

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

30 Day Reintegration &
60 Day Reintegration





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Fun with Sun Safety

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Self-Responsibility
- ★ Healthy Lifestyle Choices

Activity Overview

In this lesson, youth will make an awesome sun visor while enhancing skills in taking responsibility for themselves and their decisions.



Shout out!

Make an awesome sun visor to show your friends your sun safety savvy! Sun safety is critical for everyone. Our health depends on it! Learn about the many ways you can choose to be sun safe.

Get Ready

Roles for Uniformed Service Member

- Read sun safety book, *Dorothy the Dinosaur and her Magic Hat*
- Share personal stories about the importance of sun safety and discuss how the Military responds to the importance of staying sun safe

Roles for Volunteers

- Help youth with activities
- Guide youth in the construction of the sun visors

Activity Orientation for Volunteers: 1 hour

- Practice making the sun visors
- Make patterns for the sun visors and for the Styrofoam decorations, flowers, sports items, etc., for decorating the hat
- Read all background material on sun safety

Preparation time: 1 hour

Space: Space with tables and 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 additional embellishments and scissors.
6. Find children's literature books on Sun Safety at the library, such as *Skin Sense*, written by Lori Glickman and *Dorothy the Dinosaur and her Magic Hat*, written by UQ Cancer Prevention Research Centre PhD student, Ms Liane McDermott.
7. Cut template. Cut an 18-inch diameter circle from a piece of cardboard. Plan on one circle for each youth for the activity. (Cut about five extra).
8. Using the center marking of each cardboard circle, use a drafting compass to trace, with pencil, a 7-inch diameter circle in the center (this is where the hat brim is placed on the head.) Outer Circle Diameter – 18 inches/Inner Circle Diameter – 7 inches.
9. Template will then be a 7 inch diameter circle with a pencil line for an inner circle.
10. Cut out multiple sun visor templates so that youth can trace pattern on to desired paper product.
11. Cut multiple 22-inch square pieces of assorted fabrics.
12. Make sure that all materials are sorted out and available for easy reach for youth.
13. Prepare a space for gluing. Cover tabletops with tarps from OMK Tool Kit
14. Have a sample of how a finished hat brim visor might look for both a boy and a girl.
15. Copy Parent Letter.

Get From OMK Tool Kit

- Glue gun and sticks of glue
- Tarps

Procure Supplies

Icebreaker

- Balloons (Fully inflated for activity)

Activity 1

• Children's literature books on Sun Safety at library, such as <i>Skin Sense</i>, written by Lori Glickman and <i>Dorothy the Dinosaur and her Magic Hat</i>, written by UQ Cancer Prevention Research Centre PhD youth, Ms Liane McDermott • Cardboard cut into 20 inch squares (one per youth) • 22-inch square material (enough for two per youth) • Craft foam and/or felt for flowers and sports decorations	• Artificial Flowers • Patterns for both flowers and sports decorations • Theme embellishments (jungle, beach, outer space) • Sparkle pom-poms • Chenille stems • Scissors • Craft fabric glue or low-temperature glue gun and glue sticks • Pencils • Compass

Background

Staying healthy and protected from the sun's harmful rays is something that we all need to take responsibility for ourselves. Even as youth, sun exposure is an important contributing factor to the development of skin cancer. Why is sun protection important? Skin cancer is one of the most



common cancers in the US, with the number of cases increasing daily; the sun is still the leading cause of skin cancer.

Today, we recognize the importance of sun safety. Youth will be making a sun visor to remember the importance of practicing good sun safety and to show that you need to be responsible for keeping yourself sun safe.

Set Up Your Space

Set up tables for projects and make sure that there is a safe place for large group games. Inflate the balloons.

Count Your Throws (10 Minutes)

1. As youth enter the room, give them a card that indicates they are either team 1 or team 2. Have one balloon available for each youth.
2. Ask youth to begin throwing the balloon in the air, not catching it, and counting the number of throws in the air before it hits the ground.
3. They should keep track, counting over after each time it hits the ground.
4. Youths will continue until all youth are present. On the wall, have a flip chart available with two columns, team 1 and team 2.
5. Each youth should record their highest score, or tell the facilitator their score, so each team has a total they can announce.

WHAT TO DO

Fun with Sun Safety

Icebreaker

Ball Toss (20 Minutes)

Getting to know each other is a great way to begin to feel comfort in a new setting. We are going to spend the next 20 minutes getting to know each other.

1. Have youth form a circle. You, as the facilitator, will begin the introductions by holding the ball and sharing four things about yourself.
2. Share your name, where you are from, how many sisters and brothers you have, and your favorite food.
3. You, as the facilitator, will then throw the ball to another person in the group and they will answer the same four questions.
4. Continue until everyone has introduced themselves and have answered the four questions.

Activity 1

Sun Facts (30 Minutes)

Introduction

Why is sun protection important? Even as a kid, sun exposure adds up and is an important contributing factor to the development of skin cancer. Skin cancer is one of the most common cancers in the US, and the number of cases increases daily. The sun is still the leading cause of skin cancer. We need to be responsible for our health and that means being sun safe.

Knowing the facts and taking precautions is essential for prevention. Most skin cancers are caused by UV radiation from the sun. Research has found that if we protect ourselves from the sun then we can reduce our risk. Youth have skin that is more delicate and can be more easily damaged from the sun's harmful rays. When you have bad sunburns as a young person, it can significantly raise your risk for cancer when you get older.



It is important to protect yourself from the sun. Remember that early detection is the key to prevention of skin cancer. You must be responsible, along with your parents, to protect yourself.

- Make a list with the group: “What are some ways that you can help protect yourself from the sun’s harmful rays?”
 1. Avoid the sun during its hottest period of the day, between 10am and 3pm.
 2. Play in the shade whenever possible.
 3. Wear broad-rimmed hats to protect the head and neck or if you wear baseball caps, you cover ears and neck in sunscreen.
 4. The SPF number on sunscreen means the higher the sunscreen number, the more sunscreen provides protection against sunburn and ultraviolet rays.
 5. Use SPF 30+ sunscreen, applying at least 20-30 minutes before going outside.
 6. Cover with loose lightweight clothing (possibly cotton) covering arms, legs and neck.
 7. Remember that even on cloudy days, the sun’s rays that you cannot see can be harmful.
 8. Be a good role model and show your friends that you practice good sun safety practices.

When we’re responsible for ourselves we feel in control and accountable for personal achievements, failures, decision, and ideas. Self-responsibility is taking ownership for your actions and trying to develop the skills necessary to help you make these decisions.

- “Why do you need to develop self-responsibility for keeping a healthy lifestyle?”
- “Who is ultimately responsible for a good healthy lifestyle?”
- “Do you think that your Service Members think about their self-responsibility for healthy lifestyles, especially sun safety?”

Knowing the importance of sun safety and being self-responsible, you know that you don’t want to get too much sun on a hot summer day, especially if you are fair-skinned. The top of your head is particularly sensitive.

Today, as part of taking ownership of your actions in recognizing the importance of sun safety, you will be making a sun visor to remember the importance of practicing good sun safety and to show that you need to be responsible for keeping yourself sun safe.

Activity 2

Make a Hat Brim Sun Visor (1 hour)

Knowing the importance, that head cover can play in sun safety; we are going to make a hat brim visor that will protect our faces from the sun today. As we make these hat brim visors today, think about your responsibility in making sure that you are making healthy choices.



Hat Brim Sun Visor

1. Each youth should receive a cardboard circle pattern.
2. Instruct youth to cut out the inner circle of the pattern.
3. Have each youth try on the hat brim visor to see if it fits. If not, cut a little larger circle until fits.
4. Each youth should have a hat brim visor that fits.
5. Ask youth to select two squares of fabric of their choice.
6. The youth should trace hat brim visor template on to the first square of fabric.
7. Then youth should trace the second square of fabric.
8. The youth should then cut along lines so that fabric fits directly onto the cardboard circle.
9. The youth should also trace the inner circle and then cut out circle in fabric.
10. With help of adult, fabric should then be glued onto the top side of the hat brim visor.
11. This should be repeated to the underside of the visor.
12. Let dry for about 10 minutes.
13. Think about themes for your hat brim visor. Think about: jungles, using vines and insects; or a beach using sand, shells or birds; Outer space using planets, comets and space ships. The youth should look at the supplies and use their imagination!

Break

(10 Minutes)

14. The youth should then select all of the decorating materials needed to decorate hat brim visor.
15. The youth should lay out decorating materials on the table in a pattern of their choice prior to gluing any item on the hat brim visor.
16. Once volunteer acknowledges the pattern that the youth has laid out, volunteer helps youth to glue (or hot glue) items on to the hat brim visor.
17. When decorating the hat brim is complete and glue dry, hat brim sun visor is ready to wear.
18. Have youth model their hat brim visors.

Talk It Over

- ★ **Reflect:**
- What was your favorite part of making your visor?
What did you learn about yourself while you were making this sun visor?
What surprised you?
How will this help you to remember about sun safety?
Do you think you will remember the importance of sun safety in the near future? Why?



- ★ **Process:** What was the most challenging part of making your sun visor?
How did you overcome these challenges?
How did others help you?
- ★ **Generalize:** What will help you take personal responsibility regarding sun safety?
Why is understanding self-responsibility important to you?
How can being responsible for and owning up to your decisions be important for your relationship with your family system?
What happens when a family member does not own up to a decision that they have made?
What are some other things where you are responsible?
Do you think that you can have self-responsibility for everything that happens in your life? Why?
How can you being responsible for your decisions help your family relationships during this time that your Service Member is now back with the family?
- ★ **Apply:** Will you ever wear your sun visor? Why? What will your sun visor represent?
How can you share the skills you learned on the project with others?
Do you think that it will be important to share what you learned with others? Why?
How will this apply to your responsibilities of doing homework, and your jobs at home, as your family is back together again?
As your Service Member is back home again, why do you think it's important that everyone in your family look at self-responsibility?
Why can self-responsibility help you as your Service Member is re-integrated back into your family?
Why do you think that everyone should be responsible for their sun safety and healthy living choices?

Enhancement

- Explore other ways that we can respond to sun safety.
- Did you know that there are lines of clothing that are dedicated to reducing the number of harmful rays that come through their clothing?
- Did you know that there is a UV Ray protection index recorded on certain new windows that you can put in homes?
- Look at the following websites for more information on sun safety
http://www.sunsafetyalliance.org/pdfactivities/Activities_for_Middle_School.pdf
<http://www.extension.umn.edu/info-u/babies/BE393.html>
<http://www.youthinformation.com/Templates/Internal.asp?NodeID=90394>

Closing

(15 Minutes)

Your sun visor can be placed on your dresser as a reminder of this sun safety lesson. Take responsibility for yourself, with the help of your parents, to make good decisions and to keep yourself sun smart and healthy. As you made your sun visors today, you worked on skills of planning, creative thinking and self-responsibility. All these skills come into play as you handle



the importance of taking care of yourself on a daily basis. Healthy lifestyle choices and self-responsibility will help you navigate the stressors that your families have with the re-adjustment of having your Service Member home from deployment.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. "The Myth of the Healthy Tan." Piecing it Together. Washington D.C. : The National 4-H Council, 1997. BU6859

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.



Fun with Sun Safety

Dear Family,



Today we discussed personal sun safety and youth made a sun visor. Youth began to understand that they can take some ownership in self-responsibility as it relates to developing healthy life styles.

Youth began to understand that there are some things in their lives that they can control and some things that they cannot. Helping youth understand that information is important as they make decisions in their lives. As youth look at the importance of taking responsibility of protecting themselves from the sun, they also know that they must take responsibility in their relationships and other parts of their lives.



The concept of self-responsibility is an important part of growing up and fitting into family dynamics. Youth understand that they must learn to make decisions, and also learn to take responsibility for their actions. The concept of self-responsibility can be applied too all areas of their lives, including responsibility: in your family, with school work and for a job. It's also important for your youth to think about self-responsibility as your Service Member is re-integrated with your family.

For more information about sun safety, please go to any of the following websites:

http://www.cancer.dartmouth.edu/melanoma/PDFs/MiddleYears_Files/sunsafetyfactsheet.pdf

http://www.sunsafetyalliance.org/pdfactivities/Activities_for_Middle_School.pdf

<http://www.extension.umn.edu/info-u/babies/BE393.html>

<http://www.youthinformation.com/Templates/Internal.asp?NodeID=90394>

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

Best regards,

Conversation Starters

- Which is more important, intelligence or common sense?
- Would you rather play at the beach or work in an ice cream shop? Why?
- Where was your favorite vacation?
- What is your favorite type of sun screen?
- What are each persons responsibilities in our family?



My Homecoming Tale

Lesson Time: 2 hours

Grade Level: K-5th

Deployment Segment: Reintegration-30 Day

Number of Youth: 10+

Project/Life Skills

- ★ Creative Thinking
- ★ Sharing
- ★ Managing Feelings
- ★ Resiliency

Activity Overview

Use ZoomAlbum to make a 3x3 that shows the homecoming of your Service Member.



Shout out!

What can you do to show all your friends and family how special it was to welcome your Service Member home from deployment? Make a ZoomAlbum of your homecoming! Use pictures and words to share images and words about your feelings on that special day.

Get Ready

Roles for Uniformed Service Member

- Help youth organize pictures and write their story
- Share their homecoming experiences

Roles for Volunteers

- Assist with choosing images and writing
- Help with printing and assembly of the ZoomAlbum

Activity Orientation for Volunteers: 1 hour

- Set up and use of Mobile Technology Lab
- Train to use digital camera, ZoomAlbum, and printing

Preparation time: 1 hour

Space: Larger 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 Mobile Technology Lab for use of computers with ZoomAlbum software, printers and digital cameras.
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 additional embellishments and scissors.



7. Schedule use of the Theater in a Box from the National Guard State Family Programs Office for projection system to show YouTube homecoming videos.
8. Contact Public Affairs Officer to get the images from the homecoming. They have plenty of photos and the youth can download from this disk. Give the PAO a heads up that you will need this!
9. Read instructions on set up of Mobile Tech Lab and test functioning. *Note: It is critical for the Mobile Tech Lab to be tested and operating when the youth arrive.*
10. Read ZoomAlbum instructions and practice making a ZoomAlbum. **VERY IMPORTANT!**
11. Do test print of a sample of “My Homecoming Tale”.
12. Check supply list. Have extra supplies.
13. Communicate that each youth should bring, if possible, pictures taken at the homecoming of their Service Member on a CD or data stick.
14. Make copies of the “ZoomAlbum step-by-step instructions”.
15. Make copies of the Parent Letter.
16. Download Service Member Homecomings from www.youtube.com Search “Homecoming Military.”

Get From OMK Tool Kit

- Boom box and assorted music

Procure Supplies

- ZoomAlbum paper for printer.
- Copies of ZoomAlbum step-by-step instructions
- Mini American Flags on sticks
- Markers/pens/pencils
- Glue sticks
- Assortment of stickers and embellishments

Background

Every homecoming is different. Some are at airports, train stations, and buses. Sometimes homecomings are for whole units, other times Service Members arrives alone. No matter when a Service Member arrives it is an emotional experience that will be full of joy, tears, and hugs. Each youth has their own story and for every homecoming there is a story to be told and it is very important that they have a chance to share their homecoming from their perspective.

Set Up Your Space

Homecoming Videos (15 Minutes)

Load homecoming videos onto the laptops. There are many of them on www.youtube.com and have them playing on some of the laptops as the youth walk into the room. As each youth comes into the room, have them write their name on the stick of one of the mini American Flags that are on a table next to the door. When they are done, put them in a separate container.



WHAT TO DO

My Homecoming Tale

Icebreaker

What's Your Story? (10 Minutes)

Uniformed Military Personnel should say her/his name and how many homecomings they have had and how they felt. Then, they should randomly choose a flag, say the name of the youth and hand them a flag. Then the youth tells their name, and shares their story, if they want to. Everyone continues to hold their flags. At the end of the introduction, the group should face each other and say the 'Pledge of Allegiance'. (Cheering at the end is encouraged!)

Activity 1

Make Your ZoomAlbum (1 ½ Hours)

1. Help the youth choose pictures they want in their Homecoming Tale. This might be most productive with a ratio of 1 volunteer (teen or adult) for every 3 youth participants. If the youth did not bring any digital images, encourage the youth to search the images provided by the PAO and make it personal with the captions they write.
2. Direct the youth to choose the first picture in their ZoomAlbum as a picture of themselves and their Service Member and the date of the homecoming. If they do not have a picture, just make sure they have a homecoming date on their first page.
3. Assist the youth with their choice of 11 more images.
4. Use the computer to upload these pictures and write captions. Younger youth will need more guidance through this process. Turn on the boom box and play music as the youth work.
5. If you have youth who finish early, have them help others or choose a game from the OMK Tool Kit or the Recreation Box.

Activity 2

My Homecoming Tale (20 Minutes)

1. Gather the youth together for sharing.
2. Have youth share their "My Homecoming Tales" with each other.
3. Do the **Talk It Over** questions.

Talk It Over

★ *Reflect:*

What was your favorite part of making your Homecoming Tale?
What did you learn about yourself while you were making your Tale?
What surprised you?
How will this ZoomAlbum help share your feelings about your special homecoming?

★ *Process:*

What was the most challenging part of making your ZoomAlbum?
How did you overcome these challenges?
How did others help you?

★ *Generalize:*

What did you feel when you had to choose only 12 pictures?
How will the sharing of your Homecoming Tale help you and your family re-adjust to life after your Service Members' mobilization?
Why is telling your story important to you?
How can the deployment and telling others of your special homecoming of your Service Member, be a positive force in your family system?



Apply:

Do you think your Homecoming Tale will be different in three months?
Why? Why not?

Where are you going to keep your Homecoming Tale? Why?

How can you share the skills you learned on the project with others?

What other projects can you do at home to help show others about your experiences having a deployed Service Member back home?

Enhancement

- Make scrapbooks and album to tell your deployment stories to others
- Write and draw a picture book of your homecoming to share with pre-school classes
- Split larger groups into two groups and play other games found in the OMK Tool Box
- Use the video camera and record the ZoomAlbum sharing and post on TroopTube.
- Use your imagination and see what happens!

Closing

(5 Minutes)

Every homecoming is different. Some are at airports, train stations and buses. Sometimes homecomings are for whole units, other times a Service Member arrives alone. No matter when a Service Member arrives it is an emotional experience that will be full of joy, tears, and hugs.

Sharing your homecoming with others helps you explain to others how you feel about the important job that your Service Member performs. You can share your pride in your Service Member, let others know how strong you are too, and have a special story that you can continue to share with family and friends as you get bigger. This is your “Homecoming Tale”.

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



My Homecoming Tale

Dear Family,

Today we make a ZoomAlbum that tells a youth's individual "Homecoming Tale". As you know, every homecoming is different and every homecoming is experienced differently by different people. No matter when a Service Member arrives, it is an emotional experience that will be full of joy, tears, and hugs. But your youth's experience of the homecoming may be different than yours.



The "Homecoming Tale" is a good way for youth to discuss and illustrate how they feel about the mobilization of their Service Member and the emotions that they felt when their Service Member returned. Their ZoomAlbum is a window into their perspective on the homecoming of their Service Members and is an opportunity for them to share their point of view. The "Homecoming Tale" may open the door for discussions that might help them express their feelings about reintegration of your Service Member into your family.

Help your youth talk about the people and the elements in their lives and how things change. Remind them that they are resilient and that they are strong. Remind them that they have their own tale to tell and that that is important to them and to you.

Another way to help your youth manage their feelings, communicate and share their lives is by asking them the conversation starters at the end of this letter the next time you are in the car or sitting at a table eating a meal.

Thank you for having your child come to our program and participating in Operation: Military Kids Deployment Cycle Yellow Ribbon Outreach Experience.

Best regards,

Conversation Starters:

- What are your favorite types of stories?
- Do you have stories that you would like to tell? What kind?
- Do you think stories help you with your feelings? Why? Why not?
- Was your homecoming story different than you imagined it when your Service Member was mobilized? How?





ZoomAlbum

STEP-BY-STEP Basics

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





The Great Outdoors – Inside!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Nurturing Relationships
- ★ Teamwork
- ★ Cooperation

Activity Overview

Participants will experience the great outdoors inside! They'll experience camp activities and traditions while exploring ideas to connect with their family.



Shout out!

Come and experience the great outdoors inside! You'll feel as though you are stepping into a real campsite! Participants will be involved in camp activities, crafts, and food, while exploring ideas to connect with their family.

Get Ready

Roles for Uniformed Service Member

- Discuss with youth what Service Members may do “out in the field”. If possible, bring MREs, issued sleeping bag, sleeping pad, shelter halves, etc. to show
- Assist with activity

Roles for Volunteers

- Assist with snacks and activities

Activity Orientation for Volunteers: 1 hour

- Tying knots review, so they can assist youth

Preparation time: 1-2 hours

Space: Large indoor space, such as a gym or assembly hall, kitchen accessibility.

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 and scissors.
6. Set up space to resemble a camping area. Have Uniformed Service Member set up an area to resemble a bivouac area.
7. Find instructions on knot tying and illustrations to be able to teach youth.
8. Practice your knot tying to teach to volunteers.



9. If you are not familiar with camp song, *Make New Friends*, learn it from another, or YouTube it to hear the song. Become familiar with other songs.
10. Make copies of Parent Letter.

Get From OMK Tool Kit

- Small balls of various shapes (koosh balls, rubber balls, spiky balls)
- S'more maker
- 3 decks of cards

Procure Supplies

- Equipment to set up camping space: various sized tents, sleeping bags, wood for constructing camp fire, lawn chairs, lanterns, tarps, logs to simulate a real fire
- Variety of children's books on animals, outdoors, nature
- Three 8' tables for stations and supplies
- Washable markers
- Flat containers for paint
- One foot lengths of ½ inch nylon rope – 1 per youth
- Sticky-back nametags
- Marshmallows
- Chocolate bars
- Graham crackers
- Paper plates, napkins
- Styrofoam bowls
- Drinks
- Large painting paper – 11-14"
- Washable paints
- Pencils
- Nature items to use as paintbrushes – pinecones, pine needles, leaves of different trees, moss, tree bark, blades of grass, etc
- Ingredients for trail mix – peanuts (watch for any allergies), chocolate candies, raisins, pretzels, popcorn

Background

Reintegration can bring many issues with getting reconnected with families. It takes time and intentionality of being together to work through differences. This session is intended to create a fun, outdoorsy atmosphere with camp activities and traditions that will assist the youth with exploring activities that they can do with their families.

Set Up Your Space

Set up your space to look like a camping area. Set tents around open area, so that the youth can sit in a circle in the middle. Lay out sleeping bags, lawn chairs and tarps around. Pile wood in middle of floor to resemble a fire pit. Have Uniformed Service Member set up bivouac site in one area. Tables may be set up for the 3 stations or used for supplies. Some of the activities may be easier with youth in a circle on the floor (knot tying). Set up Camp painting on a table.



WHAT TO DO

The Great Outdoors – Inside!

Icebreaker

Name Game (15 Minutes)

1. Greet youth with a nametag.
2. Assist those to write their name.
3. Invite them to sit in a circle.
4. Go around the circle and have youth state their names, age and favorite thing to do with their family.
5. Have youth stand up in a circle.
6. Take a ball and say that you'll say a person's name and then throw them the ball.
7. That person will say another person's name and throw them the ball.
8. Everyone will have to remember who throws you the ball and who you throw it to.
9. You'll always follow this pattern. Continue the ball until everyone has had it.
10. Now, go around the pattern again, reminding them to state the name of the youth they are throwing it to.
11. When the ball comes back to the beginning, start the pattern again.
12. When the ball gets to the 3rd or 4th person, introduce another ball to the circle and it must follow the same pattern.
13. Let this go through the pattern once and start the pattern again with the first ball, and then the second ball.
14. If the group of youth is able to, introduce another fun ball into the pattern.

Welcome to Camp!

(15 Minutes)

Introduction

1. Introduce the day to the youth, giving them an overview of the activities and snacks.
2. Have the youth follow you as you give a camp tour.
3. Show them the different areas of the camp set-up, including the bivouac site. Also, show them the restrooms and snack areas.
4. Bring the youth back to the circle area.

Activity 1

Camp Stations (80 Minutes)

- Introduce the 3 stations
- Youth will switch stations every 25 minutes
- 1. **Knot tying** – At this station, you'll be learning how to tie 8 different knots that are good for camping and other uses.
- 2. **Uniformed Service Member bivouac demonstration** – at this station, you'll listen and experience life in the field from our Uniformed Service Member. You'll be able to ask him/her any questions you have, too.
- 3. **Camp Painting** – Here you'll be able to draw a camp site and paint without real paintbrushes, only things you may find while you're camping!
 - Have youth put name on one side of paper
 - Give each a pencil to draw a camp site or any other creation
 - Pour paints in different flat containers
 - Have youth paint pictures with nature items
 - Allow to dry



Snack Break

(15 Minutes)

- Have youth wash hands and use restrooms
- Have them go through the trail mix line, making their own in the bowls

Activity 2

Camp Songs (20 Minutes)

1. Gather students in circle around 'camp fire'.
2. Using the song sheet attached, teach *Make New Friends*. When the youth have it down, you can sing it in a round.
3. Introduce other camp songs.
4. Ask youth if they have other songs they would like to sing. If you know it, you can lead it, or have the youth lead songs.

Activity 3

Camp Games (40 Minutes)

★ Frogger

1. The objective of this game is for one youth, sitting in the middle of the circle, to try and identify the 'frog', who is winking at random students around the circle. They have up to 3 guesses. The youth that was just the 'frog' will then be in the middle.
2. Have the youth sit in a circle.
3. Choose one person to be the guesser and they sit in the middle.
4. All will close their eyes as the leader goes around and picks one person to be the frog.
5. The frog will wink at random people, trying not to be seen by the middle youth.
6. When a youth is winked at, they must lay back and are out.
7. Instruct them to open their eyes. They will all look around at each other and wait to be winked at.
8. The youth in the middle needs to try and guess who the frog is. They have 3 guesses.
9. The frog then becomes the middle guesser and the leader will once again pick a new frog.

★ Human Knot

1. Have youth stand in groups of 6-7 (if your whole group is around this number, and then you can stay as one group).
2. Have each youth extend their right hand and grasp someone's across from them. (The youth may not grab the hand next to them!)
3. Then, have them extend their left hand and do the same.
4. The object is to 'untie' the knot without letting go of hands and back to the circle.

Activity 4

S'more Making (25 Minutes)

1. Gather youth and show them what they will be doing to make their s'mores.
2. Instruct the youth that only 3 at a time will be making s'mores. The rest can relax in the camp site. They can look at books, play cards or games or just talk. They will be called over to make their s'mores.



3. Allow time to wash hands. Gather youth in circle for discussion, using the Talk It Over section.

Talk It Over

(15 Minutes)

- ★ **Reflect:** What did you find interesting today?
Was anything you did today challenging?
What are some activities you can do together with your family?
- ★ **Process:** What did you learn today that you didn't know before?
Why is it important to do activities together as a family?
What can you bring back to your family that you did today?
- ★ **Generalize:** What has been hard since your Service Member has returned?
How can camping or other activities help your family?
- ★ **Apply:** What can you do to keep learning about the outdoors?
How can you discuss with your family how you are feeling at different times?
How can doing family activities help your family through different situations?

Enhancement

This lesson was designed so that anyone can experience the camping adventure regardless of location or weather. If location and weather permit, this lesson can be enhanced by holding it at a nature area (park, State Park, environmental center) and using the resources they may offer.

Closing

(10 Minutes)

We had a great time camping today! We played camp games, sang songs, made awesome camp treats, learned about knots, military field experiences. Camping is a great way to spend time with your family and we discussed many other activities that you can do with your family. I hope you had fun!! When you leave, make sure you find your craft with your name on it.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. "Camping Adventures." Book 2 in Outdoor Adventures series. Washington D.C. The National 4-H Council. Pg. 14-15.

University of Minnesota Extension Service and Center for Youth Development. MN Camp Counselor Handbook. 2003, pg. 246.

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 Great Outdoors – Inside!



Dear Family,

Today we set up camp – inside! Camping is a great way to be with friends and family. We made s-mores, trail mix, learned knot tying, sang camp songs and more! We even had a Uniformed Service Member set up a bivouac to show is how the Service Members ‘camp’.

The project is a good way to discuss how we can create family times together. During our discussions, we talked about why it’s important to spend time together as a family and ways that activities together can help families through different situations. Enclosed in this letter are some conversation starters for you to use with your youth through the reintegration process.



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:

- What are some feelings you’ve had since Service Member has returned?
- Let’s talk about some things we can do together as a family.
- What are some things we need to work on to be close as a family?
- What other ways would you bring the outdoors inside?



The Great Outdoors – Inside!



Song Sheet

MAKE NEW FRIENDS

(*round starts here)

Make new friends*, but keep the old,
One is sliver and the other gold.
Circle round, it has no end
That's how long I want to be your friend.

MY BONNIE

My Bonnie lies over the ocean.
My Bonnie lies over the sea.
My Bonnie lies over the ocean.
Oh bring back my Bonnie to me.

Chorus:

Bring back, bring back, oh bring back
My Bonnie to me, to me.
Bring back, bring back, oh bring back
My Bonnie to me.

*(Begin sitting, stand up when a work is sung with the letter
"B",
sit down on the next "B" word, and so on.
Repeat song and increase speed.)*

O blow, ye winds, over the ocean
And blow ye wind, over the sea.
O blow, ye winds, over the ocean
And bring back my Bonnie to me.
(chorus)

THE LITTLEST WORM

(repeat lines and then sing chorus all together)

The littlest worm, (the littlest worm)
You ever saw, (you ever saw)
Was stuck inside, (was stuck inside)
My soda straw, (my soda straw)

Chorus:

The littlest worm you ever saw
Was stuck inside my soda straw

He said to me, (he said to me)
Don't take a sip, (etc)
For if you do
I'll surely slip (chorus)

I took a sip
And he went down
Right down my pipes
He must have drown (chorus)

He was my friend
He was my pal
He was my friend
But he isn't now! (chorus)

MY RED WAGON

You can't ride my red wagon
The front seat's broken and the axle's draggin'
Chug, chug, second verse
A little bit louder and a little bit worse..(repeat)

OH, HOW LOVELY IS THE EVENING

(*round)

Oh, how lovely is the evening, is the evening *
When the bells are sweetly ringing, sweetly ringing
Ding dong, ding dong, ding dong



Seeds of Peace

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: up to 100

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Problem Solving
- ★ Healthy Lifestyle Choices
- ★ Nurturing Relationships, Empathy, and Concern for Others

Activity Overview

Youth learn about conflict and how to respond to conflict in a positive way.



Shout out!

Want to learn how to convince others that you are always right? This isn't the place to learn that, but it's the place to teach you how to overcome conflicts and be a successful negotiator and peacemaker. Come and learn how to solve conflicts with empathy and compromise.

Get Ready

Roles for Uniformed Service Member

- Share a story of a family conflict and how it got resolved
- Explain how the military solves conflicts

Roles for Volunteers

- Set-up the room and clean-up after the activities are done
- Facilitate the breakouts giving extra assistance when needed
- If using hot glue guns, have enough volunteers to safely monitor their use
- Working with the Bug Board and possibly the 'News Resolutions' letters.

Activity Orientation for Volunteers: 1 hour

- Be familiar with the activities and the overall message of the day; conflict is normal; people will think differently about things. It is how a person deals with people's differences that can be a problem.
- Go over activities

Preparation time: 1 hour

Space: A flexible space where you can gather the youth together as a group and places where the youth can do activities and breakouts. You'll also need an open area for the large motor activities.

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. Purchase supplies.
7. Read through the activities and create a bug board.
8. Copy the 'News Resolution' letter and additional resolution pages as needed.
9. Copy Parent Letter.

Get From OMK Tool Kit

- Glue guns and sticks
- Jump ropes

Procure Supplies

- Bug Board (a 3 x 4 foot poster board with Bug as a title-consider adding an illustration of a bug to the board. Have two columns marked off.)
- Giant post-it pads
- Small, wrapped candy
- Large 3 x 5 post-its
- Markers
- 'News Resolutions' letter
- Newspapers or news clips (make sure the content is appropriate)
- TV and VCR or DVD player or Projection screen and laptop (if using news clips)
- Balloons (1 for every 2 youth)
- Masking or duct tape
- 8.5 x 11 white paper
- Pom poms, pipe cleaners, felt, etc. for decorating the creatures
- Bean bags for the creature's body
- Fabric or hot glue for sticking the creatures together
- Rope or jump rope, one for every 10-12 youth
- Clay pots or other container to plant seeds
- Dirt
- Wheat, celery, or lentil seeds
- Copy machine (if available)

Background

Conflict is normal; it is just two different ways of viewing the same situation. How you deal with those different opinions and views can be positive or negative. Youth often have a hard time getting across their perspectives on a situation. The activities help youth understand what conflict is, and find positive ways to accept those differences. For example, during a deployment, the stay-home parent and child decide to put a computer in the child's room. When the Service Member gets back, they have a different opinion. The Service Member wants the computer to be in the family room. This is a conflict because there are two different views on



the same situation. These exercises should help youth learn to voice their opinions constructively and learn to compromise.

Set Up Your Space

Have either one giant table that everyone sits around and then for the small groups have the youth break off individually, or in pairs, to work at the large table or an open area where they can sit in a circle together on the floor or at small table clusters for the breakouts. You'll also need an open area for some of the large motor activities. Have some soothing music on as the youth enter the room.

WHAT TO DO

Seeds of Peace

Introduction

Conflict is normal; it is just two different ways of viewing the same situation. How you deal with those different opinions and views can be positive or negative. Youth often have a hard time getting across their perspectives on a situation. The activities help youth understand what conflict is, and find positive ways to accept those differences. For example, during a deployment, the stay-home parent and child decide to put a computer in the child's room. When the Service Member gets back, they have a different opinion. The Service Member wants the computer to be in the family room. This is a conflict because there are two different views on the same situation.

Sometimes the conflict comes from outside things, other times it comes from inside of you. Inner conflict is a conflict with yourself, such as whether you wear your red shirt or blue shirt. Outer conflict is between the you and another person like if your mom tells you to put on a sweater and you want to wear your T-shirt.

Icebreaker

Candy Touch (15 Minutes)

This activity will show youth it's easier to work together to solve a problem than fighting.

