time in our life, and we need to know that we are not alone and that there are others who can help us get through these “desert” times. Who might be some of these people (teacher, counselor, friend, neighbor, clergy)?

Activity 3

Types of Cactus (20 Minutes)

1. Show photos/CD of various cacti;
2. Talk about the strength of cacti and the size and age of them. Relate back to the responses that the youth gave in the Ice Breaker activity. Some can get to be over 200+ years old. We are asked to be strong when facing tough times. In what ways can you be strong while your Service Member is away from home? We also need to look at others to help us during difficult times. It does not mean that we are claiming defeat when we just don't feel strong, but that we have acknowledged that there are others who can help us for awhile. We can look to those that are older than us as they have the wisdom from their own experiences. We can connect with other families in the Service.

Activity 4

Desert Photo Frame (20 Minutes)

1. When you are designing the desert dish garden, we want you to include a photo of your Service Member.



2. Pass out picture frames and paint pens.
3. Have youth put their Service Member's name and unit on the top or bottom of the frame. Make sure that they leave room to see the photo!
4. Remind them that they can always replace the photo with new photos of their Service Member, or a memory of something you did with them.
5. The frame should go into the background of the garden, like a diorama.
6. Explain that a diorama is a three-dimensional representation of a scene (show the one that was put together as the visual when the youth came in the door. (ex: wading pool) Show examples.

Break

(15-20 Minutes)

Activity 5

Choosing Plants and Designing (15 Minutes)

1. On the tables you will find the materials needed for your dish garden. Each garden will have a cactus and other succulents that grow well under hot, dry conditions and last the longest in the home without much replanting.
2. We'll call you up by tables to choose a couple plants, plants of different heights and shapes. When you handle the plants you will need to have gloves and/or tongs to protect yourself from thorns.
3. As we call you forward, picture in your mind the kind of design you would like to have in your garden.....right angle, horizontal, circle, vertical, oval, triangle, etc.

Activity 6

Designing the Dish Garden (15 Minutes)

(Show and Tell)

1. You will want to keep the soil line $\frac{1}{4}$ " from the rim because of watering.
2. For drainage, use the fine gravel/course sand on the bottom.
3. We will be mixing 2 parts sand, 1 part loam. With this type of desert dish garden we will not need peat moss as called for in other types of dish gardens.
4. Keep in mind where you want to place the photo frame.
5. Begin taking the cactus and other plants out of their containers wearing gloves and using tongs. Use a spoon to carefully lift the plant.
6. For a desert garden, put about $\frac{1}{4}$ " layer of sand or small pebbles over the soil to keep the plants dry.
7. Add other little items to the garden (color, variety).

Activity 7

Youth Design and Make their Dish Garden (45 Minutes)

Break

(10 Minutes)

Activity 8

Rabbit Race (20 Minutes)

1. This is a relay race.
2. Put down a piece of tape on the floor at one end of the room and another piece of tape at the opposite end of the room.
3. Have youth break up into teams of 5.
4. Have one of the youth from each team be the cactus in the middle of the relay route.



5. Their job is to stand somewhere in the middle of the route, not move, but make themselves as big as possible. (Spread legs, lie on the floor, sit) They're cacti in a desert.
6. Then have 2 youth at each end of the room.
7. Now explain to the youth that their job is to be a rabbit. They need to cross the desert as fast as they can and avoid the cacti and each other.
8. When they get to the other side, the next rabbit can come out of their hole and race across.
9. The goal is to see which team can hop faster across the desert

Talk It Over

- ★ **Reflect:** Why did you choose the plants you did for your desert dish garden?
How did it feel when you put the picture of your Service Member in your desert garden?
Does working with cacti help you feel more connected with your deployed Service Member?
What did you learn while doing this project?
What surprised you?
- ★ **Process:** What problems came up over and over? How did you handle them?
How did others help you with the dish garden?
Did you include your photo from the beginning or put it in at the end?
Why?
What skill(s) were you developing through your project?
- ★ **Generalize:** Why was it important to have plenty of information about deserts, cactus, etc., before making decisions to create the dish garden?
What are some ways that you like to learn to get information?
How can you use this information to communicate with your deployed Service Member?
What deserts do you have in your life?
How can you survive and grow?
- ★ **Apply:** In what ways do people help each other learn new things?
What can you do to help yourself keep learning? Are there people you would ask for guidance from?
If you have questions or need information about anything while your Service Member is gone, how will you get that information?
If you would design another desert dish garden, what would/could you do with it?
What other type of dish gardens could you make that might be helpful for your Military Family at home?

Enhancement

For those who finish early and want to design another dish garden, they could do so and then add a small American Flag in the garden and deliver to VA Hospitals and Centers. Find out about other types of deserts in the world.



Closing

You have learned quite a few skills in creating your desert dish garden, and we are proud of what you have accomplished in this amount of time. Talk about your garden when you return home and place it in an area that will remind you of your Service Member, and also remind you of the skills you used to design it, the people who may have helped you, and the friends you made today. You will only need to water every 7-10 days and keep them in the sun.

Credits/Sources

Minnesota Extension Service, University of Minnesota 4-H Youth Development, Indoor Gardening, Revised 1974, <www.encyclopedia.com/topic/cactus.aspx>

Harris, Anita M., Pictures of Cacti and Deserts, 2007.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Anita M. Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Desert Garden

Dear Family,

Today we made desert dish gardens. Youth explored various deserts (Iraq, Afghanistan, AZ, and others) and learned about cactus and other succulent plants.