1. Tell the youth they are going to 'compete' to win some candy.
2. Have youth pair off, making sure no one is left out.
3. Have them get into the arm wrestling hand stance. Explain that instead of trying to push their partner's hand down, both partners want to pull their own hand down.
4. Every time the youth's hand touches the table, the youth gets a piece of candy.
5. Give them about 30 seconds to compete and award the prizes.
6. Have the youth do it a couple of times with different partners. You will probably not have to give out much candy because the youth will be competing with each other.
7. At the end point out that if they'd worked together and taken turns touching the table, they would have gotten a lot more candy!

Activity 1

Who's Got Me? (25 Minutes)

1. This is another game to demonstrate conflict. This one gets the youth up and moving, which is good because you don't want them to get too squirrely! You do need at least 8 people to play this game; if short on youth recruit Service Members and volunteers to play too.



2. Start by having everyone stand in a circle in the open area. (Or go outside if weather and space permit.) Have each person silently and secretly pick two other people in the circle.
3. Explain that the youth has to stay equal distance from their two people at all times. Tell the group to go and watch them run around trying to get equal distance from the two people they picked.
4. When the group stops moving ask each person to try and figure out who had them. Then have the group come back in the circle and sit down. Explain that each person had a conflict; to stay an equal distance from their people and to stay secretive about whom they had picked. Ask the youth how they solved that conflict and whether it was tough. If the group is big, the debriefing might take too long with every youth so consider looking for some volunteers to share their thoughts.

Activity 2

Bug Board (35 Minutes)

1. Have the group come back to the large table or open area. Introduce the Bug Board by saying that everyone has things that bug them. Hand out the post-it pads and have the youth write down 2 or 3 things that bug them.
2. When the youth are done, have them share what bugs them and put what bugs them in the left column of the Bug Board. Try and cluster like 'bugs' together.
3. When all the 'bugs' are on the board, have the youth brainstorm ways to solve their conflicts. They can come up with a solution for theirs or another youth's 'bug.' Make sure to have everyone take turns sharing their solutions. Have a volunteer write up the solutions and stick them in the right column across from the 'bugs' they solve.
4. Debrief the activity and talk about how conflict can come from all different sources. Remind youth to look for solutions when something 'bugs' them and not to give up and simply be annoyed.

Activity 3

Solving the World's Troubles (30 Minutes)

1. This activity has two parts. The first is reviewing how to solve conflicts by referencing the right column of the Bug Board. The second step is taking their new problem solving skills to the world's woes.
2. Hand out the newspapers or have everyone gather round the TV or projection screen. Go over the headlines or news stories the youth will see then allow them some time to read or show the news clip(s). (Make sure these are appropriate for your audience.) Have the youth choose which story they want and identify the conflict.
3. Then have the youth come up with a solution for the conflict they choose. Put all the conflicts and solutions on the 'News Resolutions' letter. Have a volunteer make copies by machine or by hand, depending on what resources are available. Distribute the letters to the families when they pick up their youth. Also, try and work with the Public Affairs Office (PAO) to send the youth's letters to a local paper for publication. The PAO can then help distribute the link to the families.

Activity 4

Balloon Challenge (20 Minutes)

1. Get the youth up and moving to solve a challenge. Have the youth pair up (make sure no one is left out.) Give each pair of youth a balloon.



2. Take the youth to the open area or to a hallway. Using tape, mark off a start and finish line. Tell the youth you are going to time how long it takes to get from start to finish together, batting the balloon between them. If there is a small group; time the pairs individually; if a large group, have them go in small groups.
3. After all the groups have gone, congratulate the winners and ask them what their strategy was to solve the challenge. Have others share their strategies and talk about how working together and having a plan can often make a challenging situation go smoother or faster.

Activity 5

Creative Creatures (35 Minutes)

1. Have groups break up into threes and fours. Make sure no one is left out.
2. Hand each group a bean bag. Explain this is their creature's body. Hand out the pom-poms, pipe cleaners, felt, etc. for decorating the creature's body.
3. Explain that each group needs to make and name their own creature. The only rules to the activity are that everyone needs to help put the creature together and have input on its name. The group has to handle conflict internally making sure to take into account each group member's feelings and opinions. After the activity, the group will also have to decide who takes the creature home.
4. After about 15 minutes have groups share their creatures.

Activity 6

Group Stand (20 Minutes)

1. Break group up into tens and twelves. Have each group sit in a circle holding onto a rope circle. (Make sure the rope is tied together tightly, so it's a circle that won't break when pulled on.)
2. Explain that the group needs to stand up without letting go of the rope. Give a standing ovation to the first group to finish or have group exchange thumbs ups if only one group is participating.
3. Ask the group what the conflict was in the activity. How did the group(s) overcome those conflicts and achieve their goal of standing up?

Activity 7

Conflict Plants (40 Minutes)

1. Explain that in Iran for the New Year, or no-ruz, family's plant celery, wheat, or lentil seeds. They tend the seeds for 13 days and on the 13th day, the family throws the seedlings over a garden wall or out in running water. Throwing the seedlings represents the family throwing out their conflicts.
2. Give youth a pot and have them fill it up with dirt.
3. Plant the seeds according to the package and the youth are ready to take their conflict plants home to tend and throw.

Talk It Over

- ★ **Reflect:** What did you like about today? What didn't you like about today?
Did you learn some new conflict resolution skills? What were they?
If you didn't learn any new skills, how come?
- ★ **Process:** Is it easy or hard to solve conflicts? Why?
What was the hardest activity you did today? Why?
What would you change about that activity?



- ★ **Generalize:** Do you think conflict is good or bad? Why?
What is the biggest conflict in your life right now?
- ★ **Apply:** Will you be able to use any of these conflict resolutions at home or at school? Which ones?
Did any of today's solutions on how to overcome conflict give you an idea on how to overcome your biggest conflict now? Why or why not?

Enhancement

Consider having youth make origami peace cranes or create their own Conflict Resolution Superheroes. To make a Conflict Resolution Superhero, have the youth brainstorm what characteristics a superhero would need to solve conflicts positively (explain that hitting the bad guy would not do much except make the bad guy angrier at the superhero.) Then have the youth draw and name their own Conflict Resolution Superhero with some of those positive conflict resolution skills they brainstormed. Have the youth share their superhero with the group.

Closing

Conflict is normal and natural. Knowing how to positively deal with conflict will make you a stronger, happier person. Teach your family the positive conflict resolution skills you learned today. Think about planting the seeds of peace and tossing out your conflicts. Good luck!

Credits/Sources

Gorgone, Judith. Planetpals. 1991. 8 May, 2009.
<<http://www.planetpals.com/IKC/peacecrane.html#fun>>

Kreidler, William J. Creative Conflict Resolution. Tucson: Good Year Books. 1984. Used with Permission. Order online at: www.goodyearbooks.com or (888)511-1530.

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



Seeds of Peace

Dear Family,

Today we talked about conflict and different ways to bring resolution. We talked about how conflict is normal and natural; there will always be different opinions on things. We also talked about how one reacts to conflict can be good or bad so we brainstormed different positive ways to handle different types of conflict.

We did many activities. One of which was that the youth wrote a Conflict Resolution Letter with ideas on how to solve some of the world's conflicts. You should have received a copy when you picked up your youth. It's interesting to see all of the different youth generated resolutions.



The other thing you are taking home today is a Conflict Plant. We planted seeds like they do in Iran for the New Year, no-ruz. Please help your youth tend the seeds for the next 13 days. On the 13th day, take your seedlings outside and throw them over a wall or into running water. Throwing out the seedlings is symbolic. The seedlings symbolize any family quarrels or conflicts and in throwing them out, you throw out the family conflicts and start afresh.

Thank you for allowing your youth 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 their day.

Sincerely,

Conversation Starters:

- What are some of the conflicts you have in your life? Mine are _____. What are some ways we can resolve our conflicts?
- What family quarrels should we throw out with the seedlings? Should we make any changes before we throw the seedlings out so those conflicts don't come back?
- I know change can be challenging. What are some conflicts that occurred because mom/dad/sibling/etc. deployed? Did those conflicts disappear when they returned? Did new conflicts arise? Explain.





Seeds of Peace News Resolutions Letter

(Date)

To Whom It May Concern:

We, the youth of _____ have
come up with solutions for some of the world's conflicts.

I, _____, think the _____
_____ conflict could be solved by

I, _____, think the _____
_____ conflict could be solved by

I, _____, think the _____
_____ conflict could be solved by



I, _____, think the _____
_____ conflict could be solved by

_____.

I, _____, think the _____
_____ conflict could be solved by

_____.

I, _____, think the _____
_____ conflict could be solved by

_____.



TeamWorks! Design It-Build It-Share It

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Cooperation
- ★ Communication
- ★ Problem Solving



Activity Overview

Participants build sculptures, bridges, and other creative pieces as they learn communication and discover methods of working together.

Shout out!

Be a sculptor, a bridge designer, and even a food artist! Discover Oogly and become a Slime Scientist. All this and more! Join us for TeamWorks! Design it. Build it. Share it.

Get Ready

Roles for Uniformed Service Member

- Create a foam core piece with your name on it, as described below
- Help youth hot glue their sculptures together
- Help facilitate the Oogly making and small group activity
- Join one of the bridge building teams. Talk about some of the teams that you have worked with and what you have learned about working as a team

Roles for Volunteers

- Help with cutting foam core pieces prior to event
- Help youth hot glue their sculptures together
- Help facilitate the Oogly making and small group activity
- Help cut fruit or vegetables for the VeggieMobile snack activity
- Help younger youth in creating their Veggie Mobiles
- Assist with set up and clean up of each activity

Activity Orientation for Volunteers: 1 hour

- Read through all activities. Create a foam core piece with your name on it, as described below. Prepare to lead the Talk It Over sections

Preparation time: 2 hours (plus time to gather wood and cut foam core for Activity #1)

Space: Large indoor area, tables available, with 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 additional embellishments and scissors.
6. Schedule use of Mobile Technology Lab for digital cameras and photo printer.
7. Cut foam core into odd shaped pieces. You'll need a box cutter/Exacto knife type utensil. Pieces should be 5-10 inches wide/high—there is no set size but larger pieces make for more impressive sculptures. You'll want a variety of shapes/sizes. Each participant will need at least ten pieces. This will take some time to cut. It's possible that a frame shop could cut pieces for you.
8. Obtain a wood base for each Veggie Mobile's ME sculpture. A piece of plywood approximately 6x8 inches works well. A lumber yard may give you scraps of various sizes at no cost. A cardboard box such as a shoe box also works well and creates a sort of "pedestal" for the Veggie Mobile's sculpture. A slightly larger piece of heavy duty corrugated cardboard may also work. You need a sturdy base on which to build or the sculpture will tip over.
9. Collect old newspapers prior to event. You'll need a stack approximately 5-6 inches tall for each small group of 3-4 youth.
10. Save or locate 1 or 2 gallon milk jugs (empty) with screw on cap. Wash out.
11. Copy Parent Letter.
12. Copy directions for Oogly as an optional take home piece.

Get From OMK Tool Kit

- Glue guns
- Glue sticks
- Cotton gloves
- Extension cords
- Cotton gloves

Procure Supplies

Activity 1 Me Sculptures

- Sheets of foam core, white, cut into odd shaped pieces (see Do Ahead section above)
- Glue sticks to fit the glue guns you'll be using. You'll need a lot of glue sticks as the foam core requires heavy gluing
- Colorful permanent markers, like Sharpies, both wide and fine tipped

Activity 2 Oogly

- Cornstarch (minimum 2 cups for each small group's pan-use more for larger groups or for more Oogly!)
- Water
- Food coloring – 1 box of assorted colors
- Large shallow bowl, aluminum roasting pan, or plastic tub – 1 per group of 5-6 youth
- Table covering if done indoors
- Access to sink and paper towels
- Optional for Activity 2: Book: Bartholomew and the Oobleck by Dr. Suess



Activity 3 Snack Break: Fruit and Veggie Mobiles

- A wide variety of fruits and vegetables that youth can build their “mobile” with
- A “base” that is larger-such as banana, cucumber, bread stick, half orange or something similar
- Other items could include: grapes, carrot slices for wheels, apple slices, baby carrot sticks, cherry tomatoes, broccoli florets, raisins, apricots, zucchini slices, etc
- Toothpicks or small skewers to assemble their “mobile”
- Juice
- Small paper cups
- Napkins
- Plastic knives
- Sturdy paper plates

Activity 4 Bridge Building

- Newspapers (You’ll need a 6 inch stack for each group of 3-4 youth)
- Masking tape -1 roll for each group of 3-4 youth
- 1 or 2 empty gallon milk jugs with screw on cap. Fill half full with water on site
- Timer

Background

Teamwork involves everyone one on a team working together to meet a goal. Good team members have a strong sense of themselves, but also an understanding and tolerance for others. Every member of a team, whether it’s your family, your class or other situation, is unique. With this age group, it’s important to help each youth talk about who they are, as well as to have them think about the others with whom they interact with on a regular basis. The activities in this lesson are designed to allow participants to do fun projects that lead them to think about themselves, their families, and others.

Set Up Your Space

A large open room works well for these activities. If tables are available, youth will have the chance to work at tables for some of the activities.

1. Fun upbeat music should be playing as youth arrive.
2. When they enter the room ask each participant to choose a piece of foam core.
3. Ask them to use the foam core and make a design, with the Sharpies, using their full name (including middle name if they know it). They can write their name big or small or several times, however they wish to create their piece.
4. They need to fill up all the spaces with their name or a design.
5. Remind them to draw on both the front and back.
6. You can show them some examples created ahead of time for their own name piece, if they need ideas for getting started.
7. Tell them this is the start of their “ME Sculpture.”



WHAT TO DO

TeamWorks! Design It-Build It-Share It

Icebreaker

Seek and Scurry (20 Minutes)

1. We're going to play a game called "Seek and Scurry."
2. When the music plays, you should move around the room.
3. When the music stops, you scurry to find a partner by the time I count down 3-2-1.
4. At that time I'll ask you to seek out the answer to a question by talking to your partner. For example, I may say "What's their favorite color?" You and your partner share your response. When the music starts, you high five your partner, say "Seek you later!" then scurry to find another partner when the music stops again.
5. Continue playing for about 10 minutes.
6. Let the youth know that if they see someone without a partner, they should invite them to join their twosome.
7. It's okay to add a third person so that no one is left out!

Seek and Scurry Questions You Can Use:

- What's one of your favorite movies?
- Do you have any pets and if so, what is it? If not, what type of pet might you like?
- What's your favorite subject in school?
- What's your favorite board game?
- What's your favorite book?
- How many people are in your family? What are their names?
- If you got \$20 as a gift, what would you do with it?
- If you could eat anything you wanted for dinner, what would it be?
- What is your favorite season and why?
- Add any others that fit the age of the group

Activity 1

ME Sculpture (1 Hour)

Introduction

In the game we just played, you learned a little bit about other people and also told them things about yourself. The most important part of any team is the uniqueness of each individual person! Each of you are different because you're unique—you like different foods, you're talented in different activities, some of you like to talk a lot and others of you are quiet, etc. Is this true in your own family—is each person different in some ways and likes different things? What is unique about you?

- Go around the group and have them share something unique about themselves and their family members.

We think it would be fun if we each had a sculpture or art piece that told the story of YOU! So today you are going to be artists and create a ME sculpture. This will help you tell the story about who you are. It may also be something that can help you talk with your Service Member now that they are home.

1. You've already begun working on your first piece of the ME sculpture, which is the design that showcased your name.



2. You'll be able to pick out more pieces of the foam core after we explain how you'll design your other pieces.
3. But first let's finish our first piece, if you haven't, and begin building our ME Sculptures.
4. Choose a wooden or cardboard base on which you'll build your ME sculpture.
5. Glue your name onto the base using the glue gun. **Note:** It'll work best to have several gluing stations and divide the youth's bases between the stations. This way, each time they are ready for gluing, the youth can go to their glue station and work on their sculpture. You don't want to be moving the sculptures from place to place as you're building them. (Volunteers should handle the glue gun for younger youth. Put a thick line of glue on the cut edge of the piece and place it on the base. The youth can help hold it in place for a few minutes so that it doesn't tip. Hot glue dries quickly.)
6. Once you are sure the piece is stable, we'll make the next part of our ME sculpture.
7. Choose 3 pieces of foam core.
8. **On each one**, draw or write: **3 things you like to do or 3 things about YOU** (e.g. could include things like: I like to skateboard, I like chocolate ice cream, biking with my family, dancing, reading, I'm talkative, my favorite book, I want to be a veterinarian when I grow up, etc.) Anything the youth come up with that tells something about themselves is great.
9. If you have lots of ideas you can put a different response on each side of a piece of foam core, or you can use more pieces if you have enough.
10. The important thing when designing is that they fill the piece with their artwork, writing or coloring.
11. Next, get 1 piece of foam core for each person in your family.
12. Create a design on each piece of foam core with your family members name on it and a unique design for each of your family members. (You can discuss with who is in their family; they can certainly include pets, extended family such as a grandparent, etc. This is a great time for one on one discussion with the volunteers, facilitators and Service Personnel.)
13. Now choose at least 3 more pieces of foam core for your **"wishes."**
14. Write and draw your wishes. (Continue creating and gluing. It helps to glue as you go in order to give the glue time to harden before adding another piece, but again, hot glue dries quickly so this should not be a problem.)
15. Finish the ME sculpture and have each youth show his/her sculpture to the others in the group and share some of the things they included. (If you have a large group, you'll want to divide into smaller groups for sharing time. A Service Member or volunteer should be with each group.) This is the youth's time to shine and talk about themselves. Manage the sharing time based on age of the youth and group size. Ensure that each youth gets a time to talk.

Activity 2:

Oogly (1 Hour)

Introduction

Our next activity is called Oogly. Oogly is something we create and can play with! Let's go over to the tables to make some Oogly! (Divide the group into smaller groups of up to 6 around each pan. An adult or teen volunteer should work with each group if possible).



Directions:

1. Choose a table. (No more than 6 youth can be at one table.)
2. Wash hands before beginning.
3. Pour 2 cups of dry cornstarch into large bowl or pan.
4. Mix in water with your hands or a spoon, about ½ cup at a time, to avoid adding too much water. (It takes about as much water as corn starch.)
5. You can tell when enough water has been added because all the powder forms into a stiff liquid.
6. Mixing this stuff can be hard work! Notice what happens when you try to mix it quickly.
7. If you add too much water, just let the mixture set for a few minutes and pour off the excess water that settles on top!
8. Add several drops of food coloring to the mixture after it has been thoroughly mixed. (Have the youth discover how difficult it's to get the color mixed into the Oogly.) It takes a lot of hard work to get the color mixed throughout the Oogly, doesn't it? Why is that?

(NOTE: If you plan to use the Oogly more than once, add a teaspoon or so of bleach when you are finished, otherwise bacteria from people's hands will start to grow a culture! If you add the bleach, mix it and keep it covered, you can use it over and over).

Let the youth play as long as it continues to hold interest. Here are some things to try or discover:

- Is it a solid or a liquid?
- What happens when you move your hands slowly through it? Quickly through it?
- See what happens when you punch it or poke it.
- Can you reach in and grab a piece out?
- Can you pass a "ball" of it from person to person?
- Let your fingers slide down to the bottom of the pan and try to pull it out.
- Place a small toy car on its surface-what happens?
- What makes OOGLY stay solid?
- What happens when you add food coloring?

Clean-up is easy-Oogly wipes up easily and vacuums up easily after it dries!

Optional: Read the story: Bartholomew and the Oobleck, by Dr. Suess.

Science background for facilitators:

- Oogly is made up of tiny, solid particles of cornstarch suspended in water.
- Chemists call this type of mixture a **colloid**.
- As you discovered, this colloid behaves strangely. Your fingers are applying what a physicist would call a **sideways shearing force** to the water. In response, the water moves out of the way (shears).
- **Quicksand** is a non-Newtonian fluid that acts kind of like the Oogly—it gets more viscous (or resistant) when you apply a shearing force. If you ever find



yourself sinking in a pool of quicksand, try swimming toward the shore very slowly. The slower you move, the less the quicksand (or Oogly) will resist your movement.

Metaphors about **Change** for facilitators:

1. Sometimes people and groups resist change...sometimes if you try to change things too fast, people resist, but if you move slowly, people may go with the flow more easily...If you push too hard, people resist. (Just like Oogly if you hit it-it stays solid.)
2. Adding food coloring is a great metaphor for the time and sometimes hard work it takes to change something...see how long it takes to disperse the food coloring throughout the Oogly? Just like in families of deployed Service Personnel, the change of deployment and the change brought by reintegration are both major changes, and it takes time, patience, and sometimes hard work to deal with all the changes. Give yourselves time and keep working at it slowly.
3. Try passing a ball of Oogly from person to person around the tub of Oogly. If you keep it moving, it stays solid. If you slow down, it drips out of your hand. Sometimes if a group isn't working together well, we "drop" the ball and lose what we were working on. We need all team members to be actively engaged in making things happen. We need communication between all the people.

Activity 3

Snack Break: Build a Fruit and Veggie Mobile (45 Minutes)

Introduction

Since you've been such great sculptors so far today, we've got a challenge for your snack break! We'd like each of you to design your own Fruit and VeggieMobile—a car, plane, truck, ship, or anything. It'll be made out of edible materials and when we're done we'll have an edible treat! Yum!

1. Choose the fruits and vegetables you want for your fruit and veggie mobile and put them on a paper plate.
2. Take only the fruits and vegetables that you like to eat.
3. Use a banana, cucumber or bread sticks as a solid base to build your creation on. (Show them an example and have them think about wheels, how it will steer, what will decorate it or make it the height they want, will it have wings or an antennae? etc.)
4. If you want, have an adult help you cut any shapes with a sharp knife.
5. Remember, don't eat the supplies while building—you'll want to take some pictures of these creative "modes of transportation!"
6. After your building is complete, let everyone see the creations and hear about what the others have made.
7. Then it's time to EAT them! Enjoy!

Note: If group seems to need some movement or play time after snack, add in a game from the resource book in the OMK Tool Kit or use the Recreation Box at this time.

Activity 4

Bridge Building (1 Hour)

Introduction

Do you ever have to work together with others to do something? Can you think of some examples of when you've done this? (Examples could include things like building a sand castle



with others at the park or beach, playing a game together with friends, a school project where you worked with 2 other people, when you helped your family pack all the gear for a camping trip, etc.)

There are many times when you need to cooperate with others to make something happen. Today you are going to work together and become bridge builders.

(NOTE: **DO NOT** pass out materials until after the 7 minutes of planning time.)

1. Divide large group into groups of 3-4 participants.
2. Your task is to build a bridge strong enough to hold a gallon milk jug, half full of water, that is tall enough for another milk jug to pass under it, turned over on its side. (Make sure to duct tape the cap on the milk jug just to be safe!)
3. **Rules:**
 - ★ You may only use the newspaper and tape to build the bridge
 - ★ You may not use people, tables or any articles from their pockets or bags
 - ★ You may not attach it to the floor, table or any other object
 - ★ You may come to the front of the room to measure the jug, or lift it, but you may not test it on, or under, your bridge
4. You now have **7 minutes to plan** how they are going to build the bridge.
5. Plan carefully and to be sure everyone knows what his or her job will be – fold paper, tear tape. You'll have 12 minutes to actually build the bridge.
6. After answering any questions, give them the 7 minutes to plan. Give time cues of “3 more minutes”, “one minute left”, etc.
7. Give each group a stack of newspapers and some tape.
8. Tell them not to touch them until you say, **“GO”**.
9. Remember to work as quickly and efficiently as possible.
10. **BUT - OOPS! – One of the rules you forgot to tell them is: They may not talk at all during the building.**
11. After they let this new rule soak in, say “ready, set, GO!” and let the building begin!
12. Time the activity for 12 minutes. (You may be a little flexible on the time. Give time cues. Assess how the groups are doing so that each group gets a pretty sound bridge built. If desired, play some music during the building.)
13. Call time and give each group five minutes to talk, but don't let them make modifications.
14. Have all the participants gather around each groups' bridge for the testing.
15. Have them test for the jug passing under the bridge first, then on top of it for strength.
16. Gather the full group in a circle, sitting on the floor, for some reflection on the experience.

Talk It Over

★ ***Reflect:***

How did your group come up with your ideas about building the bridge?
Did you work together?
Was it harder when you couldn't talk?



- ★ **Process:** What ideas worked well and did any of your ideas not work so well?
Did anyone wish they had planned better during planning time?
How did you communicate when you couldn't talk?
Do you think your team was successful? Why or why not?
Can you be successful even if your bridge collapses at the end?
- ★ **Generalize** Can you think of a time when you have to communicate without speaking? What is that like for you?
Is/was it difficult to communicate with your loved one while they were deployed? How did you communicate?
- ★ **Apply** Can you think of a time your family worked together on a project?
What were some of the roles that you had?
What is one way you'll try to communicate better with members of your family?
If you have something important to tell someone in your family, would you rather do it by talking to them or writing it in a message to them?

Enhancement

ME Sculptures: If it would work at your event, have the sculptures set up like an "art show" so that the parents or other adults at the event can come and view the artwork at the end of the day. The sculptors could stand alongside their sculpture and explain about their work. If possible take a photo of each youth next to their sculpture and give or send a photo to each youth.

Talk It Over

- ★ **Reflect:** What things did you enjoy building today?
When did you feel a sense of pride at what you built?
- ★ **Process:** What kind of teams did you build today?
Do you feel you also built some new friendships today?
Tell us why you like your "ME Sculpture."
What did it take to create a really strong bridge in the bridge building activity?
What great ideas did you get from another person today?
- ★ **Generalize** Who will you show your ME Sculpture to and what will you tell them about it?
What can you do when someone doesn't listen to your great idea about how to do something (Like might have happened in the bridge building activity)?
- ★ **Apply** What does it take to build a really strong family?
We could make the Oogly be more solid or very runny depending on how we handled it. What has been easy about having your loved one back from deployment? Is there anything that is hard about it? Is your family different now that they're back?
What new fruits or vegetables could you tell your family about?



What is one thing you put on your ME Sculpture that you just love?

Closing

Wow! We've done a lot of building today! You created such great ME sculptures! I noticed how important it was to have each and every piece that you created as part of your sculpture—it really makes it yours! You used creativity and problem solving to build your bridges, and you used cooperation to work as a team. We hope you had a fun day discovering some of the unique things about yourself, and some of the special things about other youth as well. When you go home, see if you can talk with your family about what makes each person special in your family! We hope you had a great day. Thanks for being here!

Credits/Sources

Foam core sculptures are the brainchild of Bill Svendsgaard, former Extension Educator in 4-H Youth Development with University of Minnesota Extension.

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



TeamWorks! Design It! Build It! Share It!

Dear Family,

Today we built a lot of things!! We became sculptors, Fruit and VeggieMobile designers and bridge builders! We talked about how you build a team with other people—whether it's your family team, or a team of friends, or a group at school.

Our ME Sculptures tell a lot about each of us as individuals. Ask your youth to explain all the parts of their sculpture. This project was a great way to think about what makes each person in our family unique and special. It also reinforced that each member of your youth's family is an important part of who they are—whether they are with them or far away. Often in the busy-ness of day to day life we forget to tell our youth that we see special skills or personality traits in them, and that we appreciate them for their uniqueness.



Building with food is always fun—today your youth had to build their snack before eating it! We created veggie and fruit cars, planes, ships, trucks, etc. out of many different kinds of vegetables and fruits.

We also built and designed a bridge using just newspapers and tape in just 12 minutes! We talked about how families also have to keep communicating and perhaps trying a new strategy if the first one doesn't work so well! Team work can be frustrating because people might not do YOUR idea...again we talked about trying new things and trusting that someone else might also have a good idea.

One of the messy things we did today was Oogly. Oogly is a mix of cornstarch and water but boy is it interesting to play with! Oogly acts like a liquid sometimes and a solid other times...depending on how you move your hands in it! When we tried mixing a little food coloring in it to change the color, we discovered that this is very hard to do! We talked a little bit about how change can be hard for families too—sometimes you have to move slowly to help everyone adjust to the change. With Oogly, if you move too fast, the Oogly just gets hard. We learned you had to be patient to get the Oogly to change color. You have to be patient with changes that your family is going through also.

Best regards,

Conversation Starters:

- Do you ever worry about not being successful at something at home or school?
- If you could build anything, what would you like to build?
- Do you think change is messy?
- Would you rather work in a team or do it yourself?
- How do you think we should solve problems when we have them in our family?



It's Time!

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Problem Solving
- ★ Working Together
- ★ Time Management
- ★ Communication

Activity Overview

Learn about time management, good communication, and planning for the future.



Shout out!

It's all about time! How do you manage it? How do you tell others about your time? What is in your future?

Get Ready

Roles for Uniformed Service Member

- Talk to youth about their dreams
- Share about how you think using good communication skills will help when youth are planning their future
- Help with activities

Roles for Volunteers

- Assist with youth engagement
- Help youth with all activities
- Copy activity sheet for Activity 1. Cut and put into envelope. One for each youth
- Set up supplies needed for activities prior to youth coming

Activity Orientation for Volunteers: 1 hour

- Read over the entire activity and lesson plans
- Be prepared to facilitate questions from youth

Preparation time: 1 hour

Space needed: A larger 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 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 and scissors.
6. Copy activity sheet for Activity 1. Cut squares and put into envelope. One for each youth.
7. Copy Parent Letter.

Get From OMK Tool Kit

- None

Procure Supplies

- Inflated balloons
- Straws
- Two rolls of toilet tissue
- Blindfolds (about four)

Activity 1

- 24-Activity Sheet copied and cut and put into one envelope. One envelope for each youth.
- Tennis balls (three yellow cans, three blue or another color)

Background

Time management can often be a big problem for adults as well as youth. There're many times that youth have to make decisions on how they will spend their time. Sometimes parents make those decisions for per-teen or teenage youth, depending on family structure and plans for the weekend.

During the time that a loved one is deployed and returns, time management and activity scheduling can become complicated. This often means that youth might be given either more structured time, or less structured time, depending on the family members.

Many youth can feel that they lack the time to do everything they want. Instead of doing "fun things" they are often "stuck" with doing chores around the house, doing some extra child care duties, if they have siblings, or other activities that were not their idea.

Youth need to understand that everyone has the same amount of time; it's how the time is managed, that really counts. People are not born knowing how to manage time; it's something that takes time to learn. It's a skill.

Set Up Your Space

Balloon Heights (15 Minutes)

Use this activity while participants are entering the room. Have available one inflated balloon for every youth as they enter the room. As they enter, give youth a balloon and a straw. Tell them they should use this time to see how many times they hit the balloon in the air with the straw in order to keep it up in the air before it hits the ground. Youth should keep track of their own numbers, continually trying until you ask them to stop. Stop when all youth have entered. Ask each individual participant their score. Ask what was easy about this game? What was difficult about the game?



WHAT TO DO

It's Time!

Icebreaker

Finger Rap! (20 Minutes)

The purpose of this ice breaker is to introduce each other and to allow other participants to know you better.

1. Have participants get in a circle. Have in your hand one or two rolls of toilet tissue.
2. Start with Uniformed Service Member, have each participant take between 1 and 30 sheets of toilet tissue.
3. Ask each participant to hold on to tissue. When everyone has their tissue, then begin with the Service Member.
4. Tell them that they are to introduce themselves and tell something about themselves that they think others would like to know. (You can suggest telling their name, where they are from, what their favorite food, number of brothers and sisters, favorite vacation, etc.)
5. While a participant is talking, they should begin to slowly wrap the tissue around their little finger until all tissue is wrapped.
6. Then they can stop talking and it will be the next person's turn.
7. All participants should participate in activity.

Activity 1

Time Management (30 Minutes)

Introduction

People who plan their time wisely often appear to have more time to do the fun things that others wish they had time to do. You need to know that everyone has the same amount of time; it's how that time is used that counts. In this activity, youth will understand and appreciate the importance of "budgeting" their time.

1. Give each youth an envelope with 42 activities that they might possibly do within 24 hours.
2. Give each youth a blank piece of paper and tape.
3. Tell each person that his/her envelope contains enough activities to fill up a 24-day---that is, the activities in the envelope are what each person will be doing during the next 24 hours. The next 24 hours should be looked at as if it were a free day from school, or a Saturday or Sunday.
4. As youth do this activity, if they do not find an activity that they need, they can ask another participant for that piece of paper that indicates the activity that they need.
5. After everyone has the activities he/she wants, each youth should arrange the activities on a piece of paper in the order of importance that he or she would do in the day.
6. Tape the activities to the paper.
7. Go around the group and look at schedules for each person's day. Some youth may have had an easy time arranging their days' others may have had a more difficult time.
8. Ask youth to get into groups of three to talk about their choices of how they spend their 24 hours.
9. Bring the group together to discuss. What activities did you have to plan as part of your day? Why are these activities you selected important to you? What activities are not important? Do you feel that you have had enough time during 24 hours with friends? Do you feel you have enough time during the day as a family? As you look at how you

It's Time!



spend your day, has it changed since your loved one has been reintegrated with your family? Why?

Break

(10 Minutes)

Activity 2

Blind Communication (30 Minutes)

Introduction

Good communication is the key to helping you to talk to others about how you want to spend your day. As you do this exercise, think about how you communicate to others. Are you clear? Do you fully explain?

(The object of “Blind Communication” is to have the blindfolded youth find the three tennis balls by only using the directions provided by the free from blind teammate that will walk behind them and give verbal instructions, without touching the blindfolded person.)

1. Be sure that all space is free from any obstacles.
2. Have volunteers stand at various corners of area to be sure of youth safety.
3. Have youth stand in a random straight line. Participants will then be a partner to the youth on their right, i.e. first two as partners, next two as partners and so on.
4. Give each partner team a blindfold and three tennis balls.
5. Pick two teams to have the first experience. Make sure that one team has yellow tennis balls and the other team a different color tennis balls.
6. One of the team members should decide to first be blindfolded. They should stand still until instructed to move.
7. The other team member will be the eyes and ears of the blindfolded team mate.
8. The free from blind fold teammate will place the three tennis balls on the ground with the idea that he/she will direct their partner to find these balls without seeing where they are at.
9. Once the tennis balls are on the ground, they cannot be moved or kicked.
10. The free from blind fold teammate, without touching his teammate, should stand behind him, giving verbal communication commands to find the balls.
11. Once they find all three balls, they should be instructed to come to the beginning point.
12. All partners should proceed with the same directions until finished.

Talk It Over

★ *Reflect:*

What was difficult about this activity?
What did you learn about yourself while you were blindfolded?
Unblindfolded?
How do you communicate? Were you clear?
Why was it hard to communicate to your partner where the ball was when he/she was blindfolded?