An analogy was made between the dryness of the desert and the times of “dryness” in our life, as well as the age and strength of the cactus and how we too find strength within as well as strength from our peers, family, and friends to get through the “dryness” or the changes of our life. Encourage your youth to talk about their garden when you return home and place it in an area that will remind you of your loved one. Remind youth of the skills they learned today, the people who helped them, and the friends they made. Encourage your Service Member to send pictures to put in their youth’s desert garden.



You will only need to water every 7-10 days and keep them in the sun.

You may also want to think about how you can make other types of dish gardens for your home. For example, make an herb garden, to add spice and flavor to your foods. Share how they grow and what foods you are making for your family with your Service Member. Encourage your Service Member to share some of the spices and herbs from their area.

Thank you for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience! We hope they had a good day.

Best Regards,



Conversation Starters:

- What did you learn about the desert and the strength of a cactus?
- Tell me about the strength inside of you that will make you strong while (insert name here) is away? Who can we as a family reach out to for strength and support while (insert name here) is away?
- If we made a dish garden together, who could we give it to?
- What other type of dish gardens can we make?



Frogs are Fun!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Mobilization

Project/Life Skills

- ★ Gathering Information
- ★ Observation
- ★ Concern for Others
- ★ Learning to Learn

Activity Overview

Explore the variety, differences, and sounds of frogs from around the world and have fun playing some frog related games.



Shout out!

Frogs are Fun! Discover the variety, differences, and sounds of frogs from around the world. Then we'll investigate 'metamorphosis' and play an abundance of 'frog' games.

Get Ready

Roles for Uniformed Service Member

- Share with participants any stories they have about frogs, especially if they have seen any in another country
- Assist youth with activities as needed

Roles for Volunteers

- Assist with the cutting of templates for frog faces
- Assist with cutting of fleece for frog bean bags
- Assist with running the hot glue gun for frog bean bag activity
- Assist with snack and other items as needed
- Assist with games

Activity Orientation for Volunteers: 30 Minutes

- Basic orientation of lesson and where assistance will be needed
- Listening to frog sounds and knowing which supplies will be helpful in making the frog sounds

Preparation time: 30 minutes

Space: Indoors, large room or outdoors, if possible, for some observation.

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.



5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional embellishments and scissors.
6. Print template of frog bean bag.
7. Depending on the age of the participants cut out the felt pieces for frogs and tongues.
8. Copy metamorphosis worksheet.
9. Procure supplies.
10. Copy Parent Letter.

Get From OMK Tool Kit

Activity 2

- Hot glue gun & glue sticks
- Extension cords
- Scissors
- Cotton gloves

Activity 3

- Boom box

Activity 4

- Book: "A Guide to Wildlife Sounds" with audio CD

Activity 7

- Large mixing bowl
- 1/3 measuring cup

Procure Supplies

- Jar of jelly beans (pre-counted) (Set up your space activity)

Activity 2

- Green felt (1 piece of 8 ½ x 11 piece per participant)
- Red or pink felt (will need to cut frog tongue from pattern – should be able to do 12-15 from one piece of felt)
- Rice
- Paper funnel
- Google eyes

Activity 3

- Hula Hoops – several
- Swim fins – several pairs

Activity 4

- Plastic bag
- Sleigh bells (or small craft size bells) (approx 30 ct)
- Balloons – one per participant
- Rubber bands – one per participant
- Plastic comb – one per participant

Activity 5

- Wooden stick (long popsicle) – one per participant
- Cardstock cutout of face – one per participant
- Markers
- Crayons
- Pens/pencils



- Glue

Activity 6

- Party blower (one per participant)
- Velcro (1 piece of hook side and 4 pieces of loop side per participant)
- Photocopies of flies to be used in activity (4 per participant)

Activity 7

- Small plastic bags (Act 7)
- Plain m&m's
- Raisins
- Chow mein noodles or small stick pretzels
- Gold fish crackers

Activity 8

- Celery sticks
- Peanut butter
- Cheez Whiz
- Table knives to spread peanut butter or cheese
- Sharp knife to cut celery

Background

Frogs and toads are found around the world. The sounds made by frogs and toads may be very familiar to many people. As a frog lays eggs and the tadpole emerges and later becomes a frog, many people also go through a metamorphosis as they learn and change and grow. Thinking about the similarities to a frog, many people will identify with the changes. It is helpful for youth and families to think about how they may have their own metamorphosis related to a deployment and how they will share that story of change with others. Encouraging youth to explore and learn about themselves, as well as their surroundings will help them better understand the experiences they may have.

Set Up Your Space

When youth enter the room, there will be a CD playing different frog and toad sounds. Photos of frogs and toads may be displayed. As youth enter, there may be a jar filled with jelly beans where youth could guess how many jelly beans were inside. A box should be available where youth could slip their piece of paper inside with their guess. (Be sure they include their name with their number guess.)

WHAT TO DO

Frogs are Fun!

Icebreaker

Noisy Names (15 Minutes)

Ask youth to stand in a circle. Since we will be spending some time together today, it is important that we know one another's names. I'd like each of us to introduce ourselves by saying our first name. After you've said your name, I'd like you to make a sound or noise. You'll continue to make that noise quietly as everyone introduces themselves. You cannot repeat the same noise if someone else is already using that noise.