★ *Process:*

How did your partner help you? Were you a good listener?
Why is good communication important?
Do you think good communication skills are important?

It's Time!



- ★ **Generalize:** What did you learn about the importance of good listening skills?
How does good communication affect your everyday life?
Do you think good communication skills are important?
- ★ **Apply:** How is understanding good communication skills going to help you with your family relationships?
Why do you think that good communication is needed when you are deciding how to spend your time?
Do you think that using better communication will help you when planning with friends? Family?
What happens and how do you feel when you do not understand what people are communicating to you?
During this time that your loved one is reintegrated with your family, how will it change the way you plan your day? How will it change the way you communicate?
As you understand that each person in a family has their own time management ideas, how will you coordinate and communicate everyone's schedules and work together as a family?

Activity 3

Lifeline (20 Minutes)

The purpose of this activity is to help youth identify that how they spend their time now, can help them plan and accomplish all of the things that they want in a lifetime. Discuss the idea that each of us has just one lifetime during which to accomplish all we want to do. The average life span now is about 75 years. Using good time management skills will help better utilize our time in order to accomplish the many goals that we will set for ourselves in the future.

1. Give each participant a large piece of paper and a marker or pencil.
2. Tell each person to draw a line across the paper, placing a dot at each end of the line and dividing it into seven equal segments, each representing 10 years of life.
3. Have each person write his or her birth date above to dot on the left. Add 70 years to the birth date and write that date above the dot on the right. Find the place on the line that represents the current year and place a dot there.
4. Ask them to think of all they have done in their lives so far and imagine where each activity fits on their lifelines. Have them write important life events at the correct places on the lines.
5. Tell them to study their lifelines.
6. Have them think about what they want to do before their lives are over. Where will these things fit on their lifelines? What do they think they want to grow up to be? Have them write those goals in their lifelines. Then have them think about what they will need to do to make these things happen. Have them ponder the statement, but do not yet discuss, "Setting good time management skills will help me accomplish my goals in life."

Talk It Over

- ★ **Reflect:** What was difficult about this activity?
How do you communicate? Are you clear?



- What were you thinking when you were doing a timeline that talked about your future?
- ★ **Process:** What was surprising to you when you started thinking about time?
Did you ask other partners what they were putting on their timeline?
Why do you think that everyone needs to think about good communication and time management skills?
- ★ **Generalize:** How does good communication affect your everyday life?
Why would the idea of time management now, be important as you plan your future?
Why do you think that it's important to have good communication with your family members as you plan your future and the way you spend your time?
- ★ **Apply:** What is important to you?
Why should you ask other people what is important to them?
How can good communication skills help as you plan your life?
Why do you think that your parents should be a part of helping you with your time management?
Why is it important to make sure that you use good communication skills as family events become high on the time management priority list?

Enhancement

Encourage youth to practice good communication techniques with their friends and family. Being respectful, question when they do not understand what a person is saying, trying hard to practice good listening skills. Youth should learn how to spend their time wisely. Youth should spend some time in their time managed day to look at career choices. Youth should research the amount of time it takes to enter the career choice they are looking at. What will that mean to them as they look at their timeline? As they look at their time management?

Closing

(20 Minutes)

You need to understand that you make choices every day on how to better utilize your time. You need to understand that as you make choices, it impacts your future. However, sometimes, there are situations and events that happen that cannot be planned for, and that are beyond our control, which can alter our best made plans. You need to understand that developing good communication techniques and utilizing good time management techniques, will help you plan better for your future.

Here are a few tips to help anyone manage his or her time better:

1. Decide what is the most important things you must accomplish; such as chores, homework or project, a project for your parent. Once you have the important tasks identified, you will have time to do extra things that you want to do.
2. Make a list of things you have to do. List the most important things first followed by other activities that are almost as important. As you finish a task, cross it off your list.
3. Use a calendar, planner or notebook to keep up with things you must do. You can write down all projects, due dates, assignments, or tasks your parents have asked you to do.
4. Watch for time thieves. It's very easy to spend a lot of time talking to your friends, or playing video games, or surfing the internet. Limit the time you spend on the phone or computer. This will help you have more time for other things. If you find yourself



daydreaming while you do your homework or doing that summer project, set a timer. This will encourage you to complete your summer project or homework, and keep you from stealing time from other things you may want to do.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. Helper's Guide, Exploring the Treasures of 4-H, Group Activities, Washington D.C.: the National 4-H Council, 2005, 4-HCCS BU-08172. Putting the Pieces Together. Texas 4-H Leadership Project, Texas Cooperative Extension. <<http://texas4-h.tamu.edu>>.

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



It's Time!

Dear Family,

Today youth had an opportunity to look at the importance of time management and the importance that good communication can play when making decisions about their time.

Your youth participated in an activity that asked them to recognize how they make decisions on spending their time. As we know, parents often make those decisions for pre-teen, teenage youth, depending on family structure and weekend. During the time that a loved one is deployed and then reintegrated into the family, this often means that youth might be given either more structured time, or less structured time, depending on the family structure.



Many youth can feel that they lack the time to do everything they want. Instead of doing “fun things” they are often “stuck” with doing chores around the house, doing some extra child care duties if they have siblings, or other activities that were not their idea.

Youth need to understand that the truth is everyone has the same amount of time; it's how the time is managed that really counts. Youth were asked to appreciate the fact that as a member of the family, they will be asked to re-prioritize their time, sometimes, to help accomplish family goals or tasks. Now that their loved one is reintegrated with the family, everyone in the family is asked to re-look at how they spend their time. Time management and good communication skills become even more important.

Be sure to recognize that youth still need their down time. They still need to do some things both for themselves and by themselves. Talking about and helping youth understand that good communication can help everyone in the family achieve their goals. People are not born knowing how to manage time; it's something that takes time to learn. It's a skill.

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

Best regards,



Conversation Starter:

- If you had a day to do whatever you wanted, what would you do? Why?
- Can you give the gift of time? How?
- Does time really fly? Or does time stand still? When does this happen?
- When your Service Member was deployed, was time slow or fast? Why?



It's Time!

Activity 1 24 Uses for your time

Work at Computer	Cook	Work at Computer	See a Movie	Go to a Program Or Club Mtg.	Go to church/ Service/ Activity
Play video Game	Play outside	Play a sport	Talk with Friends	Chat On-line	Sleep
Go to the Doctor	Eat	Talk to Parent	Talk to Parent	Talk to Friend	Play on Internet
Baby-sit	Read	Get Dressed	Household Chores	Talk with Parent/ Relative	Ride a Bike
Watch TV	Watch a Movie	Watch a	Get Dressed	Play	Sleep
Do Homework	Sleep	Phone A Friend	Eat	Eat	Talk With Parent/ Relative
Sleep	Sleep	Sleep	Sleep	Play	Sleep



A Family and Friends Mobile

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Problem Solving
- ★ Working Together

Activity Overview

Make a mobile that balances pictures of your family, friends and deployed loved ones to take home.



Shout out!

Have fun using the Mobile Technology Lab to make a mobile of your family, friends and loved ones. All you have to bring are your photos or digital images from home and your creativity. We will help you mount them and create a mobile that is perfectly balanced to hang in a special place.

Get Ready

Roles for Uniformed Service Member

- Help youth balance the photos and objects on the mobile structure
- Share their experiences balancing their family, friends, loved ones and the things in their lives

Roles for Volunteers

- Help youth choose, print and glue photos
- Guide youth in the construction of the mobile

Activity Orientation for Volunteers: 1 hour

- Set up and use lab
- Train to use cameras, digital image software, and printing mechanics
- Practice making and balancing mobile

Preparation time: 1 hour

Space: Room for the Mobile Technology Lab (MTL) and a larger 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 additional embellishments and scissors.



6. Schedule use of Mobile Technology Lab for use of laptops, wireless network with photo printer, digital camera, and Window Photos Gallery.
7. Read instructions on set up of Mobile Tech Lab.
8. Do test prints of photos and check supplies.
Note: It is critical for the Mobile Tech Lab to be tested and operating when the youth arrive.
9. Check supply list. Have extra supplies.
10. **Communicate** that each youth should bring photos of themselves, their family and their loved ones on a CD or data stick and other objects that are important in their lives.
11. Copy Parent Letter.
12. Download Chinese Acrobat performances from www.youtube.com

Get From OMK Tool Kit

- Glue gun/glue sticks

Procure Supplies

- Photo printer paper, if possible with sticky back
- Foam core
- Scissors
- Glue sticks
- Fishing line
- Metal hangers/plastic coated hangers
- Rubber bands
- Yellow yarn
- Yellow ribbons
- Permanent markers.
- Misc. craft items and embellishments

Background

Mobiles are a good way for youth to illustrate how tricky it can be to balance the different people in their lives. When you shift an image on the mobile, it can affect the entire structure, just like when a loved one is deployed and returns. Their loved one is an important part of their family and community structure. Making a mobile can visually cue youth into thinking about the delicate balance of their lives and the challenges that this balance can be for others.

Help your youth talk about the people and the elements in their lives and how they maintain a balance. Youth should be encouraged to put the mobile up at home so that they can have a visual reminder of the elements that are balanced in their lives.

Set Up Your Space

Chinese Acrobats (15 Minutes)

Have Mobile Technology lab up and running. Load Chinese acrobat videos onto the laptops. Have them playing as youth walk into the room.



WHAT TO DO

A Friends and Family Mobile

Icebreaker

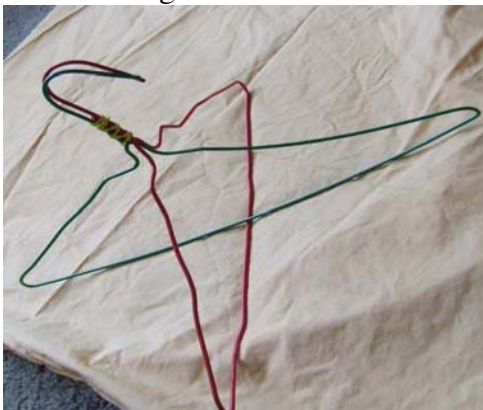
Web of Support (15 Minutes)

1. The Uniformed Service Member should say her/his name and an interesting talent they have.
2. Then, holding the end of the yarn, toss the ball to a youth.
3. The youth will say his/her name and an interesting fact about a talent they have, then, holding on to part of the yarn, toss the ball to another participant.
4. By the time everyone has spoken, there will be a large web of yellow yarn.
5. Talk about:
 - What talent was the most surprising?
 - How do you balance your talents and your challenges?
 - How does your web of family and friends support your talents?
 - When is a time when you feel most balanced?

Activity 1

Make a Mobile (1 Hour)

1. Choose pictures of the family and friends in your immediate support network.
2. If a youth does not have any pictures, use clip art to represent the family member.
3. Then choose a picture of your deployed loved one.
4. Use the computer to upload these pictures.
5. Print photos onto sticky backed paper with a photo printer. You can use a glue stick too!
6. Then mount each photo on foam core.
7. Use scissors/exacto knife to make your photos any shape or any sizes after you mount them.
8. Write on the backside of the picture/foam board image, using a permanent marker, the name of the person and one positive word about them. For example, 'Uncle George' Fun!
9. Make a hole in the middle on the top of the image for the fishing line. Knot it tight!
10. Get two hangers and a rubber band.



11. Put the two hangers together so that they make a rectangle.
12. Put the tops together with a rubber band.
13. Wrap yarn around the hangers if you want.
14. Start to attach your pictures.
15. Watch your balance!
16. Now, choose a partner and carefully lift the mobile structure.
17. Have your partner hold the mobile while you attach your pictures onto the mobile.

18. Once you have balanced your mobile, use a hot glue gun or a piece of tape to hold your photos in that balanced place.
19. Now add other objects to hang. Check the craft supply box for items that interest you or attach things you have brought from home.



20. Balanced mobiles create a visual reminder of the challenge of getting the perfect balance and network of the people in your life in place.

Talk It Over

- ★ ***Reflect:*** What was your favorite part of making your mobile?
What did you learn about yourself while you were making the mobile?
What surprised you?
How will you help balance the people in your life?
Do you think the balance will be different in three months? Why?
How do you know when your life is out of balance?
- ★ ***Process:*** What was the most challenging part of making your mobile?
How did you overcome these challenges?
How did others help you?
- ★ ***Generalize:*** How does the balance of your family, friends and loved ones affect your everyday life?
Why is understanding balance important to you?
How can you be a balancing force in your family system?
What happens when a family member upsets the balance?
How can you help that family member?
- ★ ***Apply:*** Where are you going to hang your mobile? Why?
How can you share the skills you learned on the project with others?
What other projects can you do at home to help 'balance' things as you re-adjust to the return of your loved one?
Do you think the balance will be different in three months? Why?
If you were feeling out of balance, who would you talk to?

Enhancement

Use sticks, ribbons, toy cars and soldiers to enhance your mobile. Hang mementos that you received while your loved one was deployed. Use your imagination and see what happens!

Closing

Your mobile can hang anywhere in your home. You might want to put it somewhere where everyone can see it as a reminder that everyone has a lot to balance. As you worked on your mobiles today, you used your skills of planning, cooperation and problem solving. All these skills come into play as you handle the stress of re-adjustment of your loved one from deployment.

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



A Family and Friends Mobile

Dear Family,

Today we made a mobile that features family and friends. Youth chose pictures and attached them to foam core. On the backside of the picture/foam board image, they used a permanent marker to write the name of the person and one positive word about each of them. For example, 'Uncle George' Fun! After that, they assembled their mobile and balanced their images on the structure of the mobile so that it was balanced.



The family and friends mobiles are a good way for youth to discuss and illustrate how tricky it can be to balance the different people in their lives. When you shift an image on the mobile, it can affect the entire structure, just like when a loved one is deployed and returns. Their loved one is an important part of their family and community structure.

Making a mobile can visually cue youth into thinking about the delicate balance of their lives and the challenges that this balance can be for others.

Help your youth talk about the people and the elements in their lives and how they maintain a balance. Youth should be encouraged to put the mobile up at home so that they can have a visual reminder of the elements that are balanced in their lives.

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

Best regards,



Conversation Starters:

- What would you do if you saw someone lose their balance and helping them would put you in danger too?
- Where are the places in your community that help you relax?
- How would things change if you adopted a pet?
- How would you spend a million dollars?
- Would you rather walk a balance beam or balance a teeter-totter?



Circle of Life

Lesson Time: 4 hours

Grade Level: 6-12th

Number of Youth: 10+

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Resiliency
- ★ Empathy
- ★ Self-Discipline

Activity Overview

Participants will learn about the circles of influence that may affect their lives and what skills will help them through difficult situations.



Shout out!

Many times, we feel like we are running in circles. During our life, people who care about us and want to be a positive influence in our lives surround us. We will explore how to identify and allow these people to support us as we experience many activities related to CIRCLES!

Get Ready

Roles for Uniformed Service Member

- Discuss with youth the circles of influence that the Service Members experience as they are deployed
- Discuss the procedures for reintegration of Service Members

Roles for Volunteers

- Assist in activity plans

Activity Orientation for Volunteers: 1 hour

- Review activity plans

Preparation time: 1 ½ hours

Space: Large indoor or outdoor parking lot, indoor space for reflection

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. Gather supplies.
7. Review activities in A Teachable Moment.
8. Hang poster paper around the room.



9. Construct or draw six large concentric circles that can hold standing participants by either masking tape (indoors) or sidewalk chalk (outdoor parking lot).
10. Print out the following roles on address labels so that everyone will have a label (you will have several of the same, depending on the amount of youth you have): SCHOOL TEACHER, FRIENDS, POLICE, PARENT, COACH, CLUB LEADER, CLERGY, BROTHER, SISTER, BUSINESS OWNER, SERVICE MEMBER, EXTENDED FAMILY.
11. Make copies of circle handout.
12. Clearly discuss the role with the Uniformed Service Member.
13. Seek out and work with a youth speaker that will share their story of reintegration.
14. Make copies of Parent Letter.

Get From OMK Tool Kit

- Boom box and music
- Book: A Teachable Moment
- Gyro Ring

Procure Supplies

- Large post-it poster paper – several sheets
- Ball of yarn
- Round fishing bobber (1 per youth)
- Permanent markers
- Markers
- Label sheets, printed with roles
- Hula Hoops
- Masking tape, if indoors
- Sidewalk chalk, if outside
- Writing paper
- Pens/pencils/markers
- Snacks in the shape of circles (crackers, grapes, oranges, cookies, etc)
- Beverage
- Cups
- Napkins
- Balloons – one per youth

Background

The circle of life reminds us that we are not alone on this earth. As humans, we have a circle of influence that we may, or may not, have control over. We also have a circle of support that surrounds us throughout our lives to encourage us, teach us, and give us hope. Throughout the day, the youth will be surrounded by circles – standing in a circle, eating snacks shaped in circles, playing games with circular objects and most of all, discussing their personal circles. Be prepared to see that not all youth are surrounded by the same positive influences that we wish them all to have. Encourage them to reflect on this and assist them with seeing the caring adults in their lives.



Set Up Your Space

Space should have open area for youth to be in a circle for activities. If possible, conduct the Circles of Influence activity outside. Have hula hoops form a path on the floor leading into the room with music on the Boom box.

WHAT TO DO

Circle of Life

Icebreaker

Fishing Friends (15 Minutes)

1. Greet youth as they arrive. Give them a round fishing bobber. Have them write their name on the bobber with a permanent marker.
2. Have youth stand in circle holding their bobber. Hold a ball of yarn in your hand and introduce yourself. State your name and a positive thing that happened to you this past week. Attach your bobber to the yarn in front of you.
3. While hanging on to the end of the yarn, toss the ball of yarn to someone across the circle.
4. That next person will state name, something positive that happened and add their bobber in front of them. They should hang on to the yarn and toss the ball to another.
5. Continue until all have received the yarn.
6. Have youth continue to stand in the circle while you gather up the yarn (with bobber attached) and stretch it out on the floor.
7. On your signal, see how fast the youth can get in a straight line by their bobber on the string of yarn.
8. Have youth remove their bobber and return to the circle in a different order.
9. Gather up the yarn and start again. This time, see if the youth can remember names and what was said during the first circle by passing the bobber to someone else. Again, state that person's name and the positive thing that happened to that other person.
10. Continue until all have received the yarn.
11. Tell youth that they can keep their bobbers as reminders that their positive influence in the world will help them "rise to the surface" over life's obstacles.
12. Remind youth to stay in the circle, so you can start the first activity.

Activity 1

Circle Discussion (25 Minutes)

1. Ask, how does our circle represent people in your life? Who are some of the people in your circle? What happens when one of the outside people is missing?
2. Tell the youth that we will explore this circle and its influences, and discover how we can use our circles of influence to help us through difficult times in our lives.
3. Introduce the on-going activity, Crossword Ending.
4. Show youth the poster paper hanging around the room and the markers.
5. Write the word, DEPLOYMENT, on the upper middle of one of the pages.
6. Have youth create a crossword puzzle that shows what they feel about the deployment.
7. Tell youth to remain appropriate with their words.
8. Throughout the day, they can add to this crossword puzzle and even start new ones with words that relate to the activity.



Activity 2

Circle of Influence (30 Minutes)

1. Give each youth one of the pre-made role labels to stick on their shirt.
2. Take youth to the large circles. Explain that the inner circle represents the youth (ME). As the circles go out, then the influence of people have less of an impact on them.
3. Have the youth look at their label. For you individually, how much of an impact did this person have on you before the deployment? During reintegration?
4. Now, and throughout the year, have any of these become more influential to you?
5. Ask a volunteer youth to look at the other youth's label and place them to the circles to represent how they influenced them.
6. Ask if anyone else would like to do this activity on the larger circle.
7. Tell the youth that we all experience adults in different ways – some influence us in more ways than others, so there are not wrong answers.
8. Tell the youth that they will all be doing this activity when they get back inside on a worksheet.

Break

(15 Minutes)

- Allow youth to use restrooms, hang out and work on Crossword Ending

Activity 3

Continue with Circle of Influence (30 Minutes)

1. Hand out circle worksheet to youth. Let them choose their writing utensil of choice.
2. Instruct them to take some time to think about their personal circle of influence (like the large circle activity).
3. Have youth put supportive adults, like the ones listed, into the circle that represents the influence these people have on them. Youth can use other people, too.
4. Tell the youth to write several thoughts besides each adult they wrote in a circle on how they actually influence or support the youth.
5. Provide additional writing paper, if needed.

Activity 4

Introduce the Service Member (15 Minutes)

1. Ask, have any of you already experienced a Service Member returning?
2. Allow Service Member to discuss process of reintegration for both the Service Member and their families.
3. Allow youth to ask questions.

Activity 5

Fun Games (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 passing 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 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 take the challenge up to timing them on how fast they can move the hoop around the circle.

Snack and Break

(20 Minutes)

- Give youth snack and drink. Allow time for restroom break and time to hang out. Encourage youth to continue the Crossword Ending and create new ones.

Activity 6

A Circle of Kindness (30 Minutes)

1. Have half of the youth form a circle, facing inward and close their eyes for the entire activity.
2. The remaining half of the groups forms a slightly larger circle, also facing inward so that a person is standing behind each person in the inner circle.
3. Instruct youth that the outer members of the circle are to whisper to the person in front of them a kind comment about their personal strengths, something positive they saw them do today or a compliment.
4. Enforce that this activity is intended to uplift and support each other and that no form of put downs will be tolerated.
5. Rotate the outer circle to the right one person and continue sharing comments until the outer circle has completed one circle.
6. Exchange youth from inner to outer circle.
7. Repeat with new outer circle giving the comments to the inner circle.

Activity 7

Reflection (20 Minutes)

1. Gather youth to stand in a circle.
2. Give each youth a balloon.
3. Have them blow up the balloon and hold on to the end.
4. Have them let go of their balloon and retrieve it.
5. Tell the youth to come back and sit in the circle.
6. Talk about how after a balloon is inflated, it does not go back to its original shape.
7. Ask, how is this exercise like what we did today?
8. Continue with Talk It Over questions.

Talk It Over

- ★ **Reflect:** What did you expect coming here today?
What ideas or activities stretched you like the balloon?
- ★ **Process:** What are some of the personal skills we talked about today?
Why is it important to know the people that support us?
What did we talk about regarding what we can influence and what influences us?
How were you stretched during deployment?
How have you been stretched during reintegration?
- ★ **Generalize:** How did others support you during the deployment? How do they support you now?
What skills did you use during deployment and now to keep control of your feelings?



Apply:

How has your circle of people changed throughout deployment and reintegration?

What are some other situations in which you need to lean on your circle of support?

How can you be a person of positive influence to someone else?

Enhancement

Have a youth that has already experienced reintegration share their story.

Closing

(10 Minutes)

Today we really looked at how people around us can influence and support us through difficult times in our lives. Everything we did had to do with circles! Circles have no end. They are meant to surround us and be continuous. Sometimes the adults in our lives change and sometimes our situations change. Learn from those adults and allow them to support you. Does anyone have anything else to add to our closing?

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. Balloon Blow, p. 53, Buzz Ring, p. 67, A Circle of Kindness, p. 71, Circles of Influence, p. 72-73, Crossword Ending, p. 87.
< 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.



Circle of Life

Dear Family,

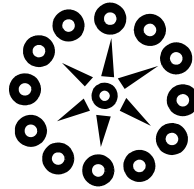
Today we discussed our circles of influence. Everything we did today involved a circle – games, snacks, activities. Youth took some time to reflect on the adults that are in their lives that are there to support them.

We discussed what happens when our circles or situations change. There are things that we cannot control in our lives, but when we have a strong circle of support, we are surrounded with the right influences and skills to help us get through.



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,



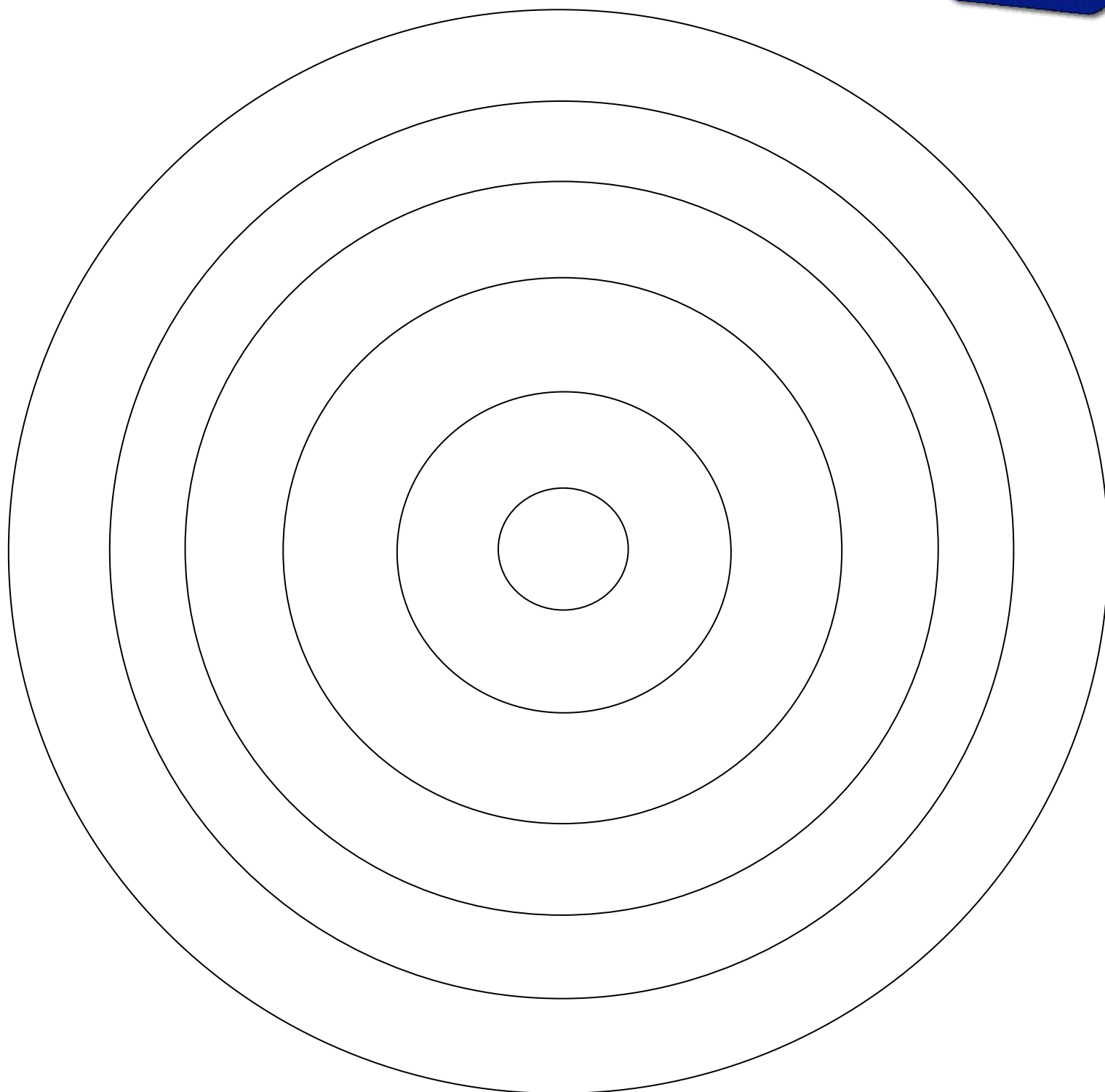
Conversation Starters:

- Tell me about your day.
- Who do you feel supports you?
- What were you feeling while Service Member was gone and then now?
- What is your definition of integrity and do you have it?
- Would you rather travel to new place or somewhere you have been before?
- Tell me everything you know about circles.



Circles of Influence Worksheet

SCHOOL TEACHER, FRIENDS, POLICE, PARENT, COACH, CLUB LEADER,
CLERGY, BROTHER, SISTER, BUSINESS OWNER, SERVICE MEMBER,
EXTENDED FAMILY





Debate Day

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: up to 100

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Problem Solving
- ★ Healthy Lifestyle Choices
- ★ Nurturing Relationships, Empathy, and Concern for Others

Activity Overview

Youth learn about differing opinions and how to respond to them in a positive way.



Shout out!

Come learn how to debate important issues! Find out how to win every argument-by compromising. Speak up about what you believe and want and how to resolve conflicts positively as you re-adjust to the return of your Service Member!

Get Ready

Roles for Uniformed Service Member

- Share a story of a family conflict and how it got resolved
- Explain how the military solves conflicts

Roles for Volunteers

- Set-up the room and clean-up after the activities are done
- Facilitate the breakouts giving extra assistance to those that need it

Activity Orientation for Volunteers: 1 hour

- Be familiar with the activities and the overall message of the day; conflict is normal; people will think differently about things; it is how a person deals with people's differences that can be a problem. Explain that at least one volunteer will be doing a lot of writing with the Bug Board. Go over the debate topics and brief on the debate format. If it is a large group, brief volunteers on how to lead the debate breakout groups for their feedback. Also, if using hot glue guns, have enough volunteers to monitor their use.

Preparation time: 1 hour

Space: A flexible place where you can gather the youth together as a group and places where the youth can do breakouts. Either one giant table that everyone sits around and the small groups just work at the large table or an open area where the youth can sit in a circle together on the floor and small table clusters where breakouts can convene. You will also need an open area.

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 jump ropes, 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 supplies.
7. Read the activities and create a bug board.
8. Choose a debate topic.
9. Talk to the other providers and Service Members about voting for the most persuasive poster. (Consider having providers bring their classes to vote if able.)
10. Copy the Parent Letter.

Get From OMK Tool Kit

- Hot glue guns (if using make sure to have enough volunteers to supervise the hot glue)
- Stopwatch
- Cotton gloves

Procure Supplies

- Giant post-it pads
- Bug Board (a 3x4 foot poster board with Bug as a title-consider adding an illustration of a bug to the board. Have two columns marked off.)
- Coins (for flipping)
- Small, wrapped candy
- Large 3x5 post-its
- Markers
- Balloons (1 for every 2 youth)
- Masking or duct tape
- 8.5 x11 inch white paper
- Pom poms, pipe cleaners, felt, etc. for decorating the creatures
- Bean bags for the creature's body
- Fabric or hot glue for sticking the creatures together
- Rope or jump rope, one for every 10-12 youth
- Box or hat to put the votes in
- Stone/rock(s)

Background

Conflict is normal; it is just two different ways of viewing the same situation. How one deal with those different opinions and views can be positive or negative. Youth often have a hard time getting across their perspectives on a situation. The activities help youth understand what conflict is, and find positive ways to accept those differences. For example, during a deployment, the teenager had free access to the deployed Service Member's car. Now that the Service Member is back, he/she wants full use of their car again. The teen does not want to give up their freedom and mobility. This is a conflict because there are two different views on the



same situation. These exercises should help youth learn to voice their opinions constructively and to compromise.

Start the day by having the youth define conflict. Try to write down the group's definition for reference throughout the day on a giant post-it. Explain the difference between inner and outer conflict. Inner conflict is a conflict with yourself, such as whether you wear your red shirt or blue shirt. Outer conflict is between the child and another person like if your mom tells you to put on a sweater and you want to wear your T-shirt.

Set Up Your Space

Have either one giant table that everyone sits around and then for the small groups have the youth break off individually or in pairs to work at the large table or an open area where they can sit in a circle together on the floor or at small table clusters for the breakouts. You will also need an open area for some of the large motor activities.

WHAT TO DO

Debate Day

Icebreaker

Candy Touch (15 Minutes)

This activity will show youth it is easier to work together to solve a problem than fighting.

1. Tell the youth they are going to 'compete' to win some candy.
2. Have youth pair off, making sure no one is left out.
3. Have them get into the arm wrestling hand stance. Explain that instead of trying to push their partner's hand down, both partners want to pull their own hand down.
4. Every time the child's hand touches the table, the child gets a piece of candy.
5. Give them about 30 seconds to compete and award the prizes.
6. Have the youth do it a couple of times with different partners. You will probably not have to give out much candy because the youth will be competing with each other.
7. At the end, if they had worked together and taken turns touching the table, they would have gotten a lot more candy!

Activity 1

Who's Got Me? (25 Minutes)

This is another game to demonstrate conflict. This activity gets the youth up and moving, which is good because you don't want them to get too squirrely or bored! You do need at least eight people to play this game; if short on youth recruit Service Members and volunteers to play too.

1. Start by having everyone stand in a circle in the open area. (Alternatively, go outside if weather and space permit.) Have each person silently and secretly pick two other people in the circle.
2. Explain that the youth has to stay equal distance from their two people at all times. Tell the group to go and watch them move around trying to get equal distance from the two people they picked.
3. When the group stops moving ask each person to try and figure out who had them. Then have the group come back in the circle and sit down. Explain that each person had a conflict; to stay an equal distance from their people and to stay secretive about whom they had picked. Ask the youth how they solved that conflict and ask was it tough? If the



group is big, the debriefing might take too long with every youth so consider looking for some volunteers to share their thoughts.

Activity 2

Bug Board (35 Minutes)

1. Have the group come back to the large table or open area. Introduce the Bug Board by saying that everyone has things that bug him or her. Hand out the post-it pads and have the youth write down two or three things that bug them.
2. When the youth are done, have them share what bugs them and put what bugs them in the left column of the Bug Board. Try and cluster like 'bugs' together.
3. When all the 'bugs' are on the board, have the youth brainstorm ways to solve their conflicts. They can come up with a solution for theirs or another youth's 'bug.' Make sure to have everyone take turns sharing his or her solutions. Have a volunteer write up the solutions and stick them in the right column across from the 'bugs' they solve.
4. Debrief the activity and talk about how conflict can come from all different sources. Remind youth to look for solutions when something 'bugs' them and not to give up and simply be annoyed.

Activity 3

The Great Debate (40 Minutes)

1. Start by having at least 4 or 5 debate topics for the youth to choose from such as:
 - Should schools have uniforms?
 - Is it okay for schools to search lockers/backpacks?
 - Should the drinking age be lowered to 18?
 - Should standardized tests be the marker for graduating?
 - Should the US reintroduce the draft?
 - Should Presidents be allowed more than two terms?
2. Depending on the size of the group, have youths partner up to choose a topic or have groups of four choose a topic. Tell each group that they are going to have to argue both sides. In a group of two, each one gets a side, in a group of four, each pair gets a side. Decide who gets what side by flipping coins.
3. Explain that each side will get one minute to explain the pros of their stance and the cons of their partner's stance. Give 30 seconds for rebuttals. At the end of the 3 minutes, have each youth right down what they thought was the most compelling point of their debate, either side.
4. Do it all over again with the same topic but switch which side each is arguing. Have each group do three topics as time allows.
5. Have the group come back together (of if too big, have volunteers lead smaller 'large' groups) and ask what they thought of the activity? Was it easy or hard to argue both sides of an issue? Why? Did understanding the other side's perspective help them come up with a resolution to their conflict? What did they write down as some of the compelling points they heard in the debates?