Introduction

(5 Minutes)

Just like each of us made a noise when we introduced ourselves, animals and birds and other creatures found in nature make sounds and noises as well. Frogs and toads make noises like peeps, snoring, and cackling while birds sing and call. You can hear squeaks and chatters, yips and howls as you take a walk outdoors and listen. As you think about the sounds and noises that creatures make, it's also important to think about the messages they are communicating. As humans listen, we may not always know what the creature is saying, but to others of that species it might be a mating call, a warning or just a friendly hello. Communication is important for humans as well as animals. Today we are going to explore some information about frogs and we'll have some opportunities to listen to sounds, but also to see if we can replicate some of those same sounds ourselves.

Activity 1

Tadpole Changes (30 Minutes)

As you think about frogs, can you think of a few things that describe how a frog looks? Does it always look the same? One of the important things to remember about a frog is that it starts out as a tadpole. Frogs actually lay eggs in the water, where they usually cling to a leaf or something close to the surface, where they can be warmed by the sun. It takes about two weeks for the eggs to hatch and then you see tadpoles swimming in the water. Tadpoles have long, strong tails and swim in water. After two more weeks, the tail on the tadpole grows longer and legs start to grow. On each leg, there are five toes on his webbed feet.

As the tadpole continues to grow, he starts to grow front legs and their gills disappear and they begin to breathe through their lungs – making them a froglet. The tail begins to get shorter, but his long, sticky tongue is beginning to grow now. With the legs fully grown, he is now a frog and will spend most of his time on land, instead of in the water. It takes a frog nearly two years to fully change from a tadpole into a frog and be done growing.

Can you tell me what the name of this full change is called – from being a tadpole to a fully grown frog? The word is metamorphosis and it means change. While many things, including people, change over time, the change is not always as obvious as it is with a frog. We are going to do an activity that shows how this frog has changed from a tadpole into a frog. (Use worksheet attached to this lesson)

Activity 2

Frog Bean Bags (30 Minutes)

1. Ask youth to trace two frog patterns on their piece of felt.
2. Cut out two frog patterns from felt. (one piece of 8 ½ x 11 felt will work per participant)
3. Cut out one frog tongue from felt using pattern.
4. Identify an older youth or adult who will use the hot glue gun to fasten the two pieces of felt together (leaving a small opening near the mouth). It is best to glue in short sections to assure the felt and glue will bond. (If youth in the group are young, you may also want someone to do the cutting prior to the activity.)
5. Identify another older youth or adult and they will help with the use of a funnel made from paper to fill the frog with ¼ cup of rice through the hole remaining in the mouth.
6. Return to the older youth or adult with the hot glue gun and have the tongue glued into the mouth hole.



7. The older youth or adult can use the hot glue gun to fasten the Google Eyes to the frog.
8. Spots could also be added to the frog or any other identifying features.

Activity 3

Frog Games (60 Minutes total)

We will play several games that are named after frogs or imitate something a frog does. Can you tell me what any of them might be? (You might hear Leaping Frogs, Leap Frog, Frog Leap, etc.) We'll actually do a couple of the games now and see how much we can be like frogs.

1. **Leap Frog:** (15 minutes depending on size of groups)
Form even teams and line the teams up. Place three or four hula hoops flat on the ground in a line in front of each team. Young people will "leap" like a frog from hoop to hoop. When one member of the team has "leaped" through the hula hoops, the next team member may begin. When each member of the team has completed "leaping," they should sit down so it is obvious that they are all done. The first team completed is the winner of this game. (If hula hoops are not available, string may be used to form circles.)
2. **Frog Leap** (15 minutes depending on size of group)
Form even teams and line the teams up. The first member of the team will do a leap frog move (jumping forward while in a squat using their arms and legs). This team member will then stay in that squat position where they landed. The next team member will then "leap" over the first team member and then stop where they landed. Each team member will repeat the "leap" over each team member and then stop where they landed. The relay will be complete when the first team member does a final "leap" over all team members. The first team completed will be the winner.
3. **Swim Fin Races:** (15 minutes)
Form even teams and line the teams up. The first member of each team will be given a pair of swim fins (available from a sporting goods store or retail store). The team member will put on the swim fins and race to a point marked on field/floor and turn around and race back to the team line. The team member will take the fins off and give them to the next member in line who will repeat the race to the marker and return. As each team member returns to the line, they are asked to sit down and wait for all team members to complete their race. The first team with all members sitting will be declared the winner.
4. **Frog Bean Bag Toss:** (15 minutes)
Place hula hoops or circles made of string on the ground or floor. Divide youth into small groups and assign them to a hula hoop. Have them each stand four giant steps back from the hula hoop and toss their bean bag into the hula hoop. If this is too easy for them, have them take additional steps backwards. If this is too difficult, they can take one step forward. Set up challenges between groups to see how many from each group can achieve the goal in a certain number of tosses or in a time limit, etc.



Activity 4

Frog Sounds (20 Minutes)

Introduction

We're going to listen to some frog sounds and see if they can be identified by the sound they are making. Following our listening, we will use some items from around the house and see if we can duplicate those sounds.

Sounds to listen to from the book "A Guide to Wildlife Sounds":

- #59 Spring Peeper
- #60 Western Chorus Frog
- #63 Cope's Gray Tree Frog
- #65 Green Frog
- #66 Bullfrog
- #68 Pickerel Frog
- #69 Northern Leopard Frog
- #71 American Toad

As you listened to these sounds, can you think of anything you have around the house that we might be able to use to make these same sounds?

1. **Spring Peeper** (repeat track #59). I'm going to put a bunch of sleigh bells (or jingle bells) inside a bag and shake. Does this sound like a spring peeper to you? (share photo)
2. **Western Chorus Frog** (repeat track #60). Pass out a plastic comb to each participant. Ask them to run a thumb along the tines of the comb – this is an example of the sound made by the Western Chorus Frog, which is usually repeated every one or two seconds. (share photo).
3. **Cope's Gray Tree Frog** (repeat track #63). Participants can often use their own voice to make this sound. Have everyone try it. (share photo)
4. **Green Frog** (repeat track #65). Give everyone a rubber band and ask them to hold it between their thumb and pinky finger on one hand. "Pluck" it with the other hand like a banjo string. This is the sound that you will hear from a Green Frog. (share photo).
5. **Bullfrog** (repeat track # 66). Participants can use their own voice to imitate this sound. A deep voice is especially fun to listen to.
6. **Pickerel Frog** (repeat track #68). Using the balloon from earlier, make one long slow drag with a wet finger. This call usually lasts about two seconds. (share photo).
7. **Northern Leopard Frog** (repeat track #69). Give everyone a balloon and ask them to inflate it and hold it still. Ask everyone to wet their thumb and draw it across the balloon. one long draw and two short draws will make a sound that is similar to the Northern Leopard Frog. (share photo)
8. **American Toad** (Repeat track #71). Can you put your tongue on the roof of your mouth and "trill"? This is how the American Toad makes his sound, which sometimes lasts for 30 seconds. (Share photo of American Toad).

Activity 5

Frog Faces (20 Minutes)

We are going to make a frog face and be creative with our ideas of how frogs look. You've already seen many pictures of frogs and know that they all have different features – from skin color to spots and size. As we do this activity, use your imagination and create a frog face.



1. Distribute the following items to each participant: wooden stick, paper to create a frog face.
2. Have available at each work station: markers, crayons, pens, glue.
3. Allow participants to decorate their face as they wish to resemble a frog.
4. Remind participants they will need to glue their wooden stick to the cutout of the frog face (fastening the wooden stick to the side of the frog face).
5. Ask participants to write their name on the back side of the frog face or on the stick for later identification.

Activity 6

Catching Flies (30 Minutes)

1. Have youth draw pictures of house flies on a quarter piece of 8 1/2 x 11 paper. They will need to cut out the pictures of the flies.
2. Provide to each participant the following: a party blower; 5 pieces of Velcro (one piece of hook and 4 pieces of loop).
3. Mount the hook piece of Velcro to the end of the party blower (you will need to blow out the roller to do this).
4. Mount the loop pieces of Velcro to the back sides of the fly cutouts.
5. Lay the fly cutouts on the table with the Velcro side up.
6. Use the frog's tongue (party blower) to try and catch the flies.
7. You may wish to have a race with this activity or ask youth to work in teams and see how many flies they can catch in a certain amount of time.

Activity 7- Snack 1

Frog Food

Mix the following in a big bowl:

- Plain m&m's (represent bugs)
- Raisins (represent flies)
- Chow Mein noodles or small stick pretzels (represent worms)
- Gold fish crackers (represent small fish)
- Use a 1/3 cup measuring cup to scoop mixture in small plastic bags for a snack

Activity 8 – Snack 2

Flies On A Log

Wash and cut sticks of celery into 6 inch pieces

- Provide peanut butter and/or Cheez Whiz for participants to spread on celery sticks
- Sprinkle raisins on the celery sticks
- ✓ **Note:** Please check to be sure there are no peanut or peanut butter allergies before opening the peanut butter jar and sharing with youth. Cheez Whiz is the safe alternative unless there are no allergies.



Talk It Over

- ★ **Reflect:** What was your favorite part of learning about frogs?
What did you learn that will make it easier to identify frogs in nature?
What activities might you do another day that will remind you of frogs?
Was the word metamorphosis new to you?
- ★ **Process:** What surprised you about frogs?
How will you react if you hear a frog sound when you get home?
What will you share with others about frogs?
Can you think of any way you have gone through a metamorphosis in your life?
- ★ **Generalize:** Can you think of anything in your life that makes you think of a frog?
What happens to you when you hear a frog sound outside?
How can you use your skills to figure out what frog sound you are hearing?
Have you seen a 'metamorphosis' in your family since your loved one has been deployed?
- ★ **Apply:** What did you learn about yourself doing these activities?
Is there another topic you would like to learn more about that you can explore with the help of a friend or adult?
How will you act next time you are outdoors and you hear a frog?
How do you think you will experience a 'metamorphosis' during this deployment?

Enhancement

Explore other species of frogs found around the world. Learn more about frogs in the region where a loved one is deployed. This might involve research or asking questions of your loved one to learn more. Look for frogs in the news!

Closing

Frogs can be found in many places and you can often hear them when you are outside and quiet and listening. You might think about telling your loved one what you have learned about frogs and asking them some questions about frogs where they are currently deployed. Do they see or hear frogs? What colors are they? Are their sounds anything like the ones you heard? Could they find something to imitate the sound so they could help you "hear" that frog? Looking around your outside world can help you learn more about the animals and birds and other creatures that are around us every day.

Credits/Sources

Lang, Elliot. A Guide to Wildlife Sounds. Stackpole Books. 2005

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Kia Harries, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Frogs are Fun!