Activity 4

Balloon Challenge (20 Minutes)

1. Get the youth up and moving to solve a challenge. Have the youth pair up (make sure no one is left out.) Give each pair of youth a balloon.



2. Take the youth to the open area or to a hallway. Using tape, mark of a start and finish line. Tell the youth you are going to time how long it takes to get from start to finish together, batting the balloon between them. If there's a small group, time the pairs individually; if there's a large group, have them go in small groups.
3. After all the groups have gone, congratulate the winners and ask them what their strategy was to solve the challenge. Have others share their strategies and talk about how working together and having a plan can often make a challenging situation go smoother or faster.

Activity 5

Creative Creatures (35 Minutes)

1. Have groups break up into threes and fours. Make sure no one is left out.
2. Hand each group a beanbag. Explain that that is their creature's body. Hand out the pom poms, pipe cleaners, felt, etc for decorating the creature's body.
3. Explain that each group needs to make and name their own creature. The only rules to the activity are that everyone needs to help put the creature together and have input on its name. The group has to handle conflict internally making sure to take into account each group member's feelings and opinions.
4. After about 15 minutes have groups share their creatures.

Activity 6

Group Stand (10 Minutes)

1. Break group up into tens and twelves. Have each group sit in a circle holding onto a rope circle. (Make sure the rope is tied together tightly so it's a circle that won't break when pulled on.)
2. Explain that the group needs to stand up without letting go of the rope. Give a standing ovation to the first group to finish or have group exchange thumb ups if only one group is participating.
3. Ask the group what the conflict was in the activity. How did the group(s) overcome those conflicts and achieve their goal of standing up?

Activity 7

Election (1 Hour)

1. Have youth choose a patriotic symbol like the flag, the eagle, the Statue of Liberty, Uncle Sam, Elephants/Donkeys, etc. Have them make a poster as to why their symbol best stands for America and its ideals.
2. Hang posters up around the room (anonymously) and invite other providers, youth, or Service Members to vote on what they think is the most compelling argument. Youth can't speak or sway the voters with their words or actions; they have to rely on the persuasive power of their poster to get their point across.
3. Collect votes in a box or hat and tally them up. Award the winner(s) a 'Blarney stone' (the stone or rock.) Ask the winner what they did to persuade others to their point of view. Ask others what they did to be persuasive or what they would have done differently.



Talk It Over

★ ***Reflect:***

What did you like about today? What didn't you like about today?
Did you learn some new conflict resolution skills? What were they?
How did you feel when you had to take a side in a conflict that was not how you felt?

★ ***Process:***

What surprised you about the debate?
Is it easy or hard to solve conflicts? Why?
Did the debate process help you? How?
How might the process of debate help your family as you re-adjust to your Service Member being back?

★ ***Generalize:***

Do you think conflict is good or bad? Why?
What is the biggest conflict in your life right now?
Did any of today's solutions on how to overcome conflict give you an idea on how to overcome your biggest conflict now? Why or why not?
Do you think you are more flexible now? Why? Why not?
What might be some other communication strategies that help in resolving conflicts.

★ ***Apply:***

Will you be able to use any of these conflict resolutions at home or at school? Which ones?
Where else can you use your debate skills?
How will the skills you learned today help you resolve conflict in your family as you re-adjust?

Enhancement

Consider having youth make origami peace cranes and explain how the legend says that making 1,000 will make their wish come true.

Closing

Conflict is normal and natural. Knowing how to positively deal with conflict will make you a stronger, happier person. Teach your family the positive conflict resolution skills you learned today and good luck with all your future conflicts!

Credits/Sources

Kreidler, William J. Creative Conflict Resolution. Tucson: Good Year Books, 1984.
Used with Permission. Order online at www.goodyearbooks.com or (888)511-1530.

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



Debate Day

Dear Family,

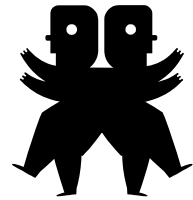
Today we talked about conflict and different ways to resolve it. We talked about how conflict is normal and natural; there will always be different opinions on things. We also talked about how one reacts to conflict can be good or bad so we brainstormed different positive ways to handle different types of conflict.

We did many conflict activities including debate. Youth had to argue both sides of an issue to help them see how conflicts have more than one perspective. Youth also made persuasive posters. We had an election to see which poster was the most persuasive. You will have to ask your youth who was the most persuasive and won.



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 their day.

Sincerely,



Conversation Starters:

- What are some of the conflicts you have in your life? Mine are _____. What are some ways we can resolve our conflicts?
- How did seeing both sides of an issue help you come up with a resolution for that conflict? Why is it important to look at both sides of a conflict?
- What's persuasion? How can it help you resolve conflicts?
- I know change can be challenging. What are some conflicts that occurred because mom/dad/sibling/etc deployed? Did those conflicts disappear when they returned? Did new conflicts arise? Explain.



Team Spirit!

Lesson Time: 4 hours

Grade Level: 6th -12th

Number of Youth: 6+

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Communication
- ★ Problem Solving
- ★ Working as a team
- ★ Identifying personal and family strengths



Activity Overview

A variety of team building activities and challenges, which can help participants learn communication and problem solving skills.

Shout out!

Working together with your friends or your family can be fun, challenging, and even frustrating. In this workshop, we will be doing some great hands-on activities that will challenge you, make you laugh, and give you a few new skills for working together successfully.

Get Ready

Roles for Uniformed Service Member

- Participate by partnering up with a youth for any of the activities
- Share your input during the reflection sections, especially during Pretzel Talk
- Take photos of groups with their Balloon Towers
- Serve as a judge for Alphabet Dancing

Roles for Volunteers

- Participate in group activities
- Help distribute supplies for Balloon Towers
- Help set up for, time and pick up after Obstacle Course
- Take photos of groups with balloon towers and/or print off photos for each participant
- Set up space for Alphabet Dancing and serve as judge

Activity Orientation for Volunteers: 1 hour

- Experience each of the activities
- Read through all activities ahead of time
- Training in facilitating group activities and processing through reflection questions is ideal

Preparation time: 1 hour

Space: Need indoor or outdoor space at least 20 ft. x 20 ft. for group of 20-30 youth. More space is needed for larger groups.

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 to use digital camera and photo printer.
7. Create two sets of alphabet letters for Alphabet Dancing activity.
8. Gather variety of soft throwables or other items.
9. Copy Parent Letter.

Get From OMK Tool Kit

- A variety of soft throwables balls

Procure Supplies

- Icebreaker - Whistle or other noisemaker for getting attention during Knee to Knee.
- Juice and cups for snack, extra pretzels

Activity 1-Ball Toss

- A variety of soft throwables such as balls, koosh balls, rubber chicken, stuffed animals, rubber toys, etc
- You'll need at least 10 items

Activity 2- Balloon Towers

- For each small group of 4 people, you'll need about 30 balloons of different sizes, shapes and colors (about half of them should be the 9 or 11 inch round type)
- A roll of scotch or masking tape
- 2-3 sharpie (permanent) markers

Activity 3-Pretzel Talk

- Pretzel sticks (skinny, small ones) –about 16 per person
- Paper towels (1 sheet per person) and extra ones to eat for snack

Activity 4-Obstacle Course

- Ropes or string to mark boundaries, or other objects to mark the course
- Blindfolds for half the group (Using simple eye masks from a party store work well-just cover the eye holes with masking tape)
- Objects for the obstacles, which could include soft throwables, such as balls, animals, rubber chickens, pieces of paper, paper plates, pieces of fabric, rug squares, etc. If you have nothing else, you can simply use sheets of paper but the experience is so much better with a wide variety of objects

Activity 5-Alphabet Dancing

- Two sets of 4x6 index cards with capital letters of the alphabet written on each (one letter per card for a total of 52 cards/set).
- Write each set with a different color marker as this makes it easier to keep the sets in order.



- For groups larger than 40, you could form 3 teams and then would need an additional set of cards.
- Two tables on which you will place the alphabet cards.

Background

Active, hands-on activities are a great way to get participants of any age working together and having fun learning important life skills such as cooperation, problem solving and communication. This workshop is designed as a four-hour team-building workshop. Activities are sequenced to build on skills. However, they can also be broken apart into shorter workshops, depending on needs of the group and time available.

The most important aspect of team building activities is that a well-trained facilitator leads the activities and takes the time to process the experience following an experiential learning model. It is the facilitators job to turn the “ha ha” (of laughter and fun) into the “A ha!” (The moment of new understanding or enlightenment for the participant). Otherwise, these are simply fun group activities. It is in the reflection that participants think about what happened, what it might mean to them or their group, and think about ways to apply that learning to “real life.”

Set Up Your Space

Most of the activities simply require large open space. You can easily begin the day with the icebreaker and have youth join in as they arrive.

WHAT TO DO

Team Spirit!

Icebreaker

Knee to Knee (15 minutes)

1. Line up two rows of chairs facing each other.
2. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity.
3. What participants will do is shake hands, introduce themselves to each other and then answer the question you ask.
4. Each person has approximately 1 minute to answer the question. (Direct youth to shake hands and introduce themselves because shaking hands is a nice way to connect.)
5. When time is up, ask participants to stand up and move X seats to the left (or right).
6. Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they have had before.
7. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows.
8. Usually five or six questions are a good amount to ask. (If you do not have chairs, you can have participants stand in two lines facing a partner and rotate as above).

Questions...

1. Tell about a favorite vacation you have taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Something that always makes you laugh.



5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had when you were younger (or have now).
7. If you could win an award or prize for something, what would it be?
8. Tell about the first job you ever had.
9. What is one thing you want to accomplish this year?
10. If you were a hot air balloon, where would you go?
11. If you won \$1000 on a call in radio contest today, what would you do with the money?
12. Tell about a favorite book that you have read.
13. Tell about your favorite thing to do in your free time.
14. Tell about a favorite holiday.
15. If you could travel to any place in the world, where would you go and why?
16. Other questions can also be used.

Activity 1

Ball Toss (30 Minutes)

Introduction

This activity offers practice in listening, learning names, focusing, and communication with others.

1. Group members stand in a circle. Leader uses a koosh ball or some other soft throwable object.
2. Tell the group, “We are going to toss the ball in a set pattern so that each person receives the ball once. “I’m always going to toss the ball to [Name], who will then toss it to someone else, who then tosses it on to someone else. Continue setting the pattern until everyone’s name has been called out. Explain that the last person should toss it back to you.
3. Practice tossing one of the objects through one cycle of the pattern to make sure it is set in everyone’s mind. Say the person’s name as you toss it.
4. Instruct the group to say aloud the name of the person to whom they are tossing the object. This helps get the other person’s attention and helps people remember the names of others in the group.
5. Start by throwing one of the objects, and then begin adding the other objects so that there are multiple objects going around the group at one time.
6. Call a “**Stop Action**” about half way through the number of objects you have.
7. Ask: What is happening to our communication?
8. Allow time for brief discussion then ask “What could we do to improve our communication?” Decide as a group if you want to implement some or all of the ideas.
9. Continue until all the balls/objects get back to you.
10. Process the activity the way that enforces your desired outcome.

Talk It Over



Reflect:

What happened? Did anything change after the stop action?
What worked or what did not work for getting the ball to the person?
What did you have to do to pay better attention? What were the distractions?
Were any of the objects harder to catch?



- ★ **Process:** How can you relate this activity to communicating with others?
Are some messages harder than others to give? To receive? (e.g. is it easier to come home from school and hear your parent tell you “We’re going to Disney World” or “Our dog ran out in the street today and was hit by a car.” Just like throwing and catching different balls in different ways, we have to think about how we give messages to others. Sometimes we are more careful with certain objects. If we had to throw or catch a raw egg, we would be more careful than throwing an orange. That’s also true about certain information with which we are entrusted. Sometimes people share a secret or sensitive information, and we have to be careful with how we catch or hold that information.)
- ★ **Generalize:** Can you think of a way to be “more careful” with someone’s sensitive information?
Why is it important to be a person that others’ can trust with secrets or sensitive information?
Why is it important to use someone’s name? (We used this as a way to learn each other’s names, it gets their attention and helps ensure that they’re paying attention to us before we speak, etc.)
- ★ **Apply** Have you ever shared something personal with someone and they didn’t “catch and hold” that information (i.e.: they broke your trust)?
How did this feel to you and did you do anything about it?
Is there someone in your life who you can talk to that you trust?
What qualities does that person have that makes them trustworthy?
Has anyone ever used a journal or diary as a place to write or draw about things? How has this been helpful?

Activity 2

Balloon Tower (45 Minutes)

Introduction:

Participants will consider personal strengths and strengths within their family as they work together to build a tower.

1. Divide your group into small groups of 4-5 people. Distribute the supplies to each group.
2. Your challenge is to build a balloon tower of strength.
3. The tower should be free standing and as tall, as you can make it (minimum height requirement is that it’s taller than your shortest group member).
4. This tower represents your families and the strength they have.
5. For each balloon you blow up, please use the marker to write on the balloon something that makes your family strong. (any answer is okay-let participants come up with their own ideas or get ideas from others in their group--examples might include: love, laughter, extended family, we all do chores, good health, faith, etc.).
6. Give groups 20 minutes to have fun building. Facilitator can circulate and observe ways the groups are working together and what some of their words are.
7. Don’t rush the process.
8. When all teams have finished (or if some are taking longer, give them a “1 minute left” deadline then gather around the towers).



9. Take a photo of each team with their tower. Print the photos for the end of the OMK experience to take home and show their families.

Talk It Over

- ★ **Reflect:** Tell about how you made your tower. Did you make a plan or just try things? What worked or what didn't?
What was fun or what was challenging?
- ★ **Process:** Did anyone in your group have a special talent or take a certain role? (e.g. Caleb was really tall so he got the balloons on the top; Josie was great at taping the smaller balloons in the spaces so that we could get it higher, etc.)
Tell about the strengths you wrote for your families. Were any of these a surprise for you?
Is there anything that someone else thought of as a family strength that you didn't think of as a strength? (e.g. "he said eating dinner together and my mom always makes us do that but I had never thought of that as important for our family before".)
In what ways did you work together?
Did you have different roles in your group? (e.g. someone blew up balloons, someone else tore tape, etc.) Was this helpful or not?
How did you make your tower sturdy?
- ★ **Generalize:** What things can you do in your family to make it sturdy or strong?
What are some of the roles people have in your family?
Did people have new roles or different roles during the deployment?
What was that like?
Are there things that made your balloon tower less sturdy?
Is there anything in your family that makes it less sturdy or strong?
What do you do about that?
- ★ **Apply:** How can you help your family learn about its strengths?
Are there any balloons (family strengths) you WISH you could have made for your tower?
Which strength in your family are you most happy about or proud of?
Are there any strengths that you saw emerge while your loved one was deployed or since their return home? (either in yourself or others in your family).
Have you thought about complimenting another member of your family by telling them you noticed their strength? You might say "_____, in our family you're really good at _____."

Closing

Every person has strengths and weaknesses; so of course, each family has different strengths and weaknesses too. Research about families has a lot to say about the variety of things that make families strong. Some of these include: commitment to each other, communication, encouragement, shared values, faith, and family rituals, spending time together, eating meals together as often as possible, and showing appreciation for each person. Just like



every balloon was important to a strong tower, you are an important part of your family and you help make it strong. It also helps when members of a family tell each other when they notice them doing something that adds to their family strength.

Say to the group: Now let's move on to a different kind of challenge.

Activity 3

Pretzel Talk (20 Minutes)

1. Pair up with another person and sit back to back on the floor.
2. Place a paper towel down flat in front of each person. Give each person 16 pretzels.
3. The pair decides who will be the communicator (person A) and who will be the listener (person B).
4. The communicator (A) will go first and make a design/shape on their paper towel.
5. Person B –you need to continue facing away from Person A and don't try to look at the design. Allow a minute or two for person A to create their design.
6. Now, person A is to explain their design to person B, who will try to re-create it on their paper towel.
7. Person B –you may NOT ask any questions or make any noises and person A, if they forget this rule, you can't answer any questions they have. This is called **One-Way Communication**. Okay-go ahead."
8. Allow about 5 minutes for this to happen. Adjust the time as needed.
9. When everyone is done or close to done, say: "When Person A has given all their directions, look at both designs and see how you did! Do they match?"
10. "Now it's time to switch roles. Person B creates a design on their paper and Person A is the listener who tries to recreate it. BUT this time the listener CAN ask questions to clarify what they're hearing."
11. When Person B has given all their directions, look at both designs and see how you did! Do they match?
12. After the second team has finished, gather the youth in a circle for reflection.
Snack: They can eat their pretzels now if they'd like. This might be a good time to take a little break to serve juice and some extra pretzels!

Talk It Over

★ *Reflect:*

What was it like to follow directions and not be able to ask questions?
Did you find yourself getting frustrated?
What was it like to give directions and not have the person ask you any questions?

Discuss what it was like to be able to talk (two-way communications).
Was this easier? Why or why not?

★ *Process:*

Which took longer- the first method of communication (one way) or the second (two ways)? Why do you think this was?

Which is better one way, or two-way communication? Why? OR **IS** one way better than another?

Did anything surprise you during this activity?

When might it be useful to use one-way communication?



(some examples could include: during an emergency when one person needs to take charge, in a military setting where one person needs to be in command, in a classroom where the teacher is trying to give directions to a whole group of people at one time, it's important to listen first then ask questions after all the directions are given, a coach during a basketball game, others.)

★ **Generalize:** Have you ever had an experience when one-way communication was used and it was not very effective? Describe this (examples might include: a parent “yelling at me”, a teacher who didn’t want to listen to my side of the story, trying to talk to a friend who was texting someone else while I was trying to talk, etc).

When is one-way communication perhaps less effective or ineffective? When is two-way communications more effective? (There will be many examples—interpersonal, within families, when you and a parent are trying to discuss something, talking to a friend about something important, etc). Also, the facilitator should use examples of what was discussed during the reflection questions to assist youth in applying the pretzel “learning’s” to their own situations.

★ **Apply:** What are some ways that you could try to apply this at home or with a friend?

What are the barriers to good two-way communication at home? At school? (Examples might include parents’ lack of time, busy schedules, friends busy with their own lives, etc. Again, the facilitator is key to assisting the youth in talking about barriers and helping them considers the options for improving communication.)

How would you describe your “style” of communication?

Do you like to talk? Do you like to listen?

Do you communicate differently with your friends? Family? Other adults?

Closing:

In the military, one-way communication is often used by those in command as they communicate with the people they lead. As we talked about earlier, there are situations where one type of communication is more useful than another. What has communication been like for your parent who was deployed? What has communication been like for you and your parent or guardian at home? What aspects of communication might your family want to talk about? Remember, no method is always bad or always good—part of communicating effectively is figuring out how best to do it based on the people involved and building the skills you need.

Activity 4

OMK Obstacle Course (45 Minutes)

- You’ll need a large open space with a flat surface.
- Mark the boundaries with ropes or other markers. Size needed will depend on size of the group. An area approx. 10 ft. x 15 ft. should work for a group of up to 30 people. Leader should spread out the “obstacles” within the “field.”
- Objects could include soft throwables, such as balls, animals, rubber chickens, pieces of paper, paper plates, pieces of fabric, rug squares, etc.



1. Gather the group around the obstacle course.
2. Explain that their challenge will be to get all group members across the obstacle course by working in pairs.
3. Pair up or leader can pair youth up.
4. Have youth decide who wants **to cross first** and who wants to **be the guide**.
5. **Crossers** will be blindfolded and walked to the starting boundary. Two people should be trying to cross at the same time. Depending on the size of the course, three or four crossers can go at the same time.
6. **Tell the guides:** you must stand outside the boundary lines and give directions to your partner.
7. **The object is** to get your partner across the obstacle course as quickly and as safely as possible.
8. If they step on an obstacle, they must come back to the starting line and begin again. They're on their honor for this.
9. The facilitator should time how long it takes this first group of crossers to get across the course. You'll also time the second group but don't share the times until during the reflection discussion time.
10. After all the crossers have made it across, have the pairs switch roles. After they're blindfolded, you'll want to rearrange the obstacles slightly.
11. Repeat the crossing process as above. Again, facilitator should time the crossing.

Talk It Over:



Reflect:

What happened? What stories do people want to share about their experience?

What was it like to be blindfolded?

What role was easiest or hardest for you?

Did your guide do anything that made you feel safe? Unsafe?

For those of you who guided second, was it easy or hard for you? Why?

For those of you who crossed second, did you have any strategies for crossing based on your experience as a guide?



Process:

Why was it hard to avoid the obstacles?

What were the strategies you used to avoid the obstacles?

("Let's think of this obstacle course as representing your lives. For some of you, you are in middle school. For some of you, this may be high school. For each of you, you and your family have experienced the deployment of a loved one and now the reintegration of that person. You may have experienced a new place to live, new people, or other changes. There are things that are great about all of this, and things that may be difficult or challenging.")



Generalize:

What would you say has been an obstacle or a challenge for you in your life?

As a crosser, what was helpful about things your guide did?

What are the things in your own life that help you "get past the obstacles"?



- ★ **Apply:**
- What can other adults in your life do to be a helpful guide?
Have you ever told them what would be helpful OR how might you explain to them what feels most helpful to you?
What are the supports in your life that help you get across the obstacle course? (e.g. friends, parent, siblings, other relatives, school staff, coaches, church members, music, time alone, activities, etc.)

Enhancement:

1. Hand each participant five index cards and a pen or pencil. Ask them to write five different supports they have in their life, one on each card. They don't have to share these with anyone.
2. Say: "Now, to help us see how our "supports" can help us around life's obstacles or challenges, we are going to try the crossing again. HOWEVER, this time, if you hit an obstacle, instead of having to go back to the starting line, you can lay a "support" card next to the obstacle and just continue on your crossing. The first time we all tried crossing, I was timing us. It took us _____ to get the entire group across. Let's see how long it takes us this second try." Have "crossers" get blindfolded and repeat experience. Discuss if this was easier or harder, how they used what they had learned the first time, and if the support cards helped their crossing time or stress level.

Closing

Talking Stick (15 Minutes)

You might end this activity by using a "talking circle" approach, in which the group sits in a circle and uses a "talking stick" item to designate who can speak. The object can be any item- perhaps one of the obstacles- and only the person who is holding the object may speak. The role of the others in the circle is to listen. When the person is done speaking, they pass the talking stick to someone else. You might try this with a question such as:

1. The one thing I most need right now to help me on my journey is_____.
2. One thing I learned from this activity that I will share with my parent/guardian is_____.
3. The obstacle that is biggest for me right now is_____.
4. A "support card" I wish I had right now is_____.

Activity 5

Alphabet Dancing (45 Minutes)

- You'll need open space for the two teams
 - You'll need (preferably) two tables at the front of the room on which you'll spread out the alphabet cards
 - Spread out the "deck" of alphabet cards on the table face up, one set for each team (If you don't have tables, you can use the floor, though this makes it harder)
1. Divide the group into two teams. One fun way to do this is to have everyone pair up. Tell the pairs that one of them will be an apple and one will be an orange. Let them decide which is which. Then tell all the apples to line up on one side, and all the oranges to line up on the other side.
 2. Arrange a set of alphabet cards on each of two tables that are set fifteen to twenty feet away from a starting line.



3. Direct each team to stand behind the starting line.
4. You'll need a volunteer to act as the judge. This person needs to stand between the two teams facing the tables.
5. Have your list of words ready (use suggestions below).
6. When you call out a word, each team must send a player for each letter of the word to the stack of cards.
7. They must find the correct letters and hold them up in the proper order so that you can read the word. For instance, if you say CAT, three people must run to the letters, grab one C, one A, and one T. Then they must arrange themselves in order, and hold up the cards so that the judge can read the word CAT.
8. The team who spells the word correctly first gets a point.
9. After the word is spelled, the letters should be returned to the stack.
10. You can play until one team has earned a designated number of points, or until you've exhausted your list of words. Whoever has the most points at that time wins.
11. Sometimes it's good to have two judges watching the competition, and they can rule on who completed the spelling first.
12. Possible words to use: (choose simpler words for younger audiences)

dreams	family	snow	flamingo	mother
goals	listen	soldier	symbolic	father
driveway	quietly	thunder	smart	dog
chemistry	laughter	wishful	holiday	pet
water	spring	club	fun	house
blast	blue	camp	party	garden
magic	simple	pride	music	

Talk It Over:

- Did you feel successful as a team?
- How did you figure out what strategies would work the best?
- What challenges did you have?
- Are there any skills you used in this activity that you could use as part of a team in real life?
- What is a skill that each member of your family has?
- How do you help other team members when they're struggling?

Activity 6

Reflection (20 Minutes)

Use a Talking Circle to conduct a closing reflection time on the full day of activities. Ask participants to share their responses to one or more of the following "Sentence Completions."

OR

An alternate method would be to print off these questions ahead of time on small strips of paper, enough so there is one for each member of the group. Have people pick a slip of paper, read their sentence and then fill in the blank.

1. One of my favorite activities today was_____.
2. Something new I learned (or was reminded of) about myself was _____.

Team Spirit!



3. One activity or discussion I want to tell my parent/guardian about is_____.
4. As I think about what I have experienced during the deployment and return of my loved one, I think I have grown stronger in this way_____.
5. One thing I would like to change about my communication with my family is_____ and how I might do this is_____.
6. Something I am proud of about today is_____.

Closing

I want to thank all of you for being such active participants today. It was fun to get to know you a little bit and to hear about some of your interests and talents. I hope you feel you have built some skills in listening, communicating with others, working together or understanding something new about yourself. I also hope you had some fun! I hope you can use at least one thing from today with your family or your friends. You each have many strengths to share and I know you'll find ways to share them with your family. Thanks for being here.

Credits/Sources

Balloon Towers and Obstacle Course Activities are adapted from the publication "Family Night Out - MISC0287" with written permission from Washington State University Extension.

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



Team Spirit!

Dear Family,

Today we learned and laughed with a bunch of activities designed to have the group work together and build their skills of communication, problem solving, and cooperation.

Through the activities, we had some great conversations about the strengths of our family and experimented with ideas for communicating. In Pretzel Talk, we experienced the challenges of one-way communication as we tried to make a design using pretzel sticks. We talked about times when one-way communication can be useful, as well as how two-way communications can be very helpful with friends and family. Ask your youth if they would like to try this activity with you at home.



In the obstacle course, we had to help someone else get through the obstacles and they had to help us (the “crosser” was blindfolded). You might ask your youth about our discussion about the obstacles we all face and what ideas they have for helping each other through challenging times. Alphabet Dancing was a wild and funny relay that showed us all how we could work together.

Each of these activities helped us think about, and talk about, how we communicate with friends, family and others, as well as how we work together or support each other. We hope your youth built some valuable skills in listening, problem solving, and communicating.

Thank you for allowing your youth to participate in the session today!

Sincerely,



Conversation Starters:

- What do you think is your greatest obstacle right now?
- Would you rather go through basic training or be in a Broadway play? Why?
- Would you choose to be the worst player on a winning team or the best player on a losing team?
- What's a good loser and are you one?
- Would you rather tell someone something important face-to-face or write a note?

Team Spirit!



Things That Bubble, Fizz and Pop!

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 1-100

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Science Inquiry
- ★ Problem Solving
- ★ Critical Thinking
- ★ Keeping Records



Activity Overview

Participants will explore chemical reactions through three hands-on investigations about solids, liquids, and gases.

Shout out!

Come be a scientist as you make things bubble, fizz and pop! See if you can figure out ways to make things pop faster and higher! We'll be doing many different investigations as we explore chemical reactions using solids, liquids and gasses. If you have an inquiring mind, this workshop is for you!

Get Ready

Roles for Uniformed Service Member

- Assist younger youth with Investigations #2 and #3 when they need to quickly get the lid back on
- Be the timer for Investigations #2 and #3
- Talk about pressure you've faced during the reflection section and tell about ways you relax

Roles for Volunteers

- Make sure pairs have enough water
- Assist with retrieval of lids during Investigation #2 and #3
- Help younger youth put gloves over the top of the cup in Activity 2
- Help youth hold baggies and pour liquids in Activity 3
- Help at supply tables in Activity 3

Activity Orientation for Volunteers: 30 Minutes

- Read all experiments. Try experiments if time allows beforehand
- Understand the basics of Scientific Inquiry and your role in asking questions and guiding youth to "wonder" about what's happening

Preparation time: 1 hour

Space: Space with tables, a water source, and the option of making a bit of a mess with water; access to the outdoors for one of the activities



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. Fill pitchers or water bottles with water.
7. Cover tables with tablecloths.
8. Copy Scientist's Log sheet. (1/person).
9. Copy parent letter.
10. Set up supply table.

Get From OMK Tool Kit

- Safety Goggles for each person
- Measuring cups: $\frac{1}{2}$ c. and $\frac{1}{4}$ c. (1 or 2 of each, more if group is larger than 15)
- Measuring spoon- 1 Tablespoon (1 or 2 of these, more if group is larger)
- Book: What is a Scientist? By Barbara Lehn
- Book: The Magic School Bus Gets Baked in a Cake by Joanna Cole

Supplies

All Activities

- Plastic tablecloths and paper towels for spills
- Helium Balloons (filled)
- Icebreaker Game: Several sheets of newspaper
- Pitchers or empty water bottles

Activity 1

- Antacid tablets (such as Alka Seltzer but generic brands work fine). Need a packet of 2 tablets for each pair of youth
- White film canisters with lids
- Pencils 1/person
- Scientist's Log sheets
- Small cups or water bottles of water

Activity 2:

- Baking soda (1 box should be enough for a group of 20)
- Vinegar (you will need 1 cup - 8oz for each pair of youth)
- Rubber gloves (the kind used in medical offices)-colored are more fun than clear/white but either is fine (can be purchased at most pharmacies in a box of 50 - try to avoid latex)
- Sturdy plastic cups-approximately 9 oz. size-buy cups with narrower top if possible-tall and narrow not the short wide type (1 per pair)



Activity 3:

- Quart size zipper style plastic baggies- (1 per youth)
- Napkins or toilet paper (1 – approx. 4x4” square for each pair, plus some extra)
- Small cups or water bottles (1 per pair) to use for pouring water into baggies

Background

This lesson is intended to get the youth involved in some hands-on scientific inquiry. It's more important that facilitator's have the ability and willingness to “wonder” along with the youth about why things happen, and “what would happen if,” than to have deep science content knowledge. We hope you all enjoy this together. This lesson consists of three explorations:

- Pop the Top Off!
- The Amazing Expanding Hand
- Pop Goes the Baggie

The science background for facilitators is found toward the end of this lesson.

Set Up Your Space

The ideal space includes worktables. Use plastic tablecloths to cover the tables if desired. These are also great activities to be done outside. Activities 1 & 3 are best done outdoors, but can be done indoors on covered tables or on a plastic tarp on the floor if your space can be easily wiped up at the end. Have some filled helium balloons for the youth to bat around when they enter.

WHAT TO DO

Things that Bubble, Fizz and Pop!

Icebreaker

Bop ‘Em (15 Minutes)

Bop Em is an active name game.

1. Roll up a few pieces of newspaper or chart paper to make a “bopper” that is about 2.5 – 3 ft long. You can also use a pool noodle cut in half.
2. Have everyone sit in the circle. Go around the circle and have everyone say their first name and a favorite food. Nametags help too.
3. One person is “IT” and stands in the center of the circle. Ask them to pick one person to start things rolling.
4. The person says their name and then someone else's name in the circle (e.g. Anne-Joe). The object is for “IT” to gently bop the second person called (Joe) before that second person can say their own name and another person's name (e.g. Joe-Alisha)
5. Someone new becomes IT if they are bopped before they can say their name + a new name. Keep the action moving for the most fun!

Introduction:

Today you get to be scientists. Chemistry is the “scientific study of matter, and how it interacts.” Today we'll be studying the three types of matter, and what happens when you combine them. What do scientists do?

- Read book: **What is a Scientist?** By Barbara Lehn

What's matter? Everything in our universe is made up of matter-solids, liquids, or gas. One of the things scientists do is investigate things—they try to figure something out by doing something or observing something. In our first activity, we are going to investigate what



happens when we combine a liquid (water) with a solid (a tablet of antacid or commonly known by the trade name Alka Seltzer).

Activity 1

Pop the Top Off! (45 Minutes)

A Fizzing Popping Investigation using Antacid Tablets (such as Alka Seltzer) & Film Canisters!

Set Up the Lab

1. Divide youth into pairs. Older youth should be paired with younger youth. Each team gets a film canister, 2 tablets, a small pitcher or bottle of water, and a paper towel. Each student will wear safety goggles for this experiment.
2. Talk about safety issues:
 - a. Safety goggles need to be worn to protect your eyes when working with chemicals or chemical reactions.
 - b. Listen carefully to directions before beginning any experiments. Use only the equipment and supplies provided.
3. Talk about the Scientist's Log and that scientists must count and measure exactly and record data (results). Today you will use the OMK Scientist's Log (see handout-give one copy to each person).

Investigation #1:

What happens when you combine $\frac{1}{4}$ tablet fizzy antacid and water in the canister?

Steps:

1. Fill canister $\frac{1}{2}$ full of water. Drop in $\frac{1}{4}$ tablet. Put lid on tightly as quickly as you can. Stand back; count the seconds until the lid pops off. Why is this happening? How long did it take to explode? Write the number of seconds on your investigation log.
2. Repeat experiment, observe what happens. Did the explosion take the same amount of time? Why do you think that is? Write the number of seconds it took on your investigation log.
3. If your times were different, talk about why that might be.
4. Discuss: the word variable. This is a word scientists use to talk about what part of an experiment or investigation changed. What are the variables in your investigation? (Size of tablet was different, amount of water was different-these would be most common responses in this investigation. Even though the differences were very slight, this could affect the experiment).

Investigation #2:

How many times can you get the lid to pop off in 2 minutes?