Dear Family,

Today your young person had the opportunity to learn about frogs. We learned about the metamorphosis that frog's experience – from eggs being laid in the water to becoming a tadpole and developing legs and lungs and then living on the land instead of water. Has your young person gone through a metamorphosis that you could talk about? (This might be the change from being a baby to growing taller, developing new skills, or accepting responsibility during the deployment.) It's important to help your young person see how they have grown and changed over time and if possible, identify how that has happened.



Learning about frogs is a good way to be more aware of the environment and the creatures around us. It might be interesting to have your child talk to their loved one who is deployed and ask questions about the frogs in their region and learn about the differences or similarities. Learning together can be a fun way to connect and share stories about what each person sees or hears throughout the day.

Thank you for allowing your child to participate in the Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience today. I hope they enjoyed their time and can tell you more about the day.

Best Regards,



If you have any questions about your child's experiences, please feel free to contact me at:

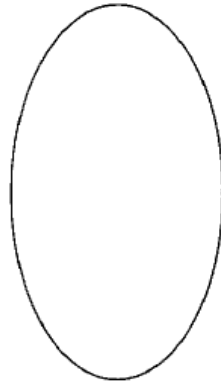
_____.

Conversation Starters:

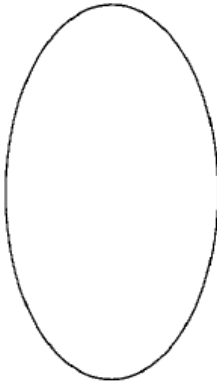
- Can you tell me how you would imitate any of the frog noises you learned today?
- How do you think our family has gone through metamorphosis during deployment?
- What might be an idea of an activity we could do together that relates to frogs?
- What does the word metamorphosis mean to you?



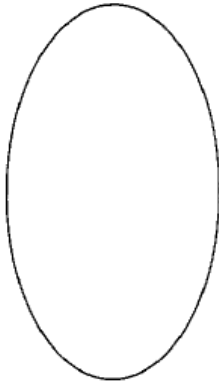
Metamorphosis



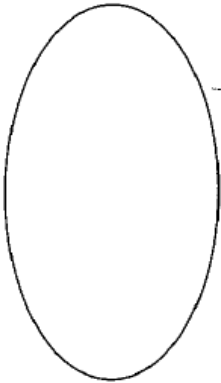
Draw a tail and make
this into a tadpole



Draw two back legs
and a tail

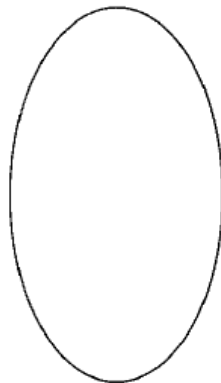


Draw two front legs,
two back legs and a
tail



Draw two front legs
and two back legs to
make a froglet

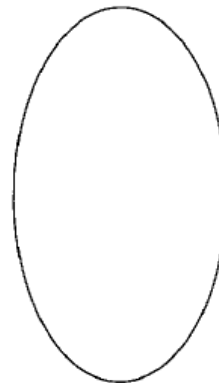
Metamorphosis



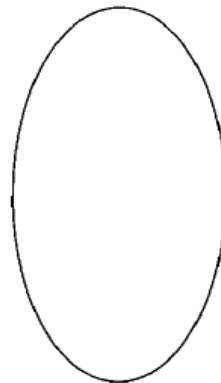
Draw a tail and make
this into a tadpole



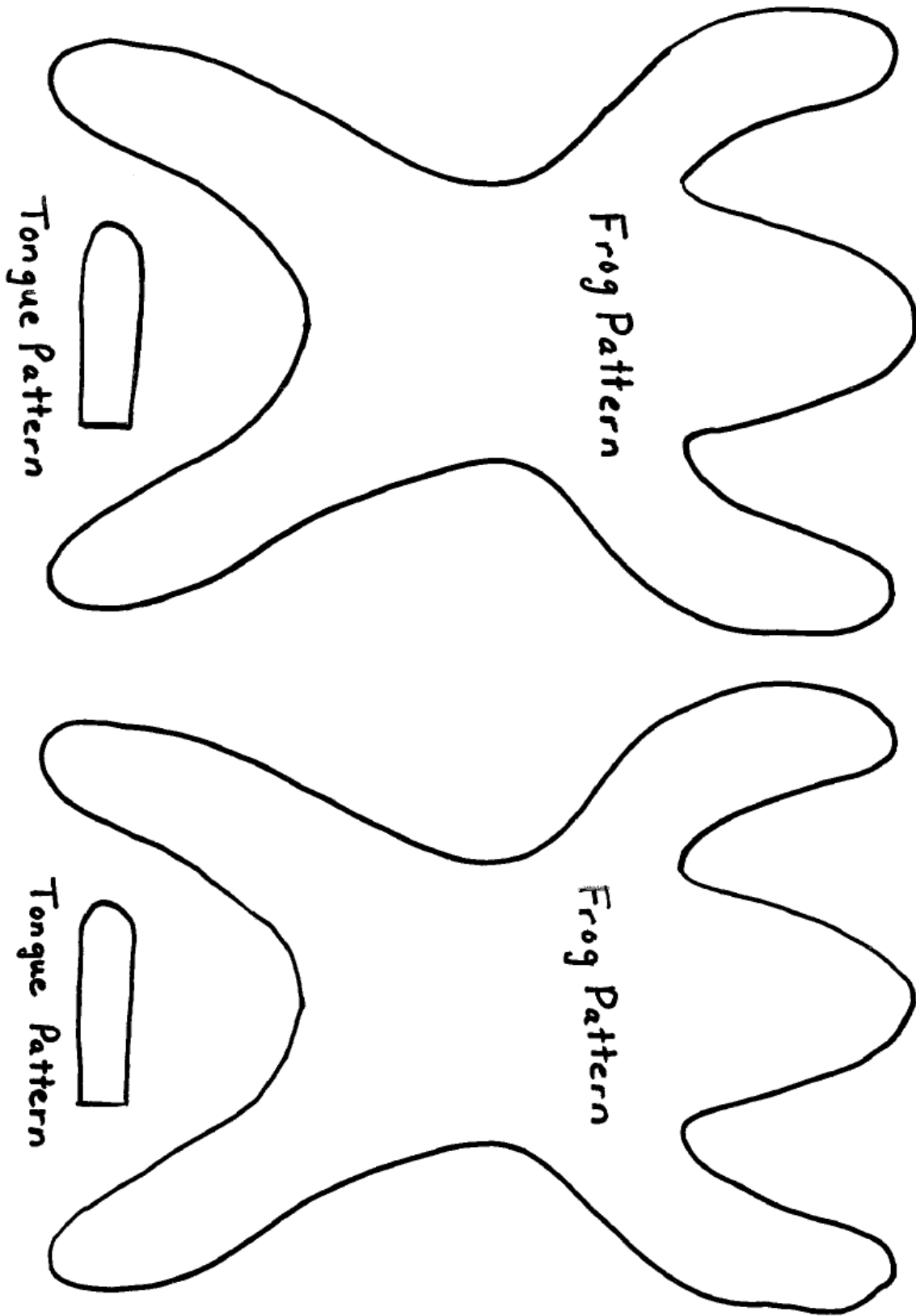
Draw two back legs
and a tail



Draw two front legs,
two back legs and a
tail



Draw two front legs
and two back legs to
make a froglet





Welcome Home!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: up to 100

Deployment Segment: Mobilized

Project/Life Skills

- ★ Planning/Organizing
- ★ Contributing to Group Effort
- ★ Service Learning
- ★ Managing Feelings
- ★ Sharing



Activity Overview

Youth will get ready to welcome their Service Member home by making a Photo Face Board, welcome home signs, and T-shirts. Youth will learn about photography and have fun making ice cream.

Shout out!

ARE YOU READY.....Your Service Member is coming home! Come and create a Photo Face Board, welcome signs, and a T-shirt. Learn how to take that perfect picture and how to make homemade ice cream.

Get Ready

Roles for Uniformed Service Member

- Sign-off with the Activity Coordinator, on the completed Photo Face Board designs
- Control and handling of the dry ice for the ice cream activity

Roles for Volunteers

- Assist, as needed, with the painting of the boards
- Spray the boards with a clear “sealer.”
- Lead the ice cream station, sign station, and T-shirt station if needed

Activity Orientation for Volunteers: 1 hour

- Use of the spray sealer for the boards
- Instruction on how to lead or assist the different activity stations. Make sure to have a lot of volunteers for the T-shirt station; it will be messy and involves cutting

Preparation time: 2 hours

Space: An open space to make the Photo Face Boards and ice cream; long tables for the signs and pennants; more tables for the T-shirts; and large tables with chairs set-up in a circle for the photography tutorial. Mark off a start and finish line in the open area or a hallway. At the finish line have large pieces of paper that the teams can hang up their Icebreaker flag. Make sure to have tape balls by the paper for easy hanging.



Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Schedule use of the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for additional art supplies, embellishments and scissors.
6. Schedule use of Mobile Technology Lab to use the digital camera and photo printer.
7. Find additional digital cameras (check the MTL, with 4-H County Extension Office, 4-H Regional Office, the Military Branch hosting the activity, and electronic stores (to borrow cameras for the event or ask personnel to help with the activity)
8. Contact FRG Leader or other military personal to transport the picture board, banners, and pennants to the homecoming event to be displayed.
9. Precut 2 holes into the board.
10. Familiarize self with dry ice; it's uses and handlings.
11. Bring insulated gloves for handling dry ice and a cooler for storing the dry ice.
12. Purchase supplies.
13. Cut out the Icebreaker's stars and stripes. Six white stripes and seven red stripes per team. Also cut out one blue rectangle and a couple of white stars per team.
14. Copy Exploring Photography worksheets from National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005 located in OMK Tool Kit.
15. Make a sample T-shirt.
16. Have a dry run with making the homemade ice cream in the coffee can.
17. Become familiar with the various cameras that will be used for the photography tutorial.
18. Set-up the area with the stations inside or out (depending on weather and space) for the various activities.
19. Copy Parent Letter
20. Copy an attach the recipe for homemade ice cream to the Parent Letter.