Steps:

1. Teams have 1 $\frac{1}{2}$ tablets left. You can use as much of the tablets as you would like. Talk with your partner about how you want to conduct this investigation. What combination of water and tablets will get the lid to pop off the most? Make a prediction of what you think will happen. A prediction is a guess about what might happen. Make a plan and log it in your investigation log.
2. When you're ready, put your goggles on and get ready to test your prediction. Participants may need help from volunteers to get the lids back on as quickly as they can.



The group leader should yell “GO” when it’s time to start and give time cues until the 2 minutes are up (1 minute left, 30 seconds left).

3. Write down the number of pops on your investigation log.
4. Share as a group what happened. What strategies did the teams use? What variables did you have? (Examples of variables could include: amount of water, amount of tablets, crushing the tablets, temperature of water). Did any strategies seem to make a difference in number of pops?
5. Note that scientists compare results and often change their strategies based on their own results or the results of others.

Investigation #3:

A chance to try it again and make desired modifications.

Steps:

1. Each team will have a chance to try this experiment again, modifying it as desired based on the first investigation and what others have discovered. Talk with your partner about your plan and your prediction. Write it in your log.
2. Repeat the experiment as described above.
3. Have participants share their results. Discuss what they tried or learned.
4. Have students help clean up the work area.

Extension Activity:

How high will the lid pop?

This could be an additional activity if you have extra time, have older participants, or want to expand on the study of mini explosions. What makes the lid pop really high sometimes and not so high other times? What factors might affect this? Design an experiment to figure this out and test your hypothesis.

Activity 2

The Amazing Expanding Hand (15 Minutes)

A bubbling experiment that makes a hand expand!

Steps:

1. Blow up a balloon or ask an older youth.
2. Hold it shut but don’t tie a knot.
Ask: “What’s inside this balloon?” (Students will probably know that there is air inside).
Hold out your hand with your palm open.
Ask: “What’s in my hand?” (Again, the answer is air although we don’t see it).
3. **Explain:**
 - When the air is in the balloon, we can see it takes up space
 - This next experiment will help us see that air or gas takes up space
 - In this experiment we will again be combining a solid and a liquid and observing what happens
 - In the first investigation, we discovered that a solid combined with a liquid produced a gas—the bubbles or fizz of carbon dioxide
 - In this experiment, the solid we are using is baking soda. The liquid is vinegar
4. Work in pairs.
5. Give each pair 1 rubber glove and a small plastic cup half filled with vinegar.



6. Bring the rubber glove to the supply table and use the measuring spoon to put 1 tablespoon of baking soda into the glove.
7. Hold the glove by its wrist and shake the powder into the fingers. Return to your table with your glove.
8. Carefully attach the glove to the top of the glass so there is no gap. Do not let the powder fall into the cup.
9. **Ask:** "What do you predict will happen when the solid goes into the liquid?"
10. Work with your partner to pull the glove upright by its fingertips and shake gently, allowing the baking soda to drop into the glass.
11. Stand back and observe what happens!

Take some time to make observations as a group. You might ask them for ideas they have for changing this experiment-what do they wonder about what might happen? You might also ask them if this experiment makes them wonder about other experiments, they could try with baking soda and vinegar...youth usually have many ideas of things to try!

- **Read:** The Magic School Bus Gets Baked in a Cake by Joanna Cole, Ted Enik and Bruce Degan

Use this story to talk about food chemistry and how chemical reactions are part of many aspects of our lives. Carbon Dioxide is often what makes cakes or breads rise. If desired, have cake or cupcakes for a snack.

Snack (Have something that rises like cake, cupcakes or a bread)

(15 Minutes)

Activity 3

Pop Goes the Baggie! (30 Minutes)

An experiment in which we see the power of fizz!

Steps:

Next, we'll try an experiment in which we can observe a chemical reaction and the power of fizz!

1. Work with a partner. Each team will need: 1 baggie, 1 square of toilet paper or napkin (about 4x4 inches).
2. Direct youth to the supply stations.
3. **Station 1:** Napkins and baking soda.
4. Tear off a square of toilet paper or napkin.
Measure 1 tablespoon baking soda onto middle of napkin.
Twist or fold the napkin around the pile of baking soda making a **small packet**.
5. **Station 2:** Vinegar and water.
 - Have a volunteer help with the next few steps.Open the zipper-lock bag and measure a 1/2 cup of vinegar into the bag.
Add a 1/4 cup of warm water to the bag.
6. Zip the bag closed, but not all the way. You want a small opening just large enough to sneak in the packet of baking soda.
7. Have teams take their baggie and napkin packet outside. Bring your safety goggles.
8. Once outside, put on your goggles.
9. Drop the baking soda bundle into the bag and quickly seal the bag closed. Place the bag on the ground (or in the sink if you're indoors) and get out of the way.



10. Watch closely as the bag begins to puff up... it gets bigger and bigger until... BAM! Pop goes the sandwich bag.

Activity 4

Science Summary (10 Minutes)

There are 3 types of matter: solids, liquids, and gases. We observed several chemical reactions. In these experiments, a solid + a liquid produced a gas!

Pop the Top Off:

What's in antacid/Alka-seltzer? (bicarbonate of soda -similar to the baking soda in our kitchen cupboard). Combining water and bicarbonate of soda creates bubbles, which are a gas called carbon dioxide. It's the fizz in soda pop.

Less water in the film canister allows more room for bubbles (carbon dioxide) so more pressure is built up and top will pop farther. More water allows less room for bubbles, so it pops faster.

The Amazing Expanding Hand:

Bicarbonate of soda, or baking soda as we commonly know it, is a chemical base. This base reacts with the acid of the vinegar (its scientific name is acetic acid) and has a chemical reaction. This chemical reaction produces a gas-carbon dioxide. As more gas is produced, the pressure inside the glass and glove increases, pushing on the inside of the glove, which causes it to inflate.

Pop Goes the Baggie:

The bag puffs up because the carbon dioxide gas (created from mixing vinegar and baking soda) takes up lots of space, eventually filling the bag. If there's more gas than the bag can hold... KABOOM!. Wrapping the baking soda in tissue paper is a clever way of slowing down the reaction. It takes a few seconds more for tissue paper to dissolve so that the vinegar and baking soda mix.

More Investigations for Pop Goes the Baggie:

- How does the temperature of the water affect the pop? Repeat the experiment using cold water instead of warm water. What about hot water?
- Try changing the amount of vinegar and baking soda you use to see how the reaction changes. Remember to change only one thing (variable) at a time. For example, you can increase the amount of vinegar you use to 3/4 cup, but be sure to keep the amount of baking soda (one tablespoon) and the water (1/4 cup) the same. Or try using more baking soda but keeping the vinegar and the water amounts the same. By changing only one variable at a time, you'll be able to determine which ingredient has the most impact on the POP!
- Wrap the baking soda in two or three pieces of tissue. How will this affect the reaction?
- What are three more variables you can change?



Talk It Over

(10 Minutes)

★ ***Reflect:***

Let's talk about the three experiments. Tell something about what you did, what you enjoyed the most, or what worked best for you.
What was it like working with a partner? What things are easier with a partner?
What things are harder with a partner?

★ ***Process:***

How did you act like a scientist? Have you ever thought of yourself as a scientist before?
How did you and your partner make decisions about your mini explosion experiment?
Did you have different ideas and have to compromise on what to do?

★ ***Generalize:***

Today you became a scientist and tried some new things. During the deployment, your service person may have had to take on new roles and try many new things. Each person in your family also had new roles or new tasks.

What were some of these new roles for people in your family?

What were some of these new roles for you?

What was it like to try new things or have someone doing something so different for them?

It's a good idea to think about what we learn from something new or difficult—how did we grow? Can you think of one thing you learned through the deployment experience?

What are some things that are easier since your service member returned home?

★ ***Apply:***

What are some of the things that are hard since they returned home?

In the baggie, the chemical reaction made the baggie fill with gas. The more gas produced the more pressure inside the bag. When the pressure becomes too great, the baggie popped or burst open.

Tell about a time when you were under a lot of pressure during the deployment or since your Service Member's return home.

What are some ways you "released" that pressure?

What are some ways you and your family can relax and let the pressure calm down?

How can you tell your family one or two of the things you've learned or ways you changed?

Did you come up with any other science experiments you'd like to try?

What did the experiments make you wonder about?

Enhancement

If time allows, try some of the new ideas that the participants suggested around changing a new variable. Have them record the changes they observe.



Closing

We hope you've had fun today being scientists. As we saw in our experiments, change happens all the time and everywhere. You've had many changes in your family from the time you learned about the deployment, while your loved one was gone, and since their return. Do you think changes will keep happening? Probably-even, if they're small changes they can still have an impact on each person in your family. Talking about it helps. We have an extra experiment that you can take home and try with your family. It's called Oogly—it's really fun and messy. We hope you and your family have fun trying it out! Thanks again for being scientists today!

Credits/Sources

"How To Make a CO2 Sandwich." [stevespanglerscience.com](http://www.stevespanglerscience.com). Retrieved May 15 2009
<<http://www.stevespanglerscience.com/experiment/puff-pop-how-to-make-a-co2-sandwich>>

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



Things That Bubble, Fizz and Pop!

Dear Family,

Today your youth was a scientist! We did several investigations to see what happens when you combine different solids and liquids. We read a book called “What is a Scientist?” by Barbara Lehn. We did many of the things scientists do...observe, make predictions, test our predictions, record data, and wonder why things happened? We learned about carbon dioxide, the gas that is the fizz in soda pop and the gas that made things pop during several of our experiments. We hope your youth had a great time discovering that science is everywhere!



Ask your youth to show you how we conducted the experiment called Pop Goes the Baggie! You can do this together at home; you will need a quart sized zip-lock style baggie, 1 tablespoon of baking soda, ½ c. Vinegar, and ¼ c. warm water. This is an experiment to do outside. We discussed how changing one item in an experiment (called the variable) could change the outcome. At home, you can try using more vinegar, cold water, or more baking soda. You could ask your youth what else happened in today’s program that made them WONDER ...whether it’s science related or not.

You can create an “I wonder” poster at home, and have family members write what they wonder about. You could choose one or more to explore or learn about with your youth...or some of them might just be great things to talk about at the dinner table!

We also discussed how today they took on a new role as a scientist. We then discussed how during the deployment and since your loved ones’ return each person in the family has probably taken on new roles or tried something they hadn’t done before. This may include a youth having new responsibilities at home, a teen having more or less “freedom” to make their own decisions, a parent having different roles while a spouse is deployed, a Service Member who has specific roles while deployed and very different roles upon return home. All of these are new for members of the family and extended family. We talked about roles that were harder or easier. Transitions can be difficult in different ways, and it can help to know what’s “easiest” or “hardest” for the people you love.

We’ve included another easy science activity that you could do at home. It’s called OOGLY, and it uses cornstarch, water and 2 drops of food coloring. It’s just messy and fun yet it also has a few great analogies about change. Everyone deals with change differently, so it can be a great conversation starter in your family! Thanks again for being a part of today’s activities!

Conversation Starters:

- What new roles have you had in the past year or so?
- Did you see that I also had some new roles? What did you see different? Can I tell you about what that was like for me?
- What was EASIEST and what was HARDEST while ____ was deployed? Since their return?
- Do you ever feel pressure like that baggie filled with gas in your experiment?
- Do you ever feel so much pressure you feel ready to “pop” like your baggie did? When does this happen? What might I do to help you handle that or talk about it so that you can feel less pressure?



OOGLY

Oogly is simply a mixture of cornstarch and water, but everyone who tries it seems to love playing with it! It also offers a great way to talk about change.

Supplies:

1. Cornstarch (minimum 2 cups-use more for larger groups or for more Oogly!)
2. Water
3. Food coloring if desired
4. Large bowl, aluminum roasting pan, or plastic tub
5. Table covering if done indoors
6. Access to sink and paper towels



Directions:

1. Wash hands before beginning.
2. Pour dry cornstarch into large bowl or pan.
3. Mix in water with your hands or a spoon, about ½ cup at a time to avoid adding too much water. It takes about as much water as cornstarch.
4. You can tell when enough water has been added because all the powder forms into a stiff liquid. Mixing this stuff can be hard work! Notice what happens when you try to mix it quickly??
5. If you plan to use the OOGLY more than once, add a teaspoon or so of bleach, otherwise bacteria from people's hands will start to grow a culture! If you add the bleach and keep it covered, you can use it over and over.

Note: If you add too much water, just let the mixture set for a few minutes and pour off the excess water that settles on top!

If desired, you can add several drops of food coloring to the mixture after it has been thoroughly mixed.

Cleanup is easy-Oogly wipes up easily and vacuums up easily after it dries!

Things to Discover!

- Is it a solid or a liquid?
- OOGLY resists change. What happens when you move your hands slowly through it? Quickly through it? See what happens when you punch it or poke it.
- Can you reach in and grab a piece out? Can you pass a “ball” of it from person to person?
- Let your fingers slide down to the bottom of the pan and try to pull it out.
- Place a small toy on its surface-what happens?
- What makes OOGLY stay solid? Oogly seems to have a therapeutic feel- let young youth play with it outside and they seem to calm down just running their hands through it.
- What happens when you add food coloring?

There's a Whole Lot of SCIENCE Going On Here...

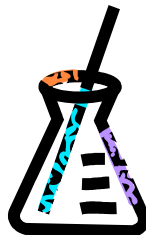
- Oogly is made up of tiny, solid particles of cornstarch suspended in water. Chemists call this type of mixture a *colloid*.



- As you discovered, this colloid behaves strangely. Your fingers are applying what a physicist would call a ***sideways shearing force*** to the water. In response, the water moves out of the way (shears).
- The behavior of the Oogly relates to its ***viscosity***, or resistance to flow. Water's ***viscosity*** doesn't change when you apply a shearing force, but the viscosity of Oogly does.
- Oogly is a ***non-Newtonian fluid***. Back in the 1700's, Isaac Newton identified properties of an ideal liquid. Water and other liquids that have these properties are called ***Newtonian fluids***. Non-Newtonian fluids don't have these properties.
- ***Ketchup*** is a non-Newtonian fluid. (Share THAT at the dinner table and see how impressed your family and friends will be!) *Did you Know: Scientists say the fastest way to get ketchup out of a bottle is to tip it over and let it drain down. Hitting the bottom actually slows it down!!*
- ***Quicksand*** is a non-Newtonian fluid that acts kind of like the Oogly—it gets more viscous (or resistant) when you apply a shearing force. If you ever find yourself sinking in a pool of quicksand, try swimming toward the shore very slowly. The slower you move, the less the quicksand (or Oogly) will resist your movement.

Metaphors about Change

- Sometimes people and groups resist change...sometimes if you try to change things too fast, people resist, but if you move slowly, people may go with the flow more easily, If you push too hard, people resist (just like Oogly if you hit it-it stays solid).
- Adding food coloring is a great metaphor for the time and sometimes hard work it takes to change something...see how long it takes to disperse the food coloring throughout the Oogly? Just like in families of deployed Service Members, the change of deployment and the change brought by reintegration are both major changes and it takes time, patience and sometimes hard work to deal with all the changes. Give yourselves time and keep working at it slowly.
- Try passing a ball of Oogly from person to person around the tub of Oogly. If you keep it moving, it stays solid. If you slow down, it drips out of your hand. Sometimes if a group isn't working together well, we "drop" the ball and lose what we were working on. We need all team members to be actively engaged in making things happen. We need communication between all the people in our family or our group.
- Check the website: www.exploratorium.edu/science_explorer/ooze for ALL the science of Oogly (or Ooze, as they call it).



Lesson developed by Anne Stevenson,. 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.

Email: steve020@umn.edu



OMK Scientist's Log—Mini Explosions

Name of Scientist _____

Investigation #1- How long til top pops off?

What we used: $\frac{1}{4}$ tablet & canister $\frac{1}{2}$ full of water.

	Trial 1	Trial 2	Observations:
# of seconds til pop off			

Investigation #2-How many pops in 2 minutes?

Draw or write how much water and amount of tablet(s) you used:

Predict the number of pops you will have:

Actual number of pops:

Investigation #3- How Many Pops in 2 minutes? (Trial 2)

Draw or write how much water and amount of tablet(s) you used:

Predict the number of pops you will have:

Actual number of pops you had:



Cartoon Comic Strip Art

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Decision Making
- ★ Planning and Organizing
- ★ Problem Solving
- ★ Sharing Feelings

Activity Overview

Youth will learn another way of drawing by using comic strips and the “Grid” method.



Shout Out!

CARTOON COMIC STRIP ART! Recreate and draw cartoon and comic strip characters using a simple method. Then apply that art method as you learn to draw pictures of family members, friends, nature, animals, etc. Bring a favorite photo of your family. You'll be amazed!

Get Ready

Roles for Uniformed Service Member

- Assist youth in using the Grid paper properly
- Walk around and network with the youth, talking about your favorite comic strip, cartoon character

Roles for Volunteers

- Place supplies on the tables
- Assist younger aged youth with choosing a picture so they feel successful
- Helping secure the string on the table when using the family photo

Activity Orientation for Volunteers: 30 Minutes

- Show how the “Grid” method works when learning how to draw

Preparation time: 1 hour

Space: Tables and 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 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 for use of laptops, digital cameras and photo printer.
7. Inform the youth attending to bring a family picture that they would like to replicate in a drawing. If you have the Mobile Technology Lab, they can bring images on data sticks or CD as well.
8. Purchase supplies.
9. Find and cut out comic strips, which do not have a whole lot of detail in them.
10. Find and cut out other types of pictures, which youth in grades K-3 might like to learn how to draw. (ex: picture from a coloring book)
11. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box with music to be used while drawing

Procure Supplies

- CD of “super hero” music (ex: from one of the comic strips such as Spiderman)
- Large neon tagboard with samples of comic strips glued onto them
- Easels or space on the wall for posting neon tagboard
- Cartoon and comic strips cut out from newspapers, etc
- Pictures for younger youth (ex: coloring book sheets)
- ¼” or ½” Grid paper
- Rulers
- Glue sticks
- Art drawing paper
- Art drawing pencils
- Art gum erasers
- Blue painters tape
- String

Background

Drawing is an excellent way for youth to release their feelings and frustrations. It’s also a great way to use their skills and creativity to design something for themselves, as well as their loved ones. The **Grid** method is a way of learning how to draw. Hopefully this method will enable the youth to feel successful as he/she produces an art piece for all to enjoy.

Set Up Your Space

Comic strips will be displayed on bright neon tagboard, and easily seen as the youth enter the room. Play Background music from one of the comic strips, such as Spiderman, X-men or Superman, to get the youths excited. One of the volunteers might also want to dress up as a comic strip character or super hero!



WHAT TO DO

Cartoon Comic Strip Art

Icebreaker

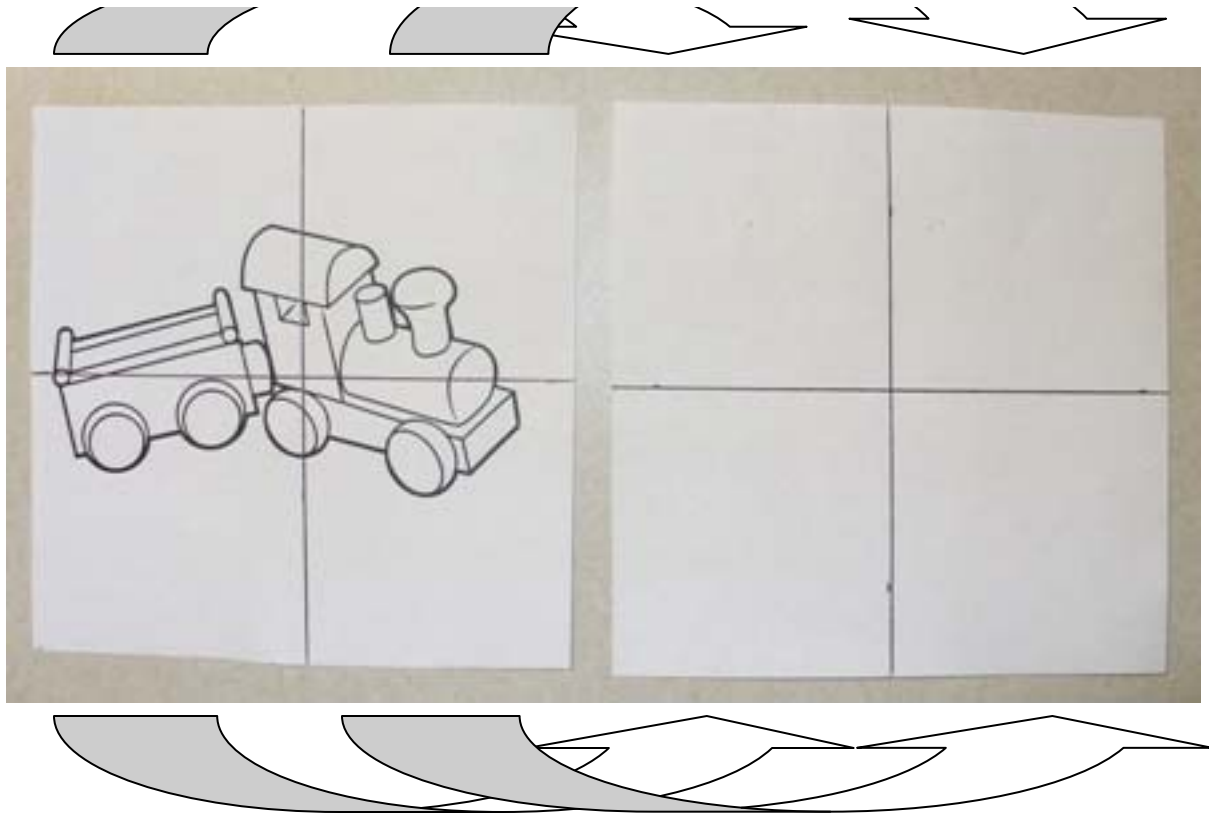
If I were a Super Hero, I Would Be..... (15 Minutes)

1. Have the youth, volunteers, and Service Member form a circle.
2. Each person has the opportunity to say their name and where their “Service Member Superhero” was deployed.
3. Each person then needs to answer: What comic strips or cartoon character would they most like to be like? Why?
4. Thank each youth for being a superhero in their family while their loved one was deployed.

Activity 1

Make your Cartoon Comic Strip Art (1 Hour)

1. Place large neon tagboard with comic strips on easels or on the wall.
2. Check to see who brought a picture with them. For those youth who have forgotten their picture, use the camera to take a photo of themselves, their loved one or the person that brings them to the door.
3. Pass out the Grid paper.
4. Have youth choose a picture from the coloring book (or other run-off sheets), or a comic strip.
5. Show the youth how to fold their Grid paper in $\frac{1}{2}$, then in $\frac{1}{2}$ again, creating 4 large boxes.
6. Have the youth take their ruler and draw a line horizontally and vertically thru the coloring book picture or the comic strip.
7. Look at the **comic strip picture** that is in the **upper left box**, and instruct the youth to draw that on their **Grid paper in the upper left box**.
8. Encourage them to take their time so that the lines will match in the middle.
9. Look at the **comic strip picture** that is in the **upper right box**, and instruct the youth to draw that on their **Grid paper in the upper right box**. Remind them to take their time so that the lines will match in the middle.
10. Look at the **comic strip picture** that is in the **lower left box**, and instruct the youth to draw that on their **Grid paper in the lower left box**, taking their time so that the lines will match in the middle.
11. Look at the **comic strip picture** that is in the **lower right box**, and instruct the youth to draw that on their **Grid paper in the lower right box**. Remind them to take their time so that the lines will match in the middle.
12. When the youth are done drawing, if they wish to transfer the original comic strip to the Grid paper (glue in upper left corner), so that others may see what they did, they may do so.



- ★ For those who finish early, or if they want to try another comic strip, or if they did a coloring book page first and want to try a comic strip now, give them Grid paper to generate another picture.

Break

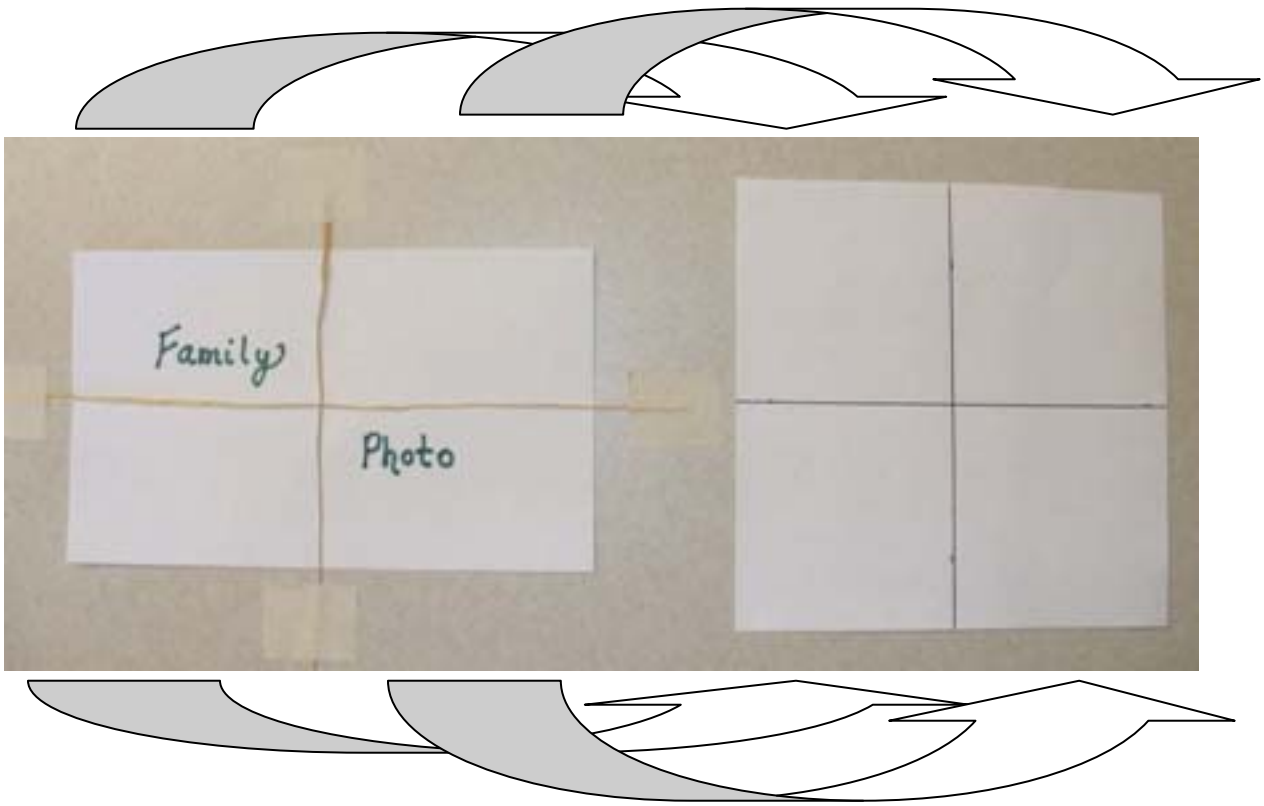
(10 Minutes)

Activity 2

Create a Family Photo (40 Minutes)

Now, is everyone ready to try their hand at drawing from a photo?

1. Pass out a sheet of white drawing paper to all.
2. Instruct them to fold the paper in $\frac{1}{2}$ and then in $\frac{1}{2}$ again (like they did with the graph paper), and then lay the white drawing paper in front of them.
3. **This should form 4 quadrants.**
4. Secure the back of their family photo with rolled blue painters tape and place it securely on the table above the white drawing paper.
5. Use string and small pieces of blue painters tape; create a “line” with the string running **horizontally** on the family photo.
6. Then create a “line” with the string-running **vertical** on the family photo.
7. Check to make sure that your strings divides the photo into 4 equal quadrants that match the paper you have folded.



8. Look at the **part of the photo** that is in the **upper left box** that you formed with your string.
9. Draw that **part of the photo in the upper left box** of your paper. Focus only on this small part and do the best you can. Take your time.
10. Now draw that **part of the photo in the upper right box** of your paper. Focus only on this small part and do the best you can. Take your time.
11. Next, draw that **part of the photo in the lower left box** of your paper. Focus only on this small part and do the best you can. Take your time.
12. Now draw that **part of the photo in the lower right box** of your paper. Focus only on this small part and do the best you can. Take your time.
13. When the youth are done drawing, if they wish to transfer the original family photo from the table to their drawing paper (glue/tape in upper left corner), so that others may see what they did, they may do so.



Talk It Over

(25 Minutes)

★ *Reflect:*

What were your favorite things about this drawing project using the “Grid” method?
What were your least favorite things about working on the project?
What surprised you?
What did you learn about yourself?
How did you feel when you made a new picture of yourself or your family? Did it change? How?
Do you think your family changed too since your loved one has returned? How?

★ *Process:*

How did you go about making decisions as you worked through the art process? What steps did you take?
When you first used the “Grid” format, what problems came up over and over?
How did you handle them?
Was there anyone that helped you?
What suggestions would you have for someone else who wanted to do this kind of drawing using the Grid method?

★ *Generalize:*

How do you go about making decisions and problem solving in your family now that your loved one is home?
As you worked today, you looked like you were having fun and enjoying yourself. When else have you had fun and learned new things at the same time?
With your loved one now home, are there new things that you can explore, learn from together?

★ *Apply:*

How can you communicate to them what you have learned today?
What have you learned about yourself today? Others?
How can you use these skills of drawing in different situations?
What can you do to help yourself keep learning?
You seemed to care about what you were doing, just as your loved one cared about their work while gone from home. How can you show you care about them now that they are home? Is there a way you can relax and enjoy something together?

Enhancement

Youth can draw other pictures and place them on cards or flyers, etc. to be handed out at the VA Hospital, Senior Care Centers, hospitals, etc.

Closing

Now that you have an understanding of how to draw using the “Grid” method, you can try to create other forms of drawings for your family, for children and adults in hospitals and care centers, etc.

Today as you worked on the drawings, you used many skills. With the skills you learned today, you transformed a realistic photo into a piece of art, just like your family has been



transformed since your loved one has returned from deployment. As with your drawing, some parts of this homecoming has been easier and other parts more difficult.

Planning and organizing, like you did when you learned the Grid method, help you break down tasks and can help with decision-making and problem solving. These are skills you use in every day situations at school, with your friends, and at home. Continue to develop your skills and creativity by amazing others with your drawing and share your skills and ideas with your loved ones, family and friends.

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.



Cartoon Comic Strip Art

Dear Family,

Today we used cartoons and comic strips to teach the youth how to draw in a “Grid” format. Youth then replicated their skill with the photo they brought in or which we took when they arrived today. As they worked on the drawings, they developed their skills of decision-making, problem solving, and those of planning and organizing. Your youth also learned how to break down a seemingly overwhelming task into smaller chunks to get them done. This is a good skill to remind your youth of if things become overwhelming in their lives.



Drawing is an excellent way for youth to release their feelings and frustrations, as well as to use their skills and creativity to design something for themselves, for their loved ones, as well as for others needing support and encouragement. The Grid method of drawing hopefully will enable the youth to feel successful as he/she produces an art piece for all to enjoy. Help your youth find a place in the home to “feature” their artwork, and encourage them to use this technique to create other pictures that she/he can use to make cards, etc. for those in the VA Hospital, Senior care centers, children and adults in hospitals, etc.

Thank you for allowing your youth to participate in the Operation: Military Kids Deployment Cycle Support 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 youth’s experience please feel free to contact me at:

Conversation Starters:

- What new things did you learn when you were drawing today?
- Did you run into any problems as you were drawing? What did you do? What kept you going?
- You really cared about what you were doing, just as (insert name of loved one) cared about their work when they were gone. In what ways can we show them that we care about them?
- Who could you, or we as a family, re-create a picture for?



Celebrate!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Foods and Nutrition Project
- ★ Planning /Organizing
- ★ Decision Making
- ★ Sharing
- ★ Nurturing Relationships
- ★ Wise Use of Resources



Activity Overview

Learn the art of every day celebrating; consider a cake club activity or community outreach project.

Shout out!

Make a cake! Life will be full of great times as well as challenges. Learn to celebrate the small joys of life. Learn the art of every day celebrating by baking a cake and sharing this skill and joy with others.

Get Ready

Roles for Uniformed Service Member

- Share affirmation and appreciation for small joys of life
- Assist youth with activities, especially special needs youth
- Discuss and share stories of the importance of celebrations to Service Members
- Discuss the ways in which youth can help Service Members celebrate the little joys in life

Roles for Volunteers

- Help with set-up activities and reflection/discussion/converse space and clean-up
- Guide youth in positive conversations, finding the daily joys in life

Activity Orientation for Volunteers: 1 hour

- Ability to reflect on positive aspects of daily life
- Awareness of some of the feelings that may arise during sessions and when to refer youth to MFLC. Ability to listen to stories and share positive reinforcements
- Instructions on baking cakes

Preparation time: 1 hour

Space: Space needed to bake, create and decorate cakes; space to relax and converse

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, journals, embellishments and scissors.
6. Read the activity.
7. Find facility and ovens to make and bake cakes. (If you can't bake in a facility, enlist volunteers to pre-make cakes.)
8. Purchase supplies for creations.
9. Fill in supply information activity 1 "cost" sheet.
10. Organize space needed for food preparation of cake(s) as well as decorations and serving.
11. Communicate with team members about positive youth attributes and interactions.
12. Prepare game area according to icebreaker instructions.
13. Copy Parent Letter.

Get From OMK Tool Kit

- Measuring cups
- Measuring spoons
- Boom box and music

Procure Supplies

- Facility and ovens to make and bake cakes
- Cake mixes in variety of flavors – 8-10 individuals per cake mix
- Additional ingredients listed on cake mix box (eggs, oil, water, etc.)
- Toppings and frostings (1-2 cans of frosting per cake mix)
- Paper products (plates, forks) for serving cake, and beverage
- Electric mixer
- Spatulas
- Mixing bowls
- Cake baking pans or forms (regular or tinfoil are fine)
- Cake decorating kit and embellishments
- Knife to cut cake
- Decorating knives
- Platter or larger plate for cake display
- Water or beverage
- Optional, camera for photos!
- Optional, additional theme decorations for tables, place settings, candles, etc.
- Flip chart and markers
- Soft ball (4 square activity)
- Masking tape
- Optional, journals and writing utensils



Background

Many times in life, we forget to celebrate the day. To “celebrate” is defined as “to observe a notable occasion with festivities” (<http://www.merriam-webster.com/dictionary/celebrate>). Much like celebrating a birthday or special occasion, it’s good to appreciate the positive aspects of ones’ life.