Get From OMK Tool Kit

- Tarps
- National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005.
- Boom box
- Patriotic CD's

Procure Supplies

- Large sheets of paper
- Masking tape
- Red, white, and blue paper cut in the Icebreaker flag shapes
- Purchase boards or have them donated
- Various bright colored washable paints



- Various sized paint brushes
- Empty egg cartons to place various colors of paint
- Clear (possibly acrylic) sealer that can be sprayed over the painted boards when completed to protect the images
- Cups or containers for water
- Towels/rags
- Wipes
- Hand sanitizer
- Newspapers/oil cloth/plastic disposable table cloths (if no tarps)
- White scratch paper
- Cameras for display (1 of each type – simple, adjustable, automatic, digital)
- Disposable cameras for youth (they can share in small groups)
- Various sizes and types of film
- A piece of paper cut into strips of 1” wide by 3” long
- Scotch tape
- Pencils
- Optional: drawing of a camera, parts to be labeled by the youth
- Heavy paper or cardboard
- White T-shirts in various sizes (one per child, extras for youth to make for family members)
- Potatoes
- Knives (ideally the safety knives that are used to carve pumpkins)
- Cookie cutters (optional)
- Foam or sponge letters (optional)
- Foam
- Pencils
- Washable fabric paint or fabric spray paint
- Scissors
- Roll of white paper
- Felt pennants (felt triangles)
- Glitter, felt, glue, etc to decorate the pennants
- 14-16” sticks to attach the pennant
- Whole milk or half and half
- Sugar
- Vanilla
- Quart zipper bags
- 2 pound coffee cans
- Dry ice or regular ice and rock salt
- Wide masking tape or duct tape
- Ice cream scoop
- Dixie cups for individual ice cream

Background

The return of your Service Member is often a reason to celebrate and it's an intense time as families anxiously await the return of their Service Member and get ready for the changes that the homecoming and reintegration bring. Today we are focusing on how to give your Service Member a warm welcome home. We are going to make a Photo Face Board, welcome home signs, and T-shirts. We will also learn how to take that perfect picture and make homemade ice cream.

Set Up Your Space

Open space for the Photo Face Boards and for the ice cream, tables for the signs, T-shirts, and large tables with chairs set-up in a circle for photography tutorial. Have a starting line marked off in the open area. Have a finish line on a wall with a piece of large paper per team. Have

Welcome Home!



plenty of tape so groups can hang up the Icebreaker flags. As the youth enters, have the boom box playing with patriotic songs.

WHAT TO DO

Welcome Home!

Icebreaker

Flag Relay (15 Minutes)

1. Break youth into teams of 5-7.
2. Give each team the 13 stripes, blue rectangle, and white stars. Explain that this is a relay race to make an American flag.
3. Going one-at-a-time, teams will run from the start line to the wall, hang up their one piece of flag and run back.
4. Then the next person goes until the flag is complete.
5. Each person must go once and the flag must look like the American flag.
6. The first team to complete their flag and be back behind the finish line wins a standing ovation from the other teams.

Activity 1

Photo Face Board (50 Minutes)

1. Put youth into groups of 5-7 (depending on their age).
2. Explain to the youth that they are going to be designing a Photo Face Board for photo ops at the homecoming ceremony. (It'll be a good thing for youth to do while waiting for the Service Members to arrive.)
3. Have the groups go to the pre-set up stations where the large Photo Face Boards and the supplies are located.
4. In their groups decide what pictures are to be drawn on the board. Two cut-out holes are provided on the board where youth and Service Member can place their face. Youth should draw out on scratch paper their design. When their design is complete, call the Activity Coordinator/Service Member to give the "ok" to begin painting their Photo Face Boards.
5. When done, have them go to an area with hula hoops, Legos, etc, to burn off any extra energy while they wait for others to complete their Photo Face Boards.

NOTE:

If there are more than 15 youth, have youth break into 4 groups.

Rotate through the following 4 stations:

- Photography
- Welcome Home Signs/ Pennants
- T-Shirts
- Homemade Ice cream

Activity 2

Photography (45 Minutes)

1. Seat the youth at the tables/chairs that are in a circle.
2. Use the worksheets as a guide.
3. Review the basic elements of photography.
4. Discuss the seven basic parts of the camera.
5. Review the different types of cameras and discuss the qualities of each.

Welcome Home!



6. Demonstrate with a simple camera how light enters through the lens which exposes a film.
7. Show various sizes and types of film and digital cards.
8. Practice holding a camera.
9. Discuss the care and handling of the camera.
10. Have youth demonstrate how they would take a picture.
11. Ask the youth to take several pictures with the disposable camera.
12. If there is time, send images out for 1 hour developing or download the images from a digital camera to a computer and print the image out.

Activity 3

T-shirt Printing (45 Minutes)

1. Give youth a T-shirt.
2. Have youth place a piece of heavy paper or cardboard inside their T-shirt so that paint, etc. does not bleed through
3. Based on number of volunteers and the youths ages and abilities, have youth make either a stamp or stencil pattern for their shirt based on the attached directions.
4. Have youth work on a covered work area (covered with newspapers, tarps, etc.) and make sure to have a covered area where T-shirts can dry.
5. Youth should make a shirt they can wear to the homecoming. If enough T-shirts, encourage youth to make one for themselves and one for the rest of their family.

Activity 4

Welcome Home Signs and Pennants (45 Minutes)

1. Have youth decide if they are going to make a banner or pennant to display at the welcome home ceremony. Encourage youth to work together on banners and individually on pennants.
2. Have youth create a welcome home message on their banner or pennant to be displayed at the welcome home ceremony.
3. Have hula hoops, Legos, etc. on hand for youth to use if they finish early so they don't get bored and can burn off energy while waiting to go to the next station.

Activity 5

Make Homemade Ice Cream (45 Minutes)

1. Divide youth into smaller groups of 5 or 6 for this activity.
2. Staff or a volunteer should guide the youth while they make homemade ice cream following the recipe (*see enclosed directions*).
3. Ice Cream may be made and eaten outside on the lawn.

Talk It Over

★ **Reflect:**

What was your favorite part about the day?