Families often celebrate a birthday with a birthday cake. Birthday cakes are decorated cakes that are typically covered with lit candles that signifying the age of the celebrant. Birthday cakes date back as far as the middle ages when the English would conceal symbolic items such as gold coins, rings and thimbles inside the cakes. Each item hidden in the cake was associated with a prediction. For example, a person finding a gold coin in a birthday cake would supposedly become wealthy; a person discovering a thimble would never marry. Making a cake from a mix is economical and fun, and is a way to celebrate more than once a year.

Have the youth think about starting “A Cake Club.” This club can be a fun way to continue the skills and creativity learned in this activity. They can celebrate each other, bake and eat some cake. With the planning of a Cake Club, where they get together once a month, or at a regular interval, they can learn to acknowledge each other, appreciate the positive aspects of life, as well as develop an important and supportive social network.

Set Up Your Space

Have music playing as the youth enter the area and actively engage them in an activity using the sports equipment and games in the Recreation Box from the National Guard State Family Programs Office.

WHAT TO DO

Celebrate!

Icebreaker

Common Ground (30 Minutes)

This activity assists smaller groups to discover common ground among group members.

Directions:

1. Tell everyone to find all the other people in the room who have the same birth month.
2. When it seems that most people have found their groups, call out “where are all the “Januaries”. Continue with each month of the year until you have all the months represented. Do this to make sure all the groups are together and not fragmented. Those that did not find their group connect.
3. Instruct each group to make up a cheer, song or saying (15 -20 seconds time).This should represent their birth month. Allow no more that five minutes for this to be created.
4. Each group will present the results of their creativity. Reinforce each presentation with affirmations of creativity, fun, or team effort.

Ask the group: How did you decide where to meet? How did you communicate? How did you make decisions? Was it easy to follow the leaders? Is it more comfortable to be a follower or leader and why?

Celebrate!



Activity 1

Introduction

Create a Cake (1 hour 15 Minutes)

Today we are going to celebrate! We're going to bake a cake! We're going to bake a celebration cake to acknowledge the positive aspects of our lives.

It's easy and economical to create a cake. After this experience, you may want to share your talents with others at home, in clubs, or a community outreach activity.

Making a cake is relatively simple. The ingredients you need include your favorite flavor of cake mix, eggs, water, oil, mixing equipment, oven, spatula and frosting. (If you have some older youth with this food preparation skill, engage these youth in leading and/or demonstrating the activity.) We'll work in groups to make and decorate our cakes.

1. Divide into equal groups
2. Talk about a the flavor of the cake and frosting you would like to have
3. After a consensus, select your cake mix
4. Talk about a theme for your cake. Do you want a flavor, color or event theme? A homecoming cake? A spring cake? Beginning of summer vacation break cake?
5. Follow the cake mix box instructions to create a cake.
6. General directions include:
 - Preheat oven 350 degree Fahrenheit
 - Spray with non stick spray baking pans
 - Place cake mix, egg, water and oil in mixing bowl
 - Use the electric mixer to mix all the ingredients until they are well blended
 - Place batter in baking pans and follow baking recommendations
 - Remember to set the timer!

While the Cake Bakes

1. Review the process for making the cake.
2. Share the costs of the ingredients included cake mix, eggs, water, and oil and later will include frosting supplies. (This needs to be completed prior to activity).
3. The ingredient cost of this project is a mere \$____. (Complete prior to the session including figuring out the math.)

Cake mix	_____
Eggs	_____
Oil	_____
Water	_____ 0 _____
Frosting	_____
Extra's	_____
Total	\$ _____

- Did anything surprise you about making the cake?
- What do you think about the total cost of making the cake?
- If you were to go out to eat as a form of celebration, what would you spend?



- Do you think this is a wise use of resources to create a “celebration cake”?
- When you think of making a cake for celebration, what type of theme celebrations?
- Why would you choose to create a cake?
- What are some different types of celebrations you could host for friends and family? (First day of school, Last day of school)
- How would that help others?
- What would you think about hosting a monthly cake club just for friends to get together, create a different variety of cake and have fun?
- Do you think this could be a community outreach project?

Talk with the group that a community service outreach project idea could be to give a “Celebration Bag”. These “Celebration Bags” could be donated to food shelf or other community outreach groups to give to financially struggling families. This involves creating “Celebration Bags”; collecting or donating cake mixes and frosting, inserted into a decorative bag with a small recycled toy (match car, dolls, stuffed toy, etc.). The families could make a youth’s special day by creating a cake and giving a small gift.

Activity 2

Attitude towards life (45 Minutes)

While cake is baking, discuss identifying feelings and sharing positive attitudes.

Make sure you take the cakes out of the oven to cool during this activity!

1. Instruct youth to find a partner.
2. Tell them to share what brings you joy or happiness in life. For example, introduce yourself as if you don’t know your partner. Take about 15 minutes to complete this exercise. Let them know that they will later introduce their partner to other people.
3. Next two groups of partner’s join together. Introduce their first partner from the previous step to the new group; share what brings joy or happiness in life.
4. Use a flip chart to record the responses as you bring the whole group back together, and there is open the discussion. Identify some of their joys in life.
 - What did you learn through sharing with others?
 - Identify the scope and depth of the joys. Share that joys can daily be found all around us.
 - What type of attitude do friends display when they are engaged in the activities that bring them joy?
 - Do you as individuals enjoy being around friends that have positive attitudes?
 - Who can you ask for help or support that shares a positive outlook on life?
 - We all as individuals have the choice to portray a positive or negative attitude. In “real life”, you have the decision of what attitude to share. Is this a life skill that is important to you?

Talk about how personality is the unique way that you and other people adjust or adapt to situations and programs. A person with a healthy personality is usually realistic, learns from past mistakes, plans for the future, gets satisfaction from working, develops social relations, is able to



feel and express a wide range of emotions and accepts himself/herself in a positive way. Healthy relations involve people who have positive internal messages and behave in healthful ways.

Activity 3

Sound Off (25 Minutes)

Youth step out of their comfort zones a little but this activity provides lots of fun.

Directions:

1. Direct the group to sit in a circle.
2. Tell everyone that no one is to laugh during this activity. Anyone who laughs is out of the game. The last person to remain in the circle is the winner.
3. Start going counter clockwise, have the person on your right start the game by passing a sound of some kind – a sniff, a snort, a hiccup, a squeal to the person on his or her right. That person passes the sound along to the next person, and it continues all around the circle. If anyone laughs at any time that person is out of the game.
4. When it gets back to you, pass the sound to the next person in line and that round is over.
5. Then have the second person in the circle make a new sound and pass it to the person on his or her right. Continue until it gets back to you and you pass it on to the person on your right. That round is over and you get a third round started.
6. Continue until all but one person is eliminated.

To add an element of difficulty, the sound maker may add facial expressions and the group must copy those as well as the sound.

Activity 4

Decorate and Eat the Cake! (30 Minutes)

Talk about how we'll be using our creativity to decorate the cake(s). Allow group to decorate the cake(s) using their expressions of art.

Simple instructions if using two round shaped cake pans:

1. Remove one cake from the round pan by turning the pan upside down onto a sturdy platter.
2. Frost the top side of this one cake with filling or frosting.
3. Carefully remove the second round cake from the pan and place on top of the frosted area.
4. Frost the sides and top of the cake surface, filling in shallow areas where the two cakes connect.
5. Add additional decorations matching the celebration theme; add toppings, embellishments and creative decorations. Take a picture of the cakes.
6. In addition to appreciating the celebration, consider having the youth critique the cake.

Activity 5

Celebrate the Day! (15 Minutes)

Think about your day.

- What were your positive reinforcements for your day?
- Did you express to at least one person something positive that they did or achieved?
- Did you share with someone what you appreciated about them or their efforts?
- What else can you do to express your feeling to others? (Consider writing a short note to someone that you appreciate. Share with others what you see as their personal strengths.)



- Identify at least one joy and one challenge in your day

Optional Journal Activity

One way to cope with challenges is to start a daily journal. You can utilize any form of writing style you choose as well as writing material (school notebook, journal, loose paper, etc.). Simply place the word high and write your thoughts, next the word lows and your thoughts. Then conclude your journal entry with any other thoughts you want to express.



Talk It Over

(15 Minutes)

★ *Reflect:*

Highs and lows.

Have youth sit in a circle have them give one high for the day and one low (not so great event) of the day.

★ *Process:*

How did you feel about your day in highs and lows?

Why are the celebrations activities completed today important?

What did you learn through sharing with others?

★ *Generalize:*

How do celebration activities interrelate with the choices in attitudes we make?

What are some factors that change your attitudes?

Who has the final say about the attitude we portray?

What are everyday celebrations you can organize in your family?

★ *Apply:*

How can you show others your support?

How can you help family members find the positive attributes in everyday life?

Would you want to start a monthly cake club?

Would you consider starting and overseeing a “celebration (cake) bag” community outreach project?

How might a celebration attitude or club help you and your loved one adjust to the homecoming?

Enhancement

Read:

- Don't Sweat the Small Stuff... and it's all small stuff, Simple Ways to keep the little things from taking over your life, by Richard Carlson, PH. D.
- The Cake Mix Doctor (Paperback) by Anne Byrn
- If a 4-H volunteer or youth is present they could explain the 4-H foods and nutrition project as well as the judging process, ribbon placing.



Check out these links:

<http://www.coopext.colostate.edu/adams/4h/pdf/2009CAKEDECORATINGCONTESTRULES-REGISTRATION.pdf>

<http://www.coopext.colostate.edu/adams/4h/pdf/2009CAKEDECORATINGCONTESTRULES-REGISTRATION.pdf>

http://www.colorado4h.org/project_resources/fcs-projects/cake_decorating/index.shtml

<http://web1.msue.msu.edu/eaton/CakeDecorating.pdf>

<http://www.ces.purdue.edu/hamilton/4h/cakedecrs.pdf>

<http://cetrinity.ucdavis.edu/files/65050.pdf>

<http://www.coopext.colostate.edu/adams/4h/pdf/2009CAKEDECORATINGCONTESTRULES-REGISTRATION.pdf>

Closing

Remember to take the time to find the joys in your everyday life. Look for daily highs and lows. Share these highs and lows with others as a way to cope with daily challenges. Remember that you are the only one that decides what attitude you portray. Portray the attitude by which you want others to know you.

Most importantly, celebrate! Celebrate the small stuff and the big stuff. It will make you and everyone around you feel better! Let's eat Cake!

- Serve the cake by cutting into equal portions related to the number of individuals in attendance

Credits/Sources

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



Celebrate!

Dear Family,

Today we made a celebration cake in celebration of family and friends. Youth chose the cake and components of the process. After the assembly of the cake, they celebrated their accomplishments.

Learning the joy of celebrating the little items of life is sometimes difficult during challenging times. It's important as a family and community to enjoy what the day has to offer. Making the cake was part of the being a team member and creating fun for the group. There is a delicate balance in our lives and the challenge that balances this out, needs to be appreciated.

Help your youth talk about the people and the elements in their lives. How do they maintain the balance of challenges and joys? Youth should be engaged to share their highs and lows for the day. Below are conversation starters you can use at your next meal.

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 makes you feel good about yourself?
- What would you do if you were a King or Queen for the day?
- Do you learn more when you win or when you lose?
- What is the most important thing in being a good friend?
- What is your favorite family tradition?
- What is your favorite holiday and why?
- What is the best way for people to show you that they love you?

Celebrate!



Me & My Neighborhood

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 15-25

Deployment Segment: Reintegration – 30 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Decision Making
- ★ Problem Solving
- ★ Team Building



Activity Overview

A compass is a hiker's, biker's and nature lover's best friend. By knowing how to use a compass, you'll be able to find your way no matter where you're. This session will help you get acquainted with a compass and learn more about your neighborhood.

Shout out!

So let's imagine you're in the middle of the ocean, you look around yourself in every direction, all you see is water, and it is overcast so you cannot see the sun. How could you tell which way to go? By using a compass!

Get Ready

Roles for Uniformed Service Member

- Help youth learn the basics of using a compass
- Guide youth as they are learning how to read a compass
- Share times when knowing how to read a compass saved you from getting lost

Roles for Volunteers

- Know how to use a compass
- Guide youth as they learn how to use a compass
- Ask questions regarding when a compass wouldn't work

Activity Orientation for Volunteers: 1 ½ hours

- Best if volunteers can study and use the compasses that the youth will be using
- Have the volunteers go through the compass exercise that the youth will be doing. What were the challenges? How can they best guide youth in the use of the compasses?
- Share a time when knowing how to read a compass saved you from getting lost

Preparation time: 1 hour

Space: Large indoor space like gym with access to table and chairs for participants. Could do some of the compass activities outside but will still need table and chairs to complete the other activities.



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 markers, embellishments and scissors.
6. Check supply list.
7. Make the Blue Poison Swamp tarp (blue tarp with duct tape grid).
8. Practice using a compass. Be familiar with the various activities in this lesson, know where you'll be doing session – is it inside or out?
9. Find or make landmark posters/signs.
10. Copy Parent Letter.

Get From OMK Tool Kit

- Hole punch
- Blue tarp (marked off with duct tape in a 7 square by 8 square grid)

Procure Supplies

- Five 9"x12" transparencies per participant
- One piece of cardboard or cardstock to serve as base for My Neighborhood Map activity
- One inch brass brad fastener to hold transparencies on cardboard
- Duct tape (any color other than blue)
- Multiple fine tip colored markers – dry erase works better in case you make a mistake
- Compasses (one per team of 2-3 participants or one per person)
- Orange marking flags (four per participant)



Background

Compasses are a great tool to depend on to show us the way. (www.learn-orienteeing.org) When we know how to use a compass, we are more confident that we can find our way. Participants should be encouraged to share what they learned about the use of a compass with other family members and friends. The youth can set up similar class activities and serve as the guide as they find their way. The youth should share their neighborhood overlay. It is interesting who and what they've included in their special neighborhood.

Set Up Your Space

It's best to have a large room like a gymnasium where in the beginning some of the smaller courses can be laid out. It's nice to have table and chairs to work at to do the neighborhood



mapping activity. Place pictures or landmarks around the room. Presenter needs to set up the flags for participants to mark the #10 activity.

WHAT TO DO

Me & My Neighborhood

Icebreaker

Magic Carpet (15 Minutes)

Materials needed:

Plastic tablecloths (one about 52" square for every five participants or large blue tarp.)

1. Lay out large pieces of fabric, like inexpensive plastic table clothes or tarps. They should be large enough so that six to ten participants can stand on them comfortably, but not so large that there is a lot of leftover room.
2. Ask participants to step onto the fabric for a magic carpet ride. However, tell them that on this carpet, passengers must stand.
3. Tell them to imagine that the carpet is about to start to move. They need to adjust their feet to balance themselves. Wait a few seconds and ask if anyone feels movement.
4. Then announce, "Oooooopppppps, I've made a mistake. The carpet has the wrong side up."
5. The object is to turn the 'carpet' over **without anyone stepping off**.

★ *Reflect*

Was turning the magic carpet challenging?

What were some techniques you used?

★ *Process*

Did everyone share in the solution? Did one or more people take charge?
Did anyone suggest stepping off – even though that was against the rules?
(If there were two carpets in competition)

Did you try to work more quickly so your group could win? Or were you more focused on simply completing the task?

★ *Generalize*

Why are leaders and workers who both listen necessary in completing a group task?

Is it necessary to work within the framework of rules established for a team project? Why or why not?

How does competition affect teamwork?

What are some individual actions that can perturb team participants?

★ *Apply*

How might you elicit cooperation from an uncooperative team member in a future team project?

For what type of group work would you feel comfortable becoming a leader?

Activity 1

My Neighborhood Map (30 Minutes)

We all belong to a neighborhood, so today we are going to draw out a neighborhood map:

1. Give each person five transparencies, one piece of cardboard or cardstock and one brass fastener.
2. Punch a hole in the upper right hand corner through each transparency and the cardboard and use fastener to hold all together.



3. Beginning on the back cardboard piece, draw your house in the middle. You'll want to draw this no larger than about 1" x 1" so other neighborhood objects can be added in the next few layers.
4. On each of the transparencies draw a symbol or picture for the different objects in relation to your home, such as:
 - **On transparency #1:** Where do your friends or relatives live? Where are your favorite places to eat?
 - **On transparency #2:** Where is the town's water tower? Parks?
 - **On transparency #3:** Where are the schools located? Fire and/or Police stations?
 - **On transparency #4:** Where are the grocery stores? Banks?
 - **On transparency #5:** Where are your other favorite spots located? Something you identify with located from your home?
5. Depending on size of group, divide into groups of about 10-20 people and have each person share their name and their neighborhood map.

Questions:

- Are there things you forgot to add to your map?
- Do others like the same things you do?
- Are you surprised at how many things make up your neighborhood?
- Why do you need a map?
- How would this map compare to a real map?
- What is good about having things to scale? Why? What does it tell you? What doesn't it tell you?
- So you're going on a date, how do you find the directions to their home?
- As your family had a deployed member, what was your map to get from place to place in your family life? Did you have goals? Did you all have added responsibilities?
- When the deployment was over, did you need to design a new map or guide for your family to plan things out? What changed the most? What would you offer someone just experiencing a deployment?

Activity 2

The Blue Poison Swamp (15 minutes)

Equipment: Blue tarp with a grid marked on it. Diagram of the grid, the 'invisible blue trail'. The facilitator should use the blank grid to mark out a trail of neighboring squares as the trail across the swamp. Squares must touch on a side; not diagonally.

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 to blindfold youth).
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:

- Share stories about the game.
- What was frustrating about the rules and why?
- What was good about the rules and why?
- If you could play again, would you change anything?
- What is important about choosing the right strategy?
- How could you relate what you learned to real life problems?





WHAT TO DO

The Blue Poison Swamp

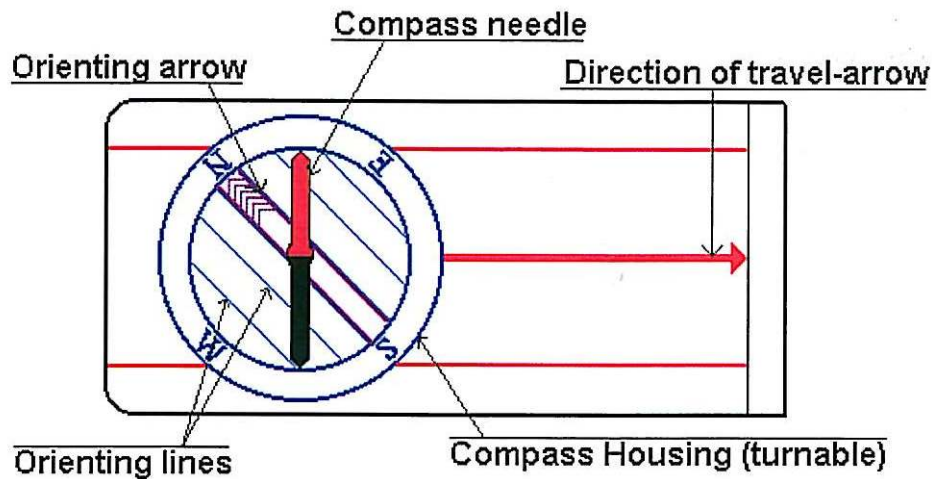
Blank Swamp Grid

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



Activity 3

Identify Parts of a Compass (15 minutes)

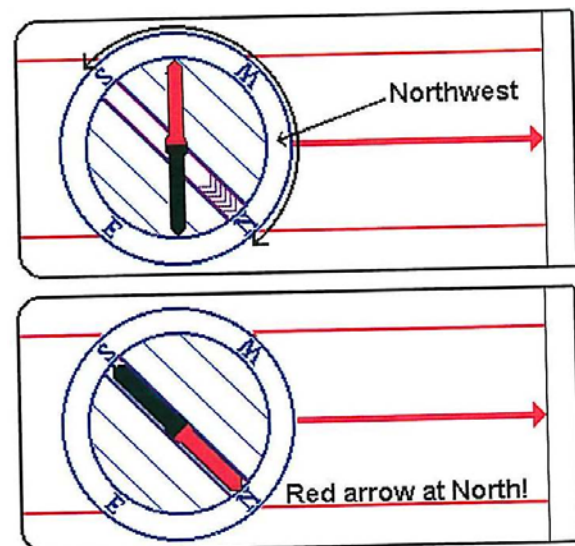


1. Pass out the compasses.
2. You see this red and black arrow? We call it the *compass needle*.
3. Well, on some compasses, it might be red and white for instance, but the point is, **the red part of it is always pointing towards the earth's magnetic north pole.** Got that?
That's basically, what you need to know. It's as simple as that.
4. But what if you don't want to go north? Hang on and I'll tell you.
5. You've got this turnable thing on your compass. We call it the *Compass housing*. On the edge of the compass housing, you'll probably have a scale—from 0 to 360 or 0 to 400.
6. Those are the degrees or the *azimuth* (or you may also call it the bearing in some contexts). And you should have the letters N, S, W and E for North, South, West and East.

"I would like to go Northwest"

Let's use this as an example. You want to go northwest. Find out where on the compass housing northwest is. Then you turn the compass housing so that northwest on the housing comes exactly where the large *direction of travel-arrow* meets the housing.

Hold the compass in your hand. And you'll have to hold it quite flat, so that the compass needle can turn. Then turn yourself, your hand, the entire compass, just make sure the compass housing doesn't turn, and turn it until the compass needle is aligned with the lines inside the compass housing.





Activity 4

Compass Activity #1: Bearings (15 Minutes)

Warnings



Now, time to **be careful!** It is *extremely* important that the red, north part of the compass needle point at north in the compass housing. If south points at north, you would walk off in the exact opposite direction of what you want! And it's a very common mistake among beginners. So always take a second look to make sure you did it right!



A second problem might be local magnetic attractions. If you're carrying something of iron or something like that, it might disturb the arrow. Even a staple in your map might be a problem. Make sure there is nothing of the sort around. There is a possibility for magnetic attractions in the soil as well, "*magnetic deviation*", but they are rarely seen. It might occur if you're in a mining district.

How to set a bearing

1. Rotate the compass housing until the bearing you need lines up with the direction of travel arrow.
2. Holding the compass flat in your hand, rotate yourself until the red end of the magnetic needle lines up with the orienting arrow. (*The compass must be flat to allow the needle to move freely.*)
3. The direction of travel arrow will now be pointing to the bearing you have.

How to find a bearing

1. Holding the compass flat in your hand, point the direction of travel arrow to a landmark.
2. Now rotate the compass housing until the orienting arrow is underneath the red end of the magnetic needle.
3. Look at the number on the compass housing where it touches the direction of travel arrow. This tells you the bearing of that landmark.

Use the attached Bearings worksheet to practice how to set and find bearings.



Bearings Worksheet

What landmarks can you see when you set your compass to each of the bearings in the table below?

Bearing	What landmark can you see?
230°	
70 °	
150 °	
250 °	

From where you're standing, use your compass to find the bearing of landmarks that you can see.

I am standing at

.....

Landmark	Bearing



Activity 5

Compass Activity #2: Hunt the Coin (15 Minutes)

Objective:

Participants will practice using a base plate (orienteeing) compass correctly and follow a simple course given the bearings and distances.

What you need:

- Large indoor area
- A coin, or similar small flat object not easily seen from a distance
- Hand-held compass (orienteeing compass)

Instructions:

1. Place a coin on the ground at your feet. Set the compass at 60° and turn your body to face this bearing. Walk 10 paces forward along this bearing and stop. It is important to keep your paces regular in size.
2. Now add 120° to your present bearing so that the compass reads 180° on the dial. Turn your body to face this bearing and walk another 10 paces in the new direction. Stop.
3. Again, add 120° to your last bearing so that the compass dial now reads 300° . Walk 10 paces at this new bearing.
4. You have now walked in a triangle and if you have been really accurate the coin will be at your feet when you completed the last leg...is it?
5. If you didn't do too well, try again and remember your paces should be regular and in a straight line along the bearings. Check to see that you're reading the bearings on the compass dial correctly and that you're using the compass correctly.

Notes:

This exercise is excellent for determining whether youth understand how to use the compass to follow directions. If they don't do it correctly, they won't end up back at the coin, or even near it.

It requires little preparation and is really effective. You'll soon see that youth are turning the compass to the bearing instead of turning their whole body to face the direction of the compass bearing.

The other interesting thing that puzzles youth is that they used 60° , plus 120° , plus 120° , which adds up to 300° . Why not a full 360° to get back to where they started from? Why not only 180° because they walked in a triangle?

To answer these sorts of questions it is useful for youth to draw a scale diagram of the course they followed and then look at the angle relationships. It'll help them to visualize and understand the bearings they took.



Activity 6

Compass Activity #3: Chart Your Way (15 Minutes)

If time allows or you need an extra challenge, here is some additional fun using the compass.

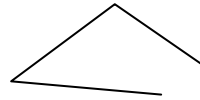
What you need:

- Large grassy area
- Four wire flags or other marking device (cones, rocks, etc...)

Instructions:

Map and draw a three-line path of the coordinates below. Start in any location and step off 10 paces for each degree coordinate. Place a wire flag at each of the four points. Four flags are needed: start of each coordinate and at the end.

Example: 20 degrees
 150 degrees
 270 degrees



60°
200 °
300 °

10 °
80 °
320 °

100 °
200 °
300 °

Make your own:



Talk It Over

- ★ **Reflect:** How is reading a compass to be sure you're going in the right direction like a family plan that helps achieve family goals?
How did you creatively problem solve to better use your compass?
- ★ **Process:** What were the biggest challenges to reading a compass?
What were the most challenging aspects when your parent was deployed? Returned?
Have you designed a neighborhood map of places and people you're safe with? Do you use this map? Has it helped you when your family faced deployment? Reintegration?
- ★ **Generalize:** Was there a time you thought you were making the good decisions, but then found out it was not such a good decision? Share?
How have you helped map out what your family would do in various situations when your parent was deployed? Has this plan changed since they've returned? How did this happen? Is the new plan working? Why or why not?
- ★ **Apply:** How can you share the skills you learned today with someone else?
What did you learn about yourself in doing this project?

Enhancements

Both of the following activities are based on problem solving and working together as a team to solve the challenge. Ask questions on how their family faced challenges during deployment and after their parent returned. Which were more difficult to solve? Has the family charted a course for the next two months? Six months? What tips would they give youth just encountering a parent being deployed? Or returning from deployment?

Enhancement #1:

Traffic Jam

Equipment:

- Carpet squares
- Paper plates
- 5 gallon bucket lids
- Masking tape
- Chalk or almost anything to mark a 'space'

You'll need one more 'space' that you have people.

Setup:

In a straight-line mark off one more 'space' than you have people in the group. They should be placed an easy step from each other. Divide your group of 8 to 12 into equal halves. Have each half occupy one end of the line of 'spaces' face the unoccupied center 'space'.

Objective:

Each half of your group must change ends with the other half of the team without violating the following five rules:

Legal Moves:

1. A person may only move into an empty space in front of them.
2. A person may move around a person who is facing them into an empty space.



Illegal Moves:

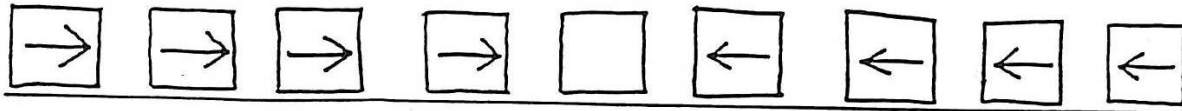
1. No person can move backwards.
2. You may not move around anyone facing the same direction.
3. You may not move two people at once.

Variations:

- Repeat the exercise keeping time and attempting to break the record
- Do it with all but the 'leader' holding their breath until the mission is accomplished

Process:

- What makes this initiative difficult? Why?
- What did your group decide to do that was a breakthrough?
- How important is it to have just one leader? Is this true in life situations? All?
- How successful did you feel before you appointed a leader? After?



Enhancement #2:

String on Wrist Activity

Materials:

- String 2.5 feet long
- 2 players

Objective:

Youth will learn to identify ways to handle and solve problems or conflicts with friends and other by talking through possible solutions.

Instructions:

Communications, both verbal and non-verbal are a key in making and strengthening friendships. In this activity:

1. Find a partner and each take a piece of string with a loop at the end.
2. Each person place one loop of the string over their wrist.
3. Cross strings with your partner and place the other loop of your string on your free wrist.
4. Object is to keep the string loops on each of your wrists, but untangle them so you're no longer connected to your partner.
5. First 3 minutes, no talking.
6. Next 3 minutes talk to each other on how to solve.
7. Point out that most relationships will include some differing opinions on some challenging situations. The challenge is to talk together to explore options, hear the other's ideas and work together.
8. What seems to work, what seems to be the obstacles? When did you feel closest to solving the dilemma?



9. Some problems can be attacked alone and other benefit from involving several other people to help generate options. One can learn from the experiences of others.

Solution:

One person takes the opposite person's string and tucks it under person A string at B's wrist and loop over A's fist. Pull through.

Problem solved?

Problem needs to be readdressed as a workable solution for both parties that have not been reached.

Closing

Our neighborhoods are very important to us all. Some neighborhoods are big and some small. We are strengthened by the resources in our neighborhoods. It is great to have the skills to find your way back home safely if you were ever lost. By learning the parts of a compass and how to use the compass, you're more in control of your life. You're ready to problem solve and make creative decisions to find your way home.

So, by helping to set your family's course, you're able to navigate through stressful times by supporting and encouraging one another. All these skills come into play as you problem solve, make wise decisions and continue your re-adjustment to the return of your loved one.

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



Me & My Neighborhood

Dear Family,

Today we made a map of your youth's community. They identified and located various people and places that were important to them. We discussed how important it is to be able to navigate our communities for support as we deal with stresses and joys in our lives.

They also learned how to use a compass to navigate their way. We asked what their family compass was. We also asked how they've worked together as a family, through the various stages of deployment, to find their way. The neighborhood mapping activity brought a lively discussion as they saw the intersections of the places and people in their lives.



Help your youth talk about the decisions they've been making and are making to choose positive, supportive people in their lives. Who are those people and resources in your youth's life that are important to them outside the immediate family? Who do they go too as they are making decisions? Do you feel they've enough information and background to make wise choices?

The compass exercises are a good way for youth to discuss and illustrate how tricky it can be to navigate through life. By reading one clue or point wrong it can send you way off course.

Have your youth share their Neighborhood Map with your family. Have your youth teach your family how to use a compass.

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

Best Regards,



Conversation Starters:

- Are you more comfortable as a leader or a follower?
- What's the first thing you'd do if you were president?
- How does a person become courageous?
- Who is one of your heroes and why do they inspire you?
- Would you prefer to have many acquaintances or a few very close friends?



Our Feathered Friends

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 15-20

Deployment Segment: Reintegration-30 Day

Project/Life Skills

- ★ Learning to Learn
- ★ Understanding Nature
- ★ Social Interaction
- ★ Decision Making
- ★ Managing Feelings



Activity Overview

Learn about birds and make a birdfeeder for your yard to provide nourishment to our feathered friends on their journey and in their home.

Shout out!

How do we attract birds to our area? Let's learn about what birds are found in your area and their habitat. Then we'll build a bird feeder and a birdhouse that will help draw them to your neighborhood and your backyard!

Get Ready

Roles for Uniformed Service Member

- Talk about how moves affect them in the military and how it has affected their families
- Share what is their favorite bird and why
- Share what types of birds they have seen in locations they have been stationed
- Prepared to help youth construct the bird feeders and houses

Roles for Volunteers

- Assist youth in the activities
- Assist youth in making bird feeders, may want to cut openings in milk jugs ahead of time
- Precut boards for birdhouses
- Pre drill holes for ease in nailing without splitting boards
- Assist in the construction of bird houses
- Prepare to assist youth with special needs
- Partner with a the DNR, Audubon Society, and American Legion etc that could help with wood and tools

Activity Orientation for Volunteers: 1 hour

- Become familiar with what birds are common in geographic area
- Become familiar with instructions on cutting and assembly of bird houses
- Optional: Become familiar with instructions for making simple bird feeders
- Talk about migration and moving and how Military Kids experience moves and changes

Preparation time: 1 hour

Space: A large area away from other activities (will be constructing birdhouses).



Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Member and additional volunteers to participate in the activity. Recruit enough volunteers to have a 3 to 1 youth to volunteer ratio, especially if you have a group with younger youth. Older peer volunteers are helpful as well.
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 markers, craft embellishments and scissors.
6. Purchase and collect supplies for bird feeders. Contact Senior Citizen centers to save toilet paper rolls. Contact several area stores that sell birdseed for donation of seeds.
7. Cut and assemble birdhouse kits. Go online to *DNR Birdhouses* for complete directions. It's a good idea to number each house and A, B, C the pieces. Example 1-A, 1-B, etc. All of these would belong to one kit and be all the boards needed to complete birdhouse # 1.
8. Using circular drill, cut hole appropriate size for birdhouse entrance. The entrance hole for the Wren is 1 1/8th inch and is placed 1" down from top of front board.
9. Drilling the nail holes will make it easier for the young people to assemble the house and prevent the boards from splitting.
10. Purchase screws, nails, screwdrivers and hammers for building birdhouses.
11. Run copies of birding journal for each youth - included.
12. Copy parent letter, one per youth.

Get From OMK Tool Kit

- Song Bird sound CD
- FanTexBird cards (Can be ordered from Nature-Watch.com)
- Boom box
- Extension Cord
- Stopwatch

Procure Supplies

- Bird House Lumber: One 1" X 6" X 4' for each house
- Wood screws – 10 per bird house
- Nails – 3 per bird house
- Screwdrivers
- Hammers
- Large table
- Pictures of the following birds
 - Hummingbird
 - Snipe
 - Cardinal or sparrow
 - Pelican
 - Flamingo
 - Swallows
 - Warblers
 - Toucans
- Items to represent different bird beaks
 - *Straws
 - *Nutcracker or Pliers
 - *Large Spoons
 - *Strainer
 - *Tweezers or Tongs



- Food examples
 - *Raisins
 - *Grapes
 - *Pretzels
 - *Sunflower Seeds
 - *Juice
- Permanent markers
- Water based markers
- Bird feeder supplies – Toilet Roll Feeder
- Empty toilet paper cardboard rolls
- String (about 20 inches per person)
- Spoons
- Plastic knives
- Peanut Butter
- Bird feeder supplies – Orange/Grapefruit Hanging Feeder
- One orange or grapefruit for every two youth
- Spoons
- String or small rope
- Bird Seed
- Small Plastic Baggies (5 per youth)
- Bird feeder supplies – Milk Jug Feeder
- Washed milk jug – one per youth
- Nail
- String or small rope
- Bird Journals
- Catalogues or magazines that have pictures of birds in them. (Contact your Senior Citizen Center or Garden Club and ask that they collect magazines that have pictures of birds. Some will even cut them out if you ask them.)
- Paper
- Glue
- Crayons or colored pencils
- Scissors
- Stapler
- Flip Chart paper

Background

Seasons and moving or migrating are a part of our natural world. In the Military, youth experience many changes and even some moves with the deployment of their loved ones. When their Service Member returns home after they have been away, they return to their home and have to find new ways to nourish themselves. They build a new home and create a new environment.

Making homes for, and feeding birds, help provide birds with a healthy habitat. It's also a great reminder to the youth that they need to build a home and habitat where they can flourish too.

Set Up Your Space

(15 Minutes)

Have the bird sounds CD playing as youth enter the area. Look for risk factors in the space; doors, broken chairs, electrical outlets, danger to young youth, security etc.



WHAT TO DO

Our Feathered Friends (10 Minutes)

As you enter the room, have examples of the Toilet Roll Hanging Bird Feeder and supplies on table with directions for youth to make their own as they arrive. Have baggies for them to put them in and permanent marker to write their name on the bag.

Directions: Toilet Paper Roll Bird Feeder

1. Thread string through toilet paper roll. Tie ends together. This forms the hanger.
2. Spread peanut butter all over the outside tube.
3. Roll in birdseed.
4. Place in plastic baggie with youth name on it. Leave open to allow it to dry while doing rest of activities.

Icebreaker

Birds of a Feather Flock Together (20 Minutes)

Prepare strips of paper with the names of birds found in your area. One bird per strip. Prepare enough so that each bird name is repeated 3 times. You will need one bird name per youth.

1. Tape a bird name to each youth's back without them seeing the bird name.
2. Everyone must first figure out what bird name is taped on their back and then find the other youth who have the same bird.
3. Youth must ask yes or no questions to the other youth to try to guess their bird. Only three questions can be asked of the same person.
4. Keep playing until everyone has found their flock. Give clues to those who might need some assistance.

Introduction:

Birds can be an attractive addition to any backyard setting. Drawing them to the backyard can be done by providing what they need in their habitat. Birds need housing, fresh water and food.

Do you think all birds like the same foods? No, birds, like people, do not all like the same menu. When someone visits a different county or even a different part of the United States, they find that the traditional foods served there are probably different than what they might eat here at home. For birds, the food that they eat may be determined by the type of beak that they have and what is available in their location. A migrating bird might eat different seeds in the north in the summer than what they ate in the south during the winter.

Where do you usually eat dinner? Not everyone eats in the same surroundings. Some people like to eat in the kitchen while others prefer a more formal dining room setting. Birds, too, have preferences about where they eat. Some birds like to eat from a feeder suspended in the air. Some like to eat from feeders attached to tree trunks, others like to eat from flat surfaces close to the ground. One of the activities we are going to do will help us understand what foods different birds like to eat. You will also make another simple bird feeder to take home with you.

A bird's beak is basically a lightweight, bony elongation of its skull. The beak is covered with skin that produces keratin, the same material found in your fingernails and hair. On most birds, the keratin condenses and dries, forming the beak's hard, glossy, outer covering. The tip and cutting edges of the beak are constantly renewed as they wear away, just as human nails do.



Bird beaks are multi-functional tools. Birds use them to weave nests, defend their territory, attach competitors, groom feathers, communicate, and most importantly, to gather or capture food. Some beaks are very straight, other are not. Some are long, others are short. The size and shape of the beak determines what type of food the bird is able to gather.

Birds like to have homes that are safe. Just as we want to live in safe neighborhoods, so do the birds. They like these to be away from predators such as cats, yet close to food and fresh water. We are going to talk about bird habitat and then you are going to build a Wren house.

Birds make our environment more enjoyable. What are some of the reasons we would want to attract birds to our backyard? (They provide us with lovely songs and colorful plumage and some will help rid the backyard of pesky insects, etc.)

Activity 1

Bird Beak Buffet (30 Minutes)

1. Divide the class into smaller groups of four to six, either at a table or around a clean mat on the floor.
2. Distribute one type of “beak” to each youth. (Beaks are the clothespin, toothpick, straw, spoon, small plastic scoop, and tweezers.)
3. Tell them to hold it in one hand and place the other hand behind their back.
4. Show the youth the “foods”.
5. Have youth predict which type of beak will be successful in collecting each food type.
6. Now place a “stomach” (cup) in front of each youth.
7. Explain to the youth that this will be a timed activity.
8. Place several types of food in each group’s feeding area (plate) and instruct them that at your signal they must compete for as much of that food resource as they can gather with their “beaks”.
9. Remind them that their survival depends on their ability to gather food.
10. Tell them that all food must go into their “stomach” (cups). Remind them that they cannot use their hands.
11. At the signal, they will have 10 seconds to feed. Ask if there are any questions?
12. Give the signal to start and allow each group 10 seconds to “feed”.
13. After 10 seconds, give the signal to stop.
14. Have the youths tell which beak was most successful in gathering that type of food.
15. Record their results on flipchart paper, beak by beak/food by food.
16. Repeat the procedure for each type of food available, recording the amount that each beak was able to gather.
17. Have them share what they discovered about their tools?
18. Discuss the benefits and disadvantages of each tool in picking up different foods.
 - Did any develop some strategies to follow from the first timed activity to the second?
 - Would gathering your food been easier if it was floating in water? Why or why not?

(If you use all edible items, provide small baggies for them to put their “food” in to eat later as a snack.)

19. Divide the youth into groups by their beak tool.



20. Working together, have the youth use resource materials provided to identify a bird that fits their beak type.
21. Working together, have the youth then identify foods that these birds would eat.
22. Compare each of the food items they gathered to things that birds really eat, like snails, grubs, worms, seeds and other things. Have the youth share group by group with those in other groups.

Many birds have adapted to their environments and have very specialized beaks. The beaks allow the birds to eat a certain kind of food.

- How they think a specialized beak helps birds survive? (A bird with a specialized beak may be able to eat a type of food that no other bird can eat.)
- When might it be harmful to the bird to have a specialized beak? (When the bird's habitat changes and its foods are no longer available, the bird could die because it cannot eat anything else.)

Closing

If you want to encourage certain birds to your backyard feeders, you will need to make sure that you are providing a food source that those birds can access. We learned that not all birds could eat the same food because of their beak shape.

Activity 2

Making Simple Bird Feeders (30 minutes)

Make an orange Hanging Bird Feeder

1. Cut the orange in half. Give each youth a half.
2. Scoop out the flesh and seeds (set aside) leaving the peel (or rind) intact.
3. Make two holes across from each other near the open side of the orange. Make sure they are large enough to run a ribbon or string through for hanging.
4. Spread a layer of peanut butter on the inside of the orange peel.
5. Fill the orange half with birdseed and place in the plastic bag with your name.
6. Hang on a low branch where you and your family can watch and identify for birds that come to your feeder.

Milk Jug Feeder

1. Wash out or make sure the milk jug is clean. Put your name on the bottom.
2. Punch a hole near the spout of the jug with a nail.
3. Make a second hole across from the first for hanging.
4. Cut holes in three sides as openings for the birds.
5. If you have access to the outdoors, youth may collect twigs, stones, nuts or other natural material to decorate their feeder. Otherwise, use paint and markers.
6. Tell youth that at home they should add seed and then hang it up.
7. They should work with their family to find a location where they can watch and identify the birds that come to feast.



BREAK

(5 Minutes)

This gives the staff time to clean up bird feeders and set up for birdhouses.

Activity 3

Birdhouses (60 Minutes)

Each of you will be making a wren house. (Pass out the kits, screws, nails, screwdrivers and hammers.) You will want to work in teams as you each construct your birdhouse.

1. Begin with the backboard, which is the longest board in your kit. Using a permanent marker, write your name on the back of the board. Lay it down with the small hole at the top. You are going to be using screws to attach your other pieces to the backboard.
2. Take one of your sideboards and glue it to the left side on your backboard. (The sideboards have ¼” holes drilled near the top of the board for ventilation.)
3. Fit the floor section into the box so it is ¼” up from the bottom edge of the left sideboard. Fasten to the left sideboard and the back. This board has four holes for drainage drilled in it.
4. Fit the front section onto the box so the top and bottom edges are even with the left side. Be sure the entry hole is at the top.
5. Fasten the front to the floor and the side.
6. Fasten the roof to the front, left side and back boards. There will be an overhang on the front.
7. Mark a horizontal line about 1 ½” down from the roof along the right side of the box. This line will show where you must drill doles on the front and back so, the side will tip out evenly.
8. Predrill the nail holes. Then insert the right side – this piece must be attached last. Before nailing, bring the side down about 1/8” so there is a small gap between the roof and the side. This allows the board to swivel to open to clean out the nest at the end of summer or early spring.
9. Drill one last hole at the lower front edge into the right side. This nail, partly nailed in, will be pulled out each time the next box is checked. The right side is pulled open from the bottom to inspect the box. You have now completed building your one-board wren birdhouse.
10. With your family, discuss where would be a good place to hang your birdhouse and together hang it in the selected location. Wren houses are usually placed 5-10 feet above the ground, under the eaves of a building or a tree limb. To help attract wrens, offer suet, peanut butter, or mealworms in feeders.
11. If you are not able to put up your birdhouse at your home, discuss other options with your family; i.e. present it as a gift to someone who can, inquire about putting it up in a community park or trail, etc.

BREAK

(10 Minutes)

Allows time to clean up birdhouse supplies and set up journal supplies.

Activity 4

Create your Bird Journal (20 Minutes)

You will now make a journal to keep track of the birds that come to your feeders or to your birdhouse.



1. Fold your 8 ½" X 11" paper in half, crosswise, so you have a piece that is 6 ½" X 8 ½", with the fold on the left side.
2. Using the pictures available or crayons, decorate the front of your Journal.
3. Write on the cover, "This My Bird Journal" and "Belongs to _____ (your name)."
4. Fold a second piece of paper in half the same way. Insert this into your first piece.
5. Staple together in the fold.
6. You are now ready to make entries in your journal about your birding experiences.
7. Ideas to include would be:
 - a. Take a picture of your bird feeders and your birdhouse in the location where you and your family hung them. Glue them in your journal with the date you put them up.
 - b. Observe your feeders and house. Write down the date and describe the birds that come to your feeders. Identify which birds went to which feeder.
 - c. Periodically refill your feeders with birdseed. Write down the date you refilled them.
 - d. Experiment with different types of birdseed. Record what ones you are using. Are different birds attracted to your feeder now that you have changed type of birdseed? Record this in your journal.
 - e. If you go on a walk or visit a Nature Center or Zoo, record the different birds you see there.
8. Share your journal findings with your family.

Talk It Over

(15 Minutes)

- ★ **Reflect:** What did you learn about birds today?
How do think birds and their needs are like your needs?
How did you feel about being able to nourish birds and house birds in your backyard or in your community?
Do you have a better understanding of the birds in your area and what they need to survive?
- ★ **Process:** What did you find the most challenging activity today? Why?
What did you learn about birds that you did not know before?
Where can we find out more information about birds in our area?
What are ways that birds communicate with each other? With us?
What are some ways that we communicate with our family members?
- ★ **Generalize:** In what ways are birds similar to our families?
Have you ever moved to a new location and had to find new housing?
What were some of the things you looked for?
Were there any new foods you tried that were a part of the new location or from having new neighbors move into your community?
- ★ **Apply:** How did learning about bird food and habitats help you understand the reintegration of your Service Member?
What other types of habitats can you create to nurture their inhabitants?
What can you do to enhance your own habitat at home?
How can you nourish your relationships now that your Service member is at home?



Enhancement

- Other ideas for bird feeders are Platform Feeders and Humming Bird Feeder found at www.jmgkids.us/wildlifegardener
- For additional ideas in BirdHouses, see Woodworking for Wildlife, Homes for Birds and Mammals, Department of Natural Resources web site.
- For ideas on seasonal bird feeding for your area, check out the Department of Natural Resources web site.

Closing

(10 Minutes)

Today we learned about birds that are found in our geographic area. Many of these birds travel (migrate) between seasons. They move like many of us have to do. They find different foods to eat in each of their areas, just like we might experience a new food when we move to a new area or have a new neighbor move in. Some birds prefer to eat high in the trees, while others like to eat close to or on the ground. We also learned to how the shape of the bird's beak helps them pick up their chosen food.

Besides food, we learned that birds also need housing, just like you and me. Some birds are not fussy about their housing, and others will try to steal nests from other birds. Other birds are very particular about their housing. Once you have hung your bird feeders and your birdhouse, watch to determine what types of birds each feeder attracted. Did one of the feeders attract more birds than the other? Why?

It's up to you to clean the old nest materials out of the birdhouse early each spring. As you hang your birdhouse, you will want to choose a location where you can see it so you are able to determine when Mrs. Wren comes to nest.

Seasons and moving or migrating are a part of our natural world. In the Military, you experience many changes and even some moves with the deployment of your loved ones. When your Service Member returns home after they have been away, they return to their home and have to find new ways to nourish themselves. They build a new home and create a new environment, just like a bird.

Making homes for, and feeding birds, help provide birds with a healthy habitat. It's also a great reminder to you that you need to build a home and habitat where you and your family can flourish too.

I hope you enjoyed learning more about birds today. There are many resources about birds that you can find on-line or in your library. Check some of these out!

Credits/Sources

Minnesota Department of Natural Resources. MN DNR. 24 May 2009
<www.dnr.state.mn.us/index.html.>

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



Our Feathered Friends

Dear Family,

Seasons and moving or migrating are a part of our natural world. In the Military, youth experience many changes, and even some moves, with the deployment of their loved ones. When their Service Member returns home after they've been away, they return to their home and have to find new ways to nourish themselves. They build a new home and create new environments.

Making homes for, and feeding birds, help provide birds with a healthy habitat. It's also a great reminder to the youth that they need to build a home and habitat where they can flourish too.



Today we talked about birds, their homes, foods and habitats. We made simple bird feeders and a Wren birdhouse. The feeders and house are good ways to begin family discussions. Family decisions should be made on where to hang them so that family members can watch and identify which birds come to the feeders and identify when Mrs. Wren begins to build her nest in the birdhouse. We suggested that your youth check out more materials about birds at the library or go on-line.

Help your youth talk about their birding experiences today. You may want to share with them what your favorite bird is and why it's your favorite. Have your Service Member talk about the birds they observed during their deployment. If there weren't any or only a few, talk about the effect the environment had on the bird population. If possible, take your family on an outing. Explore a near-by Nature Trail or park or visit a Zoo. Point out and talk about the many different birds you see or hear. Encourage your youth to take along his Birding Journal, or encourage them to make journal entries when you arrive back at home.

Thank you for letting your youth participate in this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience. We hope your family will enjoy watching the birds at the feeder and that you soon will be enjoying their colorful plumage and cheery songs.

Best Regards,

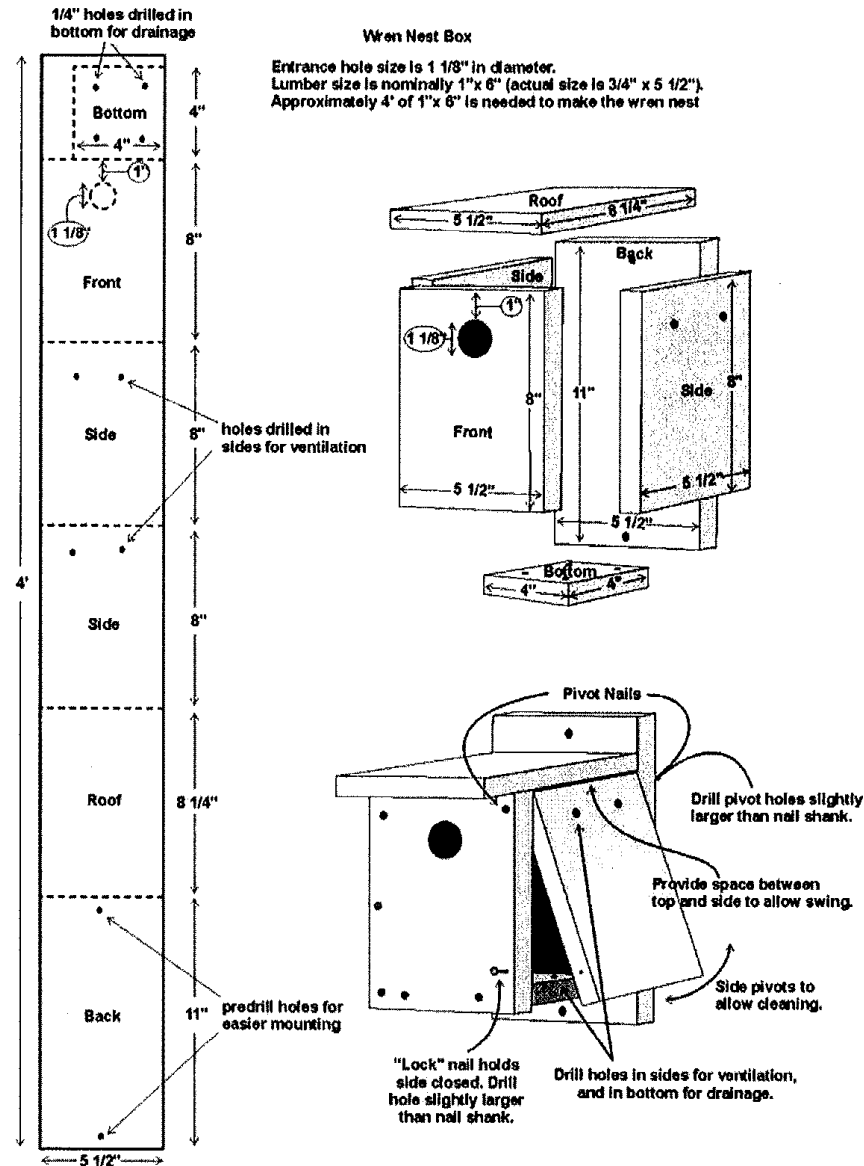
Conversation Starters:

- What is your favorite type of bird?
- What type of seeds do you like to eat?
- If you had to choose a type of house to build for you, what kind would you make?
- Would you rather learn to fly a plane or have wings?
- Where would you migrate if you were a bird?





Wild Acres - Wren Nest Box Plan



Design Courtesy of MN DNR
Illustrations by Wade Henry

Return to Wild Acres - Wrens in Maryland



Marker Robot

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Problem Solving
- ★ Team Building



Activity Overview

Learn how a closed circuit works. With this knowledge, you will be able to make a Marker Robot that will produce marker art. Correlation will be made to staying connected as a family and as a family connection with your community.

Shout out!

Have fun and make a Marker Robot! You will quickly see how making a closed circuit will bring your robot to life. Your Marker Robot will be able to make interesting marker masterpieces that you can share with your Service Member.

Get Ready

Roles for Uniformed Service Member

- Guide the youth as they assemble their Marker Robot
- Ask participants what they think a closed circuit is
- Share a story of a situation you experienced while you were in the military when everybody needed to work together to get a job accomplished

Roles for Volunteers

- Guide the youth as they learn how to make a closed circuit
- Open discussion of what it means to have a closed circuit

Activity Orientation for Volunteers: 1 hour

- Volunteers should each make a Marker Robot so that they are better able to guide the participants as they assemble their robot
- Volunteers should brainstorm discussion points as to the similarities of what makes or breaks a closed circuit and how this analogy is similar to a family

Preparation time: 1 hour

Space: Indoors-large flat surface areas

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 markers, embellishments and scissors.
6. Check the supply list.
7. Make a large sign with the seven steps needed to make a Marker Robot.
8. Copy Parent Letter.

Get From OMK Tool Kit

- Glue gun
- Glue gun sticks

Procure Supplies (for one Marker Robot)

- 3 markers
- Duct tape
- Scissors (to cut duct tape)
- One AA battery
- One motor (Ax-Man or RadioShack)
- ½ glue gun stick
- Two wires (one red positive/one blue negative)
- Large sheets or rolls of paper the Marker Robots can draw on
- Flip chart and marker (to post the seven steps to make a Marker Robot)



Background

In electricity, closing a circuit gives the project energy and power. When family members work together to accomplish goals they create energy and power for themselves and all members of the family. When you add the community component, the circuit is complete.

By making the Marker Robot youth will see how the closed circuit worked and was able to complete a task. Help your youth talk about their experience in the sense of a strong closed circuit that can accomplish challenging tasks. Youth are encouraged to display their artwork created by their robot.

Set Up Your Space

Select a large room or gym where you can do the icebreaker games. The robots can be made on a tabletop but you will need lots of floor space to lay out art paper so the Marker Robots can work their magic. As the youth enter, have them move like a robot until everyone arrives. Request that they turn their “audio” off until the icebreaker.



WHAT TO DO

Marker Robot

Icebreaker #1

Bing-Bang-Buzz Game (15 Minutes)

Everyone sits in a circle and someone starts counting. Each person sequentially says a number in a clockwise or counterclockwise direction until the number 7 is reached, and instead of saying seven, that person says BUZZ. The counting direction then reverses until the next number that has a seven in it or is a multiple of seven is reached; that person also says BUZZ. The direction again reverses, and the sequence continues until someone makes a mistake (not saying BUZZ or saying BUZZ at the wrong time).

For example:

1, 2, 3, 4, 5, 6 – BUZZ (reverse)
8, 9, 10, 11, 12, 13 – BUZZ (reverse)
15, 16 – BUZZ (reverse)
18, 19 20 – BUZZ (reverse), etc...

After some practice, a group may surprise themselves as to how high a counting sequence can be reached before a mistake is made. Remember, when you reach 77, the response is BUZZ-BUZZ; now which direction are you headed?

To make the game more difficult, add the word BANG for 5's and multiples of 5.

For example:

1, 2, 3, 4 – BANG
6 – BUZZ
8, 9 – BANG
11, 12, 13 – BUZZ
BANG
16 – BUZZ
18, 19 – BANG
BUZZ – 22, etc...

The ultimate advanced game includes the word BING for 3's and multiples of 3. If any number can be a combination of 3, 5, or 7, each BING, BANG, or BUZZ must be said. Anticipate that this sequence will move slowly. Because there are so many potential changes of direction, allow BING-BANG-BUZZ game variations to continue in the same direction.

For example:

1, 2 – BING
4 – BANG
BING
BUZZ
8 – BING
BANG
11 – BING
BING
BUZZ



Icebreaker #2

Instant Impulse Game (15 Minutes)

The competitive juices are usually flowing freely in this game. You will need a large coin (quarters and nickels work well), a fleece ball, and blindfolds (or the group can just keep their eyes closed). An ideal number for this game seems to be 5-10 players per team. With larger groups, perhaps create four teams – two competing against each other and then have a final match between the two winners.

Divide your group into two teams, equal numbers on each side. Ask each team to sit down facing each other with approximately 12” between the teams. Each team must link together by holding hands so that all the players on a team are connected. (NOTE: Buddy Ropes will not work for this activity, so if your group won’t hold hands, forget it).

The fleece ball is placed exactly between the last two people at the ends of the lines. The ball should be equal distance from both players, and the last players need to rest their free hand on their knees at the start of the game.

At the head of the line, the first players on each team keep their eyes open. All other players either are blindfolded or close their eyes. Position yourself as leader close to the two sighted people at the start of the lines.

Flip a coin. When it lands, *heads* is the signal to send an impulse down the line; *tails* means nothing and the coin is flipped again.

When heads turns up, the two sighted players immediately squeeze the hand of the next player in line. This impulse is passed down the line as quickly as possible to the last person. As soon as the last person receives it, she tries to grab the fleece ball. Whichever person gets the ball, that team wins the round.

Winning a round means the player at the head of the line (the sighted person) rotates to the end of the line (the grabber), and all players move up one spot in the sequence. A team wins the game when the person who started as the sighted player returns to the head of the line and wins a second round.

When *tails* turns up on the coin flip, should a nervous player send an impulse down the line and grab the ball, that team is assessed a penalty. They must reverse rotate one spot. Assess this penalty any time an infraction occurs.

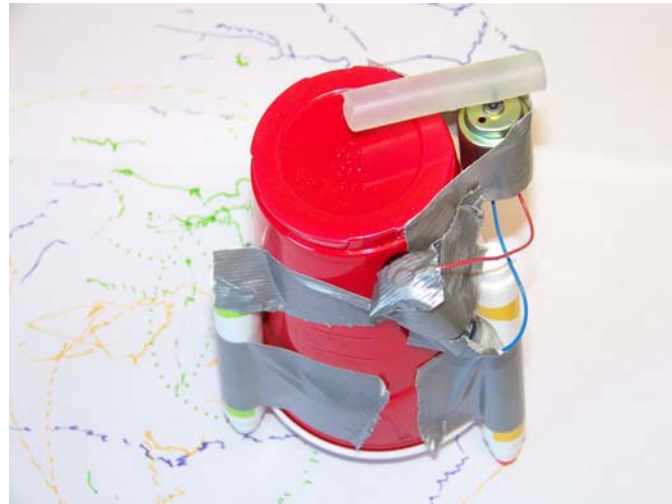
Activity 1

Make Your Marker Robot (1 ½ hours)

1. Attach the ½-glue stick on the motor about ¼ of the way in from the end of the glue stick. This will be your on/off switch. The participants can experiment later as to the best spot to have the glue stick attached.
2. Attach motor to cup with duct tape.
3. Attach wires connected to motor to battery – one wire to the positive side of battery, one wire to the negative side of battery.



4. On the top of the battery, you should place an arc of tape so that the tape touches the battery only slightly. You want to leave enough room for the positive wire to be able to move in and out easily. To keep the arc of tape in place you should wrap the exterior of the battery with duct tape.
5. Attach battery to cup with duct tape.
6. Place the markers evenly around the outside of the cup so that two of the markers extend longer than the third. This will allow the robot to stand by itself and to glide across the paper easily. When the markers are in place the way you want them, then duct tape them down to the outside of the cup.
7. Your Marker Robot is complete. Take some time to adjust robot either lengthening markers or where you attached the glue stick to the motor. Does making these adjustments make any changes?



Talk It Over

★ **Reflect:**

What was your favorite part of making the Marker Robot?
What surprised you?

★ **Process:**

In completing the circuit, you were able to make your robot work. How has your family completed the circuit to make your family work together?
What was the most challenging part of making the Marker Robot?
How did you overcome the challenge?
What would you do differently next time?
Did anyone help you close the circuit? Did you help someone else?
Were the directions clear? What would you change?
How did working together help you on the project?
How have you learned positive ways for your family to work together?



- ★ **Generalize:** How have you used creative thinking skills and problem solving with your friends?
What strengths do you bring to your family?
How can you be a better team member at home?
Why is it important to have plenty of information before making decisions?
What decisions are you making? Do you have enough information to make these decisions and where will you get more information if you need it?
- ★ **Apply:** How can you share the skills you learned today with someone else?
What did you learn about yourself in doing this project?
Can you still be a creative thinker and get the job done?
How have you thought creatively to solve problems at home during deployment and after? What worked the best? What are you still working on to solve?

Enhancement

Try an “Energy Ball” by Safari. By touching the ball's metal strips, the ball lights up and makes a sound, which safely demonstrates conductivity, connectivity and electrical currents. Group demonstrations are always fun by connecting all together to create the electrical current. For more information, go to their website at www.safariltd.com.

Closing

Experimenting is fun! Now you know how to make a closed circuit and you’ve made the Marker Robot move, you can experiment with different size cups, more markers or larger pieces of paper. Explore how each change makes a difference in the outcome.

Experimenting and working through problems is an important skill to have as you adjust to your Service Member being back. Just like with your robot, it’s important to stay flexible and adjust to the twists and turns that happen when your family reconnects.

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



Marker Robots

Dear Family,

Today your youth was engaged in a special “hands-on” learning opportunity where they learned how a closed circuit worked and how they could use this knowledge to create a Marker Robot. Your youth took some simple supplies and applied the closed circuit theory to produce a functioning Marker Robot that could produce a unique art drawing. This principal of closing the circuit is very true in families as they engage the family in the community in making a strong family closed circuit. The result is that families are able to bring strength and beauty to their family and communities. Sure, they may need to modify their model but they are working together for the common family goals. Your youth learned how important it’s for everyone to work together to accomplish a goal. They saw how if only one piece is missing the whole project didn’t accomplish what it could together.



The Marker Robot is a good avenue for youth to discuss the strengths of their family; how one can take the same materials and the concept of a closed circuit and make a workable robot; and by rearranging the size or position of the marker or the position of the glue stick the robot would function but the resulting marker drawing would be different.

Help your youth talk about the people and elements in their lives and how they all work together to form a closed circuit producing colorful artwork. Youth are encouraged to show and explain the closed circuit concept and how the robot can produce a colorful art piece. This is a visual reminder of their closed family and community circuit that can accomplish family goals together.

Best Regards,



Conversation Starters:

- What do you think was your most creative idea this week?
- Would you rather solve a problem or ignore it?
- Do you think it is more important for a team to win or for a display of good sportsmanship?
- If you could invent a robot, what would you want it to do?



POWER Foods

Lesson Time: 2 hours

Grade Level: K-5th

Number of Youth: 20-40

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Foods and Nutrition Project
- ★ Health Project
- ★ Healthy Lifestyle Choices
- ★ Decision Making
- ★ Organizing Information



Activity Overview

Choosing foods that are nutrient rich, as well as choosing appropriate portion sizes will help youth stay healthy.

Shout out!

Create a healthy snack and discover if your favorite foods are POWER healthy. Different foods have different serving portions, which provide more calories than helpful energy.

Get Ready

Roles for Uniformed Service Member

- Assist youth participants in activities
- Share stories about food and nutrition

Roles for Volunteers

- Assist youth with activities, help with special needs youth
- Assist setting up and clean up activities

Activity Orientation for Volunteers: 1 hour

- Read through the Power Food lesson including review of the youth's MyPyramid <http://mypyramid.gov/> and food portion size information
- Read through the information for food preparation

Preparation time: 1 hour

Space: Classroom space including available area to wash hands, and prepare fruit or vegetable snack.

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 markers, embellishments and scissors.



6. Secure food models/real food or pictures of food examples.
7. Print out Kids MyPyramid @ http://teamnutrition.usda.gov/Resources/mpk_poster.pdf
8. Review and select healthy fruit or vegetable snack choices at:
http://www.mypyramid.gov/pyramid/fruits_tips_print.html
9. Purchase and set up area to prepare healthy snack with youth.
10. Include multiple fruits, vegetables, and necessary paper products.
11. Setting up stations may be an optional choice for presenting activities.
12. Copy Parent Letter.

Get From OMK Tool Kit

- Assorted balls and Frisbees

Procure Supplies

Activity 1: Choosing

- Paper Food Models (usually available to attain from dairy association or on loan from Extension Nutrition Education Program). Another option would be to clip pictures of food from magazines

Activity 2: Selecting Foods

- Paper plate for each youth
- Crayons or writing utensil to draw on paper plates

Activity 3: Snack Time

- Kids MyPyramid handouts @ http://teamnutrition.usda.gov/Resources/mpk_poster.pdf
- Paper products for eating snacks
- Fruits and/or vegetable snack food like apples, oranges, carrots, cauliflower, etc.
- Optional (foods to measure such as cereal, bun, apple, crackers, etc.)

Activity 4: Portion Sizes

- A Baseball prop
- 2 dice prop
- Deck of cards prop

Background

Choosing foods that are nutrient rich will help youth stay healthy. In addition, recognizing and consuming appropriate food portion sizes is a key to maintaining a healthy weight.

One way to help us stay healthy is choosing and eating foods that are nutrient rich, POWER foods. It's smart to consider nutrient rich foods. These foods have more nutrients for the number of calories you eat. When you make a choice about what to eat, choose "POWER" foods first – colorful fruits and vegetables, lean meats/protein, low fat dairy products and whole grain breads. In addition, based on your body size and age, there is a correct amount of food or food portion size. Eating the correct portion size of food will help you keep a healthy weight and size.

Set Up Your Space

(15 Minutes)

As youth arrive greet them, engage them in physical activities such as Frisbee, tossing a ball, or 4 square with equipment from OMK Tool Kit.



WHAT TO DO

POWER Foods

Icebreaker

Have You...? (15 Minutes)

Introduction

To begin, today we are going to doing an informal survey. When I read a statement and it applies to you stand up. If the statement does not apply to you remain seated. For each time you stand up you receive a point. Keep track of your points.

1. Today, I ate breakfast.
2. Yesterday I drank or consumed 3 servings of milk.
3. Yesterday I achieved 60 minutes of exercise.
4. Today, I plan to participate in 60 minutes of exercise.
5. Today, I shared a positive comment with someone else.
6. Today, I shared with someone that I liked or loved them.
7. Yesterday I ate a fruit.
8. Yesterday I ate a vegetable.
9. Yesterday I drank an equivalent of 6 glasses of water.
10. Yesterday I ate a healthy snack.

- Stand up if you had more than 5 points
- Remain standing if you had more than 6 points
- Remain standing if you had more than 7 points
- Remain standing if you have more than 8 points
- Remain standing if you have more than 9 points
- Did anyone achieve 10 points? If so, remain standing

Very Good. Way to go!

Activity 1

POWER Foods (30 Minutes)

Introduction

Choosing foods that are nutrient rich will help you stay healthy. These foods are referred to as **power foods**.

- Is candy a healthy food choice?
- How about snack shops? What do you like to eat?
- In food groups there are foods that are more “powerful” because they have more nutrients for the number of calories you eat. Calories are the unit of energy a food gives your body.
- We are going to explore some food choices.
- We are going to look for foods that have more nutrients for your body.
- Our goal is to give our bodies great nutrients, so we stay healthy!

One way to help us stay healthy is choosing and eating foods that are nutrient rich, POWER foods. It’s smart to consider nutrient rich foods. These foods have more nutrients for the number of calories you eat.



When you make a choice about what to eat, choose “POWER” foods first – colorful fruits and vegetables, lean meats/protein, low fat dairy products and whole grain breads. In addition, based on your body size and age there is a correct amount of food or food portion size.

Eating the correct portion size of food will help you keep a healthy weight size.

1. Tell the youth that there are several types of foods that you are going to show them (use paper food models).
2. Show the youth the food models and have them identify if it’s a healthy or POWER food or a non-power food.