What photography skills have you learned today? Which skills have you improved?

What are you going to take picture of now that you have the skills?

Do you think it will be fun to take pictures of your Service Member when they arrive?



- ★ **Process:** What process did you use while making the ice cream? Would you try to make it at home?
How were you able to make the T-shirt? What can you tell us about the printing process?
What made this a good day?
- ★ **Generalize:** How would you describe your skill at photography? (before/after)
What things have you done today that you would like to continue to practice at home?
What do you think will make this a good day for your service member?
- ★ **Apply:** What do you think your Service Member will think of your signs, T-shirts, photography?
What other events would you need good photography skills?
What can you do to have a 'private family' welcome home when your Service Member gets back to your home?

Enhancement

Have a photographer or the Public Affairs person come in and talk about taking a good picture, developing prints, using a mat, public presentation, etc.

Closing

Thank you for coming today, we hope that the homecoming experience is memorable for you and your loved ones.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc., Exploring the Treasures of 4-H, Helper's Guide. Maryland, 2005.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Amy Padden, Youth Program Specialist and Anita Harris, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Welcome Home!

Dear Family,

Homecoming is a reason to celebrate and can be an intense time for families as they await the return of their Service Member and get ready for the changes that reintegration brings.

Today we focused on how to give your Service Member a warm welcome home. We made a Photo Face Board, welcome signs, and T-shirts. Your child learned how to take that perfect picture and make homemade ice cream.



Attached is the recipe for making homemade ice cream. Please feel free to try this activity at home or at your next family gathering.

Thank you for coming today and bringing your child to this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach experience.

Sincerely,

Conversation Starters:

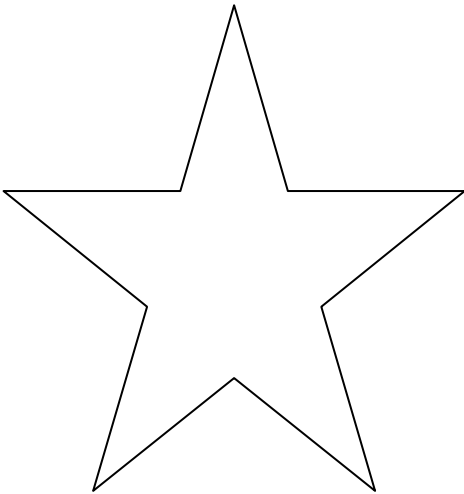
- Do you think your Service Member will like the welcome home sign/pennant you made them? Why or why not?
- What can we do at home to welcome your Service Member?
- Other than the homecoming, where else could we wear the T-shirt?
- Where else do you want to use your photography skills?



Welcome Home!



Icebreaker Flags





How to make a printed T-shirt

Potato Stamps



★ Supplies

- T-shirts
- Potatoes
- Safety knives
- Washable fabric paint or fabric spray paint
- Brushes
- Cups of water
- Cookie cutters (optional)
- Foam or sponge letters (optional)

Directions:

1. Have youth choose a T-shirt in their size and sit down at a covered work area.
2. Give each child a potato and a safety knife.
3. Have youth flatten out one side of a potato and then carve out a stamp on the flat face of their potato. Youth can also push a cookie cutter into the flat face of the potato and carve out around it to make a stamp.
4. When the stamp is done, have youth brush their potato stamp with paint and press onto the T-shirt. Youth can stamp multiple times or use letters to write a message on their shirt.
5. Let shirts dry. If you have enough T-shirts, have youth make T-shirts for their family so they match at the homecoming.

Printing

Supplies:

- T-shirts
- Scrap paper
- Foam
- Pencils
- Scissors
- Washable fabric paint or fabric spray paint
- Brushes



- Cups of water
- Foam or sponge letters (optional)

Directions:

1. Have youth choose a T-shirt in their size and sit down at a covered work area.
2. Give each child a piece of scrap paper. Have youth draw an image on a sheet of scrap paper.
3. Then explain that for each color they want to use in their drawing they will need to put the pieces of their drawing that will be the same color on one piece of foam. For example, if a child makes a rainbow, they will need seven pieces of foam. Each piece of the rainbow will be on its own piece of foam; the red arch on one sheet, the orange arch on another, etc. Point out that they can cut pieces of foam into smaller pieces to reflect what they need; they won't necessarily need seven sheets of foam just seven pieces of foam.
4. Youth will then cut out their stencils.
5. Place the foam stencil on the T-shirt and paint through cut out part of the stencil the desired color.
6. Remove the stencil, place the next stencil down and paint the next color. Repeat until the whole picture is printed.
7. Youth can then use the letters to write a message on their shirt.
8. Let the shirts dry. If enough T-shirts, have youth make T-shirts for their family so they match at the homecoming.



Let's Make Ice Cream

2 cups whole milk (or 1 pint/2cups half and half)
¼ cup sugar
1-2 teaspoons vanilla

Put milk, sugar and vanilla in a 1 quart, zippered freezer bag.
Force out the air and zip shut. Put in another zippered bag, force
out air and zip shut.

Fill a 2 pound coffee can 1/3 full of ice and sprinkle with 1 cup of
rock salt. Put filled freezer bag on top of ice and salt. Cover bag with enough ice to fill can and
sprinkle another cup of rock salt on top. Cover can and tape lid well. Roll can gently for about
15 minutes.

Remove bag and check to see if ice cream is hard enough. You may scoop ice cream out or may
cut a small hole in bottom corner of the bag and squeeze the ice cream out.