As the food picture is shown you tell me if it’s a POWER food ~ filled with lots of nutrients or not so nutrient rich food, non power food choice. For example, when I show you a picture of candy, you yell out a “non-power”. Another example is “carrots” which would be a “power” food choice.

3. Place the food models in discard piles ~ two-food category: POWER FOODS and non-POWER foods.

(Answers)

POWER Foods include:

Apples	Banana	Blueberries	Brown Rice
Eggs	Cherries	Turkey	Kiwi
Nuts	Oatmeal	Orange	Peanut Butter
Pretzels	Raisins	Red Pepper Strips	Skim Milk
Chicken Breast	Sliced Ham	Spinach	String Cheese
Strawberries	Yogurt	Milk Shake	Sunflower Seeds
Sweet Potatoes	Tomatoes	Tuna	Whole Wheat Bread
Granola bars			

Non-POWER Foods include:

Potato Chips	Soda Pop	Chocolate Candy
French Fries	Power Drinks	Fried Double Hamburger
Juice Boxes	Popsicles	Pop Tart
Loaded Topping	Pizza	Cheese Ball Snacks
Sugar Coated Cereal	Hot Dog or Brat	

4. Ask the youth which “POWER Foods they like? And why you should you choose Power Foods first? (Answer: Power foods have more nutrients for the number of calories you eat).

Activity 2

Selecting Foods (25 Minutes)

1. Distribute and review the My Pyramid for Kids
http://teamnutrition.usda.gov/Resources/mpk_poster.pdf
Ask the youth to
 - Identify food groups of milk, meat/beans, vegetables, fruit and grains
 - Identify foods in each category that would be power foods
2. Explain to the youth that when you make a choice about what to eat choose “POWER foods” first- colorful fruits and vegetables, lean meats/protein, low fat dairy products and



whole grain breads. Each food group has key nutrients that help keep you healthy. Then overview the food groups below along with key nutrients and how it helps youth.

Food Group	Key Nutrients	How it Helps You
Meat/protein	Protein	Build and repairs tissues (Skin, muscles, organs)
	Iron	Increases resistance to disease and infection
	Zinc	Ability to learn and pay attention
	B-Vitamins	Converts food to energy
Bread	Carbohydrates	Supply energy
	B vitamins	Converts food to energy
	Fiber	
Dairy	Calcium	Builds healthy bones
	Riboflavin	Builds strong teeth
Vegetables	Vitamin A	Increase resistance to diseases and infection
	Vitamin C	Builds healthy teeth and gums
		Improves vision
Fruits	Vitamin C	Increases resistance to disease and infection
		Builds healthy teeth and gums
	Vitamin A	Improves vision
	Potassium	Muscles and nerve health

3. Divide the youth into smaller groups. Each youth will have a paper plate in front of them.
4. Have youth select a POWER lunch meal using a paper plate.
5. Ask the youth to use the MyPyramid worksheet as guide (http://teamnutrition.usda.gov/Resources/mpk_poster.pdf), and draw smart food choices for a lunch. Smart choices are the foods that are high in nutrients for the number of calories in every bite.
6. First, draw a power food that has protein.
Examples might include peanut butter, turkey, hamburger, eggs, chicken, or fish.
7. Repeat the above step with youth identifying:
 - Milk - “Draw a power food that comes from the group of milk
 - Fruits
 - Vegetables
 - Grains
8. Tell the youth to share their lunch plates within a small group. Youth should share their food examples.
9. Have volunteers assist in the small group discussions identifying foods that show a smart choice, POWER foods.
10. Discussion and reflection as a large group -- what foods did you select for your lunch meal?
11. How can selecting POWER foods or nutrient rich foods help you today and in the future?



Activity 3

SNACK Time (10 Minutes)

(Resource for snack selection - http://www.mypyramid.gov/pyramid/fruits_tips_print.html)

1. Have all youth wash their hands.
2. Have the youth help you prepare fruits and/or vegetable snacks.
3. Choose a fruit or vegetable like apples, oranges, carrots, cauliflower, etc.
4. Youth should wash the food product.
5. Place in servable containers in which youth can serve themselves.
6. Distribute Paper products for snack.
7. Use a measuring cup to dish out appropriate food portion.
8. Resource: http://www.mypyramid.gov/pyramid/fruits_tips_print.html
9. Have the youth discuss who helps with the food or meal making jobs within their home?
10. Have meals changed? What part do the youth have in helping with a meal?

Activity 4

PORTION Sizes (10 Minutes)

We are going to discuss food portion sizes. For your body size and age there is a correct food portion size. Eating the correct portion size of food will help you keep a healthy weight size.

1. Share a few examples of packaged food, and have youth examine the “food label”; point out the portion size listed on product label. (Example: a box of crackers and how many crackers are in the serving size).
2. Show the youth several everyday food items. As you hold up an item, have the youth discuss an example of food item with that same correct portion size.
3. Show two dice. Share that this same “size” is a portion of 1 ½ ounces of hard cheese.
4. Show a baseball; ask youth what food(s) would be the 1-cup size portion as a baseball? (Correct answers include apples, oranges, ice cream, and cottage cheese).
5. Show a deck of cards and ask what type food should be this same size?
 - a. (Answers: 3 ounces meats: chicken, hamburger, ham, fish or steak).
6. Show a ping-pong ball. (answer: 2 Tablespoons peanut butter, 2 ounces meat).
7. Show a computer disk or CD. (answer: 1 slices of bread, 1 ounce of bread, 1 pancake).

Have a discussion with the youth including these questions:

- What foods were represented by the deck of cards? (3 ounces cooked meat, poultry or fish)
- What foods are represented by the baseball? (1 cup raw leafy vegetables, milk, or yogurt)
- What Foods would be represented by light bulb? (1/2 cup vegetable, cooked or raw)
- What foods would be represented by 2 dice? (1 ½ ounces of cheese)
- What foods are represented by the size of ping-pong ball? (2 Tablespoons peanut butter)
- When you supersize at a fast food restaurant what are you actually doing?



Activity 5

Food Portion Size Measuring (10 Minutes)

1. Show foods using a stack of measuring cups and measure into see through (glass) containers samples of actual foods.

Resource guide: http://www.mypyramid.gov/steps/howmuchshouldyoueat_print.html

For instance, common foods may include:

- Cereal – check box serving portion size (i.e. 1 cup)
 - Most vegetables (corn, peas, beans, etc) ½ cup
 - Lettuce - 1 cup
 - fruit cocktail – ½ cup
 - oatmeal - ½ cup
 - Baby carrots – 1 cup
 - milk – 1 cup
 - popcorn – 3 cups
 - Raisins – ½ cup
 - yogurt – 1 cup
 - bread – 1 slice
 - Strawberries – ½ cup
 - pudding ½ cup
 - bun- ½ bun (i.e. bottom)
 - Banana – 8 inches long
 - rice – ½ cup
 - saltines – 7 crackers
 - Tortilla – 8 inch
2. Tell youth that food portion size is important because portion control helps us stay at a healthy weight. Ways we can achieve this is by:
 - Reducing the amount of food products, we consume.
 - When eating out of the home, limit the amount of food we eat.
 - Have family consider dishing up each plate in the kitchen instead of putting all the food on the table “family style”. Pre-serving plates in the kitchen is a way to serve the correct food portion size.
 3. What are some eating practices that you can use to eat the correct food portion size?

Talk It Over

(10 Minutes)

- ★ **Reflect:** Tell me about your favorite part of POWER foods session?
Have your family food eating patterns for foods changed? If so how?
- ★ **Process:** What are some examples of POWER foods or POWER snacks?
What did you learn about food portion sizes?
Do you think food portions are different in other counties? (yes)
- ★ **Generalize:** What are the key points you learned about POWER foods?
Are there foods that you like that are high in nutrients?
What are foods that you may have tried from different countries?
- ★ **Apply:** How might you use the skills you learned today?
How would you share the information you learned with others?
Ask Servicemen about their foods while in the Military.
What were their portion sizes?



Enhancement

- “Staying Healthy” Health National 4-H Cooperative Curriculum Systems Inc. 4-H CCS BU 08175, 2005.
- Healthy Project online contents @ www.n4hccs.org/health
- MyPyramid resources located at <http://mypyramid.gov/>
- MyPyramid coloring page at: http://teamnutrition.usda.gov/resources/mpk_coloring.pdf
- MyPyramid worksheet at: http://teamnutrition.usda.gov/resources/mpk_worksheet.pdf
- MyPyramid lessons for youth at:
<http://teamnutrition.usda.gov/resources/mypyramidclassroom.html>
- Portion distortion at:
<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/2000DGBrochureHowMuch.pdf#xml=http://65.216.150.153/taxis/search/pdfhi.txt?query=portion&pr=MyPyramid&sufs=2&order=r&cq=&id=4592b6bf7>

Closing

One way to help us stay healthy is choosing and eating foods that are nutrient rich, POWER foods. It’s smart to consider nutrient rich foods. These are foods that have more nutrients for the number of calories you eat.

When you make a choice about what to eat, choose “POWER” foods first – colorful fruits and vegetables, lean meats/protein, low fat dairy products and whole grain breads. In addition, based on your body size and age there is a correct amount of food or food portion size. Eating the correct portion size of food will help you keep a healthy weight size.

Credits/Sources

The National 4-H Cooperative Curriculum System, Inc. Staying Healthy. Washington D.C.: The National 4-H Council. Bulletin 4-HCCS BU-08175, 2005.
“My Pyramid.” USDA. <<http://mypyramid.gov/>>

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



POWER Foods

Dear Family,

Today we explored wise food choices. We explored that one way to help us stay healthy is by choosing and eating foods that are nutrient rich, POWER foods. These are foods that have more nutrients for the number of calories you consume. When you make a choice about what to eat, choose “POWER” foods first – colorful fruits and vegetables, lean meats/protein, low fat dairy products and whole grain breads.

The game of sorting through power foods and non-power foods involved decision-making and selection. With food products, your youth also measured out serving size portions. Your youth also helped make a healthy snack using fruits and vegetables. For additional information about nutrition, explore MyPyramid at <http://mypyramid.gov/>.



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

- Is it harder for you to eat healthy or get exercise?
- Should kids be forced to try new foods?
- What would you like to learn to cook? Why?
- Would you give up junk food to live 10 years longer?
- Do you think other cultures have different POWER foods than you?



Be a Smart Shopper!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 15-20

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Making Decisions
- ★ Developing a Spending Plan
- ★ Generosity



Activity Overview

Youth will discuss “wants” & “needs” and how they influence our purchasing decisions. They will develop a spending plan to purchase an item. We talk about how we can give of our time and talents instead of purchasing a gift for our Service Member.

Shout out!

Become a smart shopper and saver! Learn basic skills about sound decision-making practices around money. Develop a plan to purchase an item. Then learn how you can give a gift without spending any money!

Get Ready

Roles for Uniformed Service Member

- Read the Berenstain Bears book
- Serve as greeter and invite youth to start activities

Roles for Volunteers

- Help the younger youth with writing and math during activities
- Set up snack

Activity Orientation for Volunteers: 30 Minutes

- Review lesson with volunteers
- Point out areas where you'll need assistance

Preparation time: 1 hour

Space: A typical meeting room with tables and room for youth to sit in a circle

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 markers, art supplies, embellishments and scissors.



6. Make two signs- one says “want” the other “need”.
7. Locate the book **“Berenstain Bears Trouble with Money”** by Stan and Jan Berenstain
8. Read the book and think about these ideas:
 1. Youth know that money is fun to have and spend!
 2. Many parents worry about the way their youth spend money.
 3. The cubs spent their money as fast as they got it!
 4. Youth can learn that money is only one resource the family uses to get what it needs and wants.
 5. The cubs used human and natural resources to earn money.

Get From OMK Tool Kit

- Jump rope or broomstick for limbo
- Boom box
- Music

Procure Supplies

- Balloons
- Play money - \$10 & \$20 dollar bills
- Magazines, catalogs, newspapers, sales ads, etc
- Stick glue
- Scissors
- Poster board (22” x28”)
- Construction paper
- Markers and/or crayons
- “Berenstain Bears Trouble with Money” book by Stan and Jan Berenstain

Background

This lesson helps youth discover basic financial management skills. You will teach them the difference between a want and a need. This will help them make a good decision before purchasing an item. Each participant will work through an activity to develop a spending/saving plan to purchase an item. Lastly, you will discuss how you can use your time and talents to give others a gift. The youth will make a card or certificate for their Service Member giving them a gift of their time or talent.

Set Up Your Space

(15 Minutes)

- Play the limbo with a jump rope or broomstick.
- See how long the group can keep a balloon in the air.
- Freeze dance. Turn on the music and dance—turn it off and youth “freeze”. Anyone who moves is out.



WHAT TO DO

Be A Smart Shopper!

Icebreaker

If I Had...(10 Minutes)

Tell each youth you are going to give each of them \$20. Have them introduce themselves to each other and say what they would do with the \$20. This might lead into great discussion about wants & needs which is the first activity.

Activity 1

Wants & Needs (1 Hour)

Background Information for facilitator: The following is to assist you in understanding the various levels of needs and help with discussing wants & needs.

- Abraham Maslow defined a hierarchy in importance of needs and values.
- They are ranked in this order: physical, safety, social, self-esteem and self-actualization.
- *Physical needs* are the basics that sustain life including food, clothing and shelter. Generally, your family will supply your physical needs. How much and the quality provided is a matter of family values and resources.
- *Safety* means living without fear. Safety needs include a safe place to live, work, play and learn. Examples of safety needs being met might include deadbolt locks on the doors, smoke alarms, medical insurance and an abuse-free life.
- *Social needs* include having friends, acceptance, love and belonging. Sometimes it is difficult to separate needs from want in this area. For instance, you might want to purchase name brand jeans (want) to improve your feeling of belonging to a certain group (social need).
- *Self-esteem* involves self-respect, recognition by others and status. Positive actions often help you achieve self-esteem. Many people believe buying certain brands of products is a way of increasing their self-esteem. Your self-image should ideally be based on values instead of material items.
- *Self-actualization* is the need to develop your greatest potential by being creative and open to new, diverse experiences.
 1. Tape the “want” & “need” sign on opposite sides of a room.
 2. Start a discussion about wants and needs. Can anyone tell me what a need is? (shelter, clothing and food). How about a want? What is a want? (something you would like, but do not need to survive). It will be hard not to discuss some of their answers. Keep this discussion short and then move into the next activity.
 3. Have everyone stand up. Tell them you are going to state an item and then they move to the “want” sign or “need” sign. They may choose to stand somewhere in the middle also. As appropriate, discuss some of the following questions:
 - Why do you think this item is a want? A need?
 - Why are you standing in the middle?
 - When might this want become a need?
 - When might this need, become a want?
 - What would be an alternative to this item or choice?
- Items to read aloud for participants to respond to: (add others as appropriate)

Lunch	Fruits & vegetables
Fast food	Video game



Transportation
Sports car
Car insurance
Medication
Reading material
(newspapers,
magazines, etc)
Shoes
Running shoes
Designer shoes
A place to sleep
Big house
Backpack

An education
A trade (skill)
Ski boat
4-wheeler
Air conditioning
Camera
CD's & DVDs
Dishwasher
Cell phone
Calculator
House cleaner
Orthodontic work

1. Give each participant a poster board.
2. Have them write their name on the top of the board or draw a picture of themselves.
3. Have each participant cut out pictures of things important to them from the magazines, catalogs, etc.
4. On their poster board, have them write “need” towards the top of the poster board and “want” on the bottom.
5. Have them place their pictures on the poster board with their “needs” toward the top, their “wants” on the bottom. They can place items “in the middle” also.
 - a. Note – they can use words also or draw their own pictures.
6. Once they have pictures placed, they can glue the pictures down.
7. Have them share their poster with another person or a small group. Have them share one need and one want.

Process this activity with the following questions:

- What is the difference between a need and a want?
- How can a want become a need or a need become a want? Have your wants & needs changed since your Service Member returned?
- How do needs and wants affect your family’s purchases? Have your families purchases changed since your Service Member returned?
- What will you do differently now that you understand needs and wants?

Break — snack & bathroom break

(15 Minutes)

Activity 2

Trouble with Money (20 Minutes)

1. Gather the youth together and have them sit on the floor around you. Before you begin to read the story to the youth, show them the cover of the book. Ask what they think the story will be about.
2. Read the story to the youth. **“Berenstain Bears Trouble with Money”** by Stan and Jan Berenstain.
3. Discuss these questions:
 - At the beginning of the book, where did the Bear cubs get their money?



- How did the Bear cubs spend their money?
- Where do you get your money? (allowance, gifts, earn it, etc)
- What other resources besides money can you use to get what you need or want?
- What resources did the cubs use to earn money?
- What lesson did they Bear cubs learn?
- Why is it important to plan ahead and/or save money?

Activity 3

Goals! (45 Minutes)

1. Have the youth look at their “wants & needs” poster again.
2. Have them identify five to 10 items on their list they would like to purchase in the next year.
3. Hand them each a piece of paper and pencil. Have them write their five to ten items on the piece of paper.
4. Help them identify the price for each item and write next to item. This might come from you or the volunteer’s knowledge, catalogs, magazines or the internet (if available). Just having an estimate is okay. The point is for the youth to have an idea of the cost of each item.
5. Discuss the importance of list making when purchasing items. Making a shopping list and sticking to it, is one of the best ways to avoid impulse buying, the temptation of buying items you do not need or cannot afford. A list can be one of the most useful tools for a savvy consumer.
6. We are going to use the list you have to prioritize (rank) your shopping or saving and set some goals. Look at your list and rank them as to the most important to the least or which one do you want to purchase first, second, third, etc. Write the number next to each item. Our list has become our “wish list” of items we want or need.
7. One way to get something you want is to set a savings goal. A goal is something you try to make happen. You can reach a savings goal by putting money away to buy it. Individuals and families must choose what to buy now and what to save for and buy later.
8. Pick one item on your list that you would like to make a goal for saving money. Once you have picked the item. Turn to your neighbor and tell them what your item is and how much it costs.
9. Hand each youth the “Savings Goal” Worksheet and help them complete it.
 - I want to save for (write their item from their list)
 - The price is (copy from list)
 - I have ____ to save (talk about when they would like to have this item by)
 - The second part “to achieve my goal, I will save \$ _____ for _____” might take some discussion with the participants. Is their thinking realistic? Too soon? Too spread out? You may need to help them think about how they get money. Do they get an allowance? How much & how often? If they get money as a birthday gift? Their goal might be to purchase the item after their birthday.
10. Once the worksheet is completed, have them share with one other person, within a small group or to the large group.
11. Tell the youth they have just set a goal and developed a savings plan! Give themselves a pat on the back or a round of applause! Process this activity with the following questions:



- Why is a savings plan important?
- What is the most difficult part about saving for something in the future?
- Where will you get the amount of money you need to save to reach your goal?
- What will you give up if the amount you need to save is too much?
- What different decisions will you make because of your savings plan?

Break

Snack and Bathroom Break (20 minutes)

Activity 4

What Can I Give? (50 minutes)

Background and Introduction:

Do you ever wonder what the phrase “You’ve many gifts to give” means for you? When you want to give someone a gift, ask yourself, “What can I do with my own time and talents to create a special gift for someone I love?” Choosing to give a gift of yourself can be less expensive, but have more meaning than an item you would buy at a store and you will enjoy doing it! We are going to think about what you can do or give your Service Member without spending any money.

1. Work with the youth to brainstorm a list of items or activities they could do that do not cost money. Here is a list to get your started:
 - Give a back-rub
 - Mow the lawn
 - Wash a car
 - Vacuum the living room
 - Read a story
 - Carry the grocery sacks from the car to the house
 - Operate the computer
 - Take pictures
 - Play card games
 - Share a hobby
 - Cook part of the meal
 - Set the table
 - Play an instrument
 - Massage tired feet with lotion
 - Wash/clean
 - Polish shoes
 - Answer the telephone
 - Give up my TV time so someone else may watch a favorite show
 - Water and trim house plants
 - Rake leaves
 - Take care of pets
 - Others
2. Have the youth think about their Service Member and what they might enjoy receiving from them from the list, you made. Some youth may need some help making a decision on this. They can have two or three items.
3. Have the youth make a card or certificate for their Service Member that tells them what the youth is going to “give” them. Use construction paper and markers/crayons.
4. Process this activity with the following questions:
 - How did you decide what to give or share?
 - How do you feel about your resources that you have to give and share?
 - Why would you like friends or family members to give you gifts they created themselves?
 - Now when you think about giving or receiving a gift, you have more alternatives?
 - How do you explain the saying, “It’s better to give them to receive?”



Talk It Over

- ★ **Reflect:** What did you learn today?
How did it make you feel?
Was it easy to talk about money?
What is a new idea you have from these activities?
- ★ **Process:** How do you think you will make decisions about spending money now?
What problems do you think you might have?
- ★ **Generalize:** How are having good money management skills important to you? To your family?
- ★ **Apply:** What could you share with your family about today?
What do you think you are going to use in your life from today?

Enhancement

1. This lesson has a lot of “thinking” in it. You may want to make the breaks longer and play active games such as jump rope or freeze tag. If you are in a location with playground equipment, take the time to utilize it.
2. If you have access to an oven, you could make “money” out of salt dough. The salt dough recipe can be found on the internet. Use small round object such as bottle tops to make coins. Here is one website that might be helpful:
<http://www.naturalfamilyonline.com/5-bc/45-salt-dough.htm>
3. If you have access to a computer and internet access visit the arcade in the **Consumer Savvy Project** online and play the comparison Shopping Bargain Hunter game.
<http://www.4-hcurriculum.org/projects/consumer/>
4. **Play the Allowance Game with youth.** The game board can be downloaded at <http://www.extension.iastate.edu/Publications/PM1776.pdf>. Make enough copies of the game board for each participant. Each person will also need 20 beans, coins or chips. Follow the instructions with the game for spending the beans, coins or chips. Discuss the questions that accompany the game with the group.
5. **Ask** students, “Can money really grow on trees?” Connect the idea that paper money, in part, does come from plants, but money cannot be grown on trees, like a leaf would be grown. Make two, large, tree-shaped charts, labeling one “Money Tree” and the other “Living Tree.” On each tree, list student responses to the question, “What do we need to grow this tree?” Scientific responses for the living tree will include specifics, such as sun and water, while guided responses for the money tree will include income, savings and investments.



Closing

Thanks for coming today. I hope you have enjoyed our activities and discussion. Remember to think before you spend. A smart person has a plan for their money, especially when money is tight. Remember, you do not always need money to give another person a gift. We all have time and talents to share with others.

Credits/Sources

National 4-H Cooperative Curriculum System. Consumer Savvy, The Consumer in Me, Level 1 Consumer Education Youth Activity Guide. Washington D.C.: National 4-H Council. BU-08030 Pg. 8-15, 26-27

National 4-H Cooperative Curriculum System. Money Fun-damentals, A Youth Guide for Learning About Money, Washington D.C.: National 4-H Council. BU-07710 Pg. 6-9

National 4-H Cooperative Curriculum System. Personal Finance Helper's Guide, Washington D.C.: National 4-H Council. BU-07712 Pg. 29.

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 Smart Shopper!

Dear Family,

Today we discussed the difference between a “want” and a “need”. How your youth can earn money and then how to make a spending plan to purchase items they want or need. We also discussed how to give a gift without spending any money, using our time and talents.

You may want to have a conversation with your youth about your values around spending and saving money. Give them an example of something you are saving for before you purchase it. Ask them what some of their wants are and share some of yours. As a family, you may want to discuss how you can give of your time or talents to someone or an organization.



The University of Minnesota Extension has great resources for families and money management. Check out their website at <http://www.extension.umn.edu/Youth&Money/>.

Here are a few money phrases that adults use with youth that they may not understand. Say the phrases below to your youth. Talk about what each saying means.

- Money does not grow on trees.
- I am not made of money.
- Save for a rainy day.
- Have a nest egg.
- Do not be a spendthrift.

Thank you for participating in the event today. I enjoyed working with your youth. If you have any questions please contact me at: _____

Sincerely,



Conversation Starters:

- What did you learn today?
- Would you like an allowance? Do you think your allowance is enough?
- How can we share our time & talents with others?
- Ask your youth to share their savings goal worksheet.



SAVINGS GOAL WORKSHEET



Name:

I want to save for:

The price is \$_____

I have _____ to save.
(Days, weeks, months, years)

To achieve my goal:

I will save \$_____

For _____
(Number of) (Days, weeks, months, years)



Stay Healthy! Stay Strong!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 day

Project/Life Skills

- ★ Project Health
- ★ Decision Making
- ★ Healthy Lifestyle Choices
- ★ Responsibility

Activity Overview

A health behavior is an action that promotes health and protects against illness and accidents. There is a clear connection between lifestyles and health.



Shout out!

Have you ever heard the saying “Stay healthy, stay strong, if you do, your life lasts long”? Come join us for a wild and fun frolic of activities to help you stay healthy and strong. It will last a lifetime!

Get Ready

Roles for Uniformed Service Member

- Read session and share with youth how Service Members stay healthy
- Help youth, play games and participate in activities
- Talk about ways positive health care skills are used in Military
- Share funny bubble stories

Roles for Volunteers

- Help with set-up and clean-up
- Assist with activities, help special needs youth
- Help youth, play games and participate in activities

Activity Orientation for Volunteers: 1 hour

- Ability to work with K-5th graders
- Read through the activity ahead of time

Preparation time: 1 hour

Space: Classroom, areas where youth can sit in circle.

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. Collect supplies and create teaching areas.
 - Jelly Bean in jars to represent germs
 - Create problem health words on cards
 - Create Talent Poster
 - Create Goal Setting poster or newsprint sign
7. Copy Parent Letter

Get From OMK Tool Kit

- Games
- Balls, Frisbees, jump ropes

Procure Supplies

Activity 1: Visual Germs & Hand washing:

- Jellybeans in four sizes of glass jars. In the first small jar place approximately 4 jelly type beans
- Increase number of jellybeans as the jars get larger; the largest container should be full. This shows the multiplication of germs in a 2-hour time period
- Soap, warm water, paper towels, & optional hand sanitizers

Activity 2: Tools for hygiene demonstration:

• Hairbrush	• Soap
• Nail Clipper	• Shampoo
• Washcloth	• Nailbrush
• Toothbrush	• Floss
• Toothpaste	• Comb and brush
• Towel	• Water

Activity 3: Talents and Strengths:

Create posters with the following words and place around meeting space.

• Draw people or things accurately	• Acting, being on stage, in plays
• Writing stories	• Science and experiments
• Puzzles and mazes	• Math
• Singing	• Computers
• Sports – draw a picture of you doing sports	• Listening to music
• Card or board games	• Tell jokes and stories
• Video games	• Being around pets and animal
• Playing outside in nature	

Allow space for youth to add additional examples of talent pictures or write words for their talents.

• Markers	• Masking tape

Activity 4: Affirmation Bags:

- Paper lunch bags
- Crayons or markers



- Self stick or poster notes

Activity 5: Petal Poster

- News-print daisy flowers
- Crayons or markers
- Masking tape

Activity 6 & 7:

- Newsprint, masking tape and markers

Background

Achieving health is a dynamic process. Your health status is always changing and it requires your active participation. A health behavior is an action that promotes health and protects against illness and accidents. A risk behavior is an action that threatens health and increase the likelihood of illnesses and accidents. There is a clear connect between lifestyles and health. Optimal health involves six wellness areas: physical, social, intellectual, emotional spiritual and environmental wellness.

Set Up Your Space

Establish a warm, comfortable environment.

Make your session place or space an inviting place with music playing and activities for youth as they arrive. Make every member feel welcome and show that you are glad he or she came with positive attitudes and comments. Youth could be playing card or board games.

WHAT TO DO

Stay Healthy! Stay Strong!

Icebreaker

Working Together for a Goal (10 Minutes)

1. Someone starts by passing a ball to the persons to the right of them.
2. They will say “this is a banana.” The person receiving the ball says, “A what?” the first person response, “a banana”.
3. The second person now understands and does the same to the next person The question “A What?” goes back to the first person, who again says “a banana” which everyone says down the line until it reaches the last person in the circle.
4. Another ball can then be added, with this ball being called something different. The second ball is added to keep the game moving.
5. The game goes on so that everyone gets at least two turns sharing.

Introduction

Hide and Seek Germs (30 Minutes)

Germs are everywhere. You have billions of these microscopic organisms on you and in you right now. You have them inside your mouth and nose and on your skin and hair. Some of the germs are good and some are not good.

Viruses and bacteria are germs that can make you sick. Viruses move from one living thing to another in a “host”. That would be *you* if you have a virus. Viruses cause colds, chicken pox and the flu.

Bacteria are tiny, one-celled animals that can grow inside or outside the “host” body. They can cause strep throat, cavities and pneumonia. They do not like soap and water, especially anti-bacterial soap.

Stay Healthy! Stay Strong!



Because you cannot see germs, the best way to reduce germs from passing from person to person is washing hands. Always wash your hands before you eat. Put only food into your mouth - not your hands, a pencil, or a glass used by somebody else.

Hand sanitizers are not as effective as washing with soap and water, but more effective than nothing at all. Make the good decision to get those germs before they get you.

Visual: Jar of Jelly Beans

1. Look at these jars with jellybeans.
2. These jellybeans represent germs in four sizes of glass jars. In the first small jar place approximately four jelly type beans, increase the number of jellybeans as the jars get larger; the largest container can contain several hundreds. This visual shows the multiplication of germs in a 2 hour time period from four germs to hundreds.

Activity 1

Hand Washing (15 Minutes)

20 SECOND HAND-WASHING

<http://www.extension.umn.edu/foodsafety/components/pdfs/HandWashing.pdf>

1. Wet hand with hot running water.
2. Place small amount of liquid soap in palms.
3. Rub your hands together for at least 20 seconds, washing palms, the backs of hands, wrists, between fingers and forearms.

Sing a song like Happy Birthday, Yankee Doodle, or ABC for 20 seconds.

4. Rinse hands and forearms.
5. Keep fingertips pointed down.
6. Dry hands with a paper towel or air dryer.
7. Assist young youth with washing their hands.

Optional if not near a sink; use hand sanitizer and use all the steps listed.

8. Discussion

“Germs are all around us, even in different rooms at home. Our discussion is on how to avoid them.”

- Ask youth to share ideas on how to reduce germs in different rooms
- Announce a room, give an example and listen for their ideas

Possible Answers:

Kitchen:

Do not let foods sit out on the counter.
Wash your hands before making snacks or helping with food.
Dirty dishes need to be cleaned and put away.
Use a clean cup when you take a drink. Other ideas?

Bedroom:

Keep your body clean, regularly take baths or showers
Have your bedding laundered regularly. Other ideas?

Bathroom:

Wash hands with soap after using the bathroom.
Do not forget to flush. Other ideas?

Family room:

Do not share a drink.
Each should have own individual bowls of snacks. i.e. popcorn
Periodically wash or wipe down toys. Other ideas?



General: Use a tissue to catch the germs when you sneeze.
Wipe down bathroom door handle to reduce number of germs.
Cough into your sleeve.
Wash your hands after caring for or playing with any pets. Other ideas?

Activity 2

Introduction

Keep it Clean (30 Minutes)

One way to help us stay healthy is keeping your body clean. Other items include eating healthy foods, getting plenty of sleep and at least 60 minutes of physical activity per day. Keeping your hair, skin, nails and teeth clean helps you to be healthy. (Collected tools for sharing or demonstration)

- Hairbrush
- Nail Clipper
- Washcloth
- Toothbrush
- Toothpaste
- Towel
- Soap
- Shampoo
- Nailbrush
- Floss
- Comb and brush
- Water

Demonstrate how these “tools” are used for proper hygiene. (Consider having public health nurse or educator share information with youth).

Recommendations:

- Take a daily shower
- Use soap
- Wear clean clothes each day; including clean socks and underwear

Step 1: Tell youth:

“We have four words you can choose from that connect with statements read. The words you can choose from include hair, nails, skin, and teeth.”

Step 2: Read

“As a statement is read, shout out what word fits.”

Once again, the words to shout out are hair, nails, skin and teeth.

1. Keeps your insides from falling out on the ground. (skin)
2. Can be colored, dreadlocked, flipped or braided. (hair)
3. Without these, you would be stuck eating mushy baby food. (teeth)
4. Helps you pick up very small item. (nails)
5. Can be burned in the sun. (skin)
6. Falls out, so new ones grow. (nails, hair, teeth)
7. Keeps the top on your head warm and cleans the air in your nose. (hair)
8. You have 20 of these and if you lose one, it takes at least 6 months to grow another! (nail)
9. Made of “keratin” which is an important protein? (Keratins are the main constituent of structures that grow from the skin.) (nail, hair)
10. Helps to cool you off in the summer and warm you in the winter. (skin)



Germ Scenarios

1. Now we are going to talk about some germ scenarios.
2. As I read the scenario, think through your answer.
3. We will discuss our thoughts as a group.

Scenario 1

You are hiking in the woods, without your regular hygiene tools. How could you clean your skin? Teeth? Hair? Nails?

Scenario 2

What are some signs of problems with skins, hair, teeth and nails?

(Words could include: peeling, sunburn, ingrown, lice, eczema, acne, cut/ scrape, rash, itchy, cavities, gun disease, dandruff, split ends, dentures, athlete's foot, warts, blisters, fungus, broken,, ragged cuticles.) *Optional:* could put these words on note cards. Another way would be to have 4 main posters on walls (skin, hair, teeth and nails) youth could place the words onto one of the posters. Alternatively, hang onto the word and stand near the poster. Youth could explain why they choose that area, or explain that they could be at several posters (i.e. broken).

Discussion

- What are some ways Service Members practice Staying Healthy?

Activity 3

Personal Strengths and Talents (15 Minutes)

Introduction

Your interests and talents are things that you enjoy doing. Do things that you enjoy make you feel happier and healthier? A self-assessment will identify different areas of your talents. Identifying our strengths may help us build additional talents. Each of us has areas in which we excel.

Place posters with the following set of words around the meeting space.

Talent word examples:

• Drawing people or things accurately	• Acting, being on stage, in plays
• Writing stories	• Science and experiments
• Puzzles and mazes	• Math
• Singing	• Computers
• Sports – draw a picture of sports you like to be in	• Listening to music
• Dancing	• Tell jokes and stories
• Card or board games	• Being around pets and animals
• Video games	• Reading
• Playing outside in nature	

1. Have youth place their names on the posters that express their self-selected talents. For instance, if your talent or pleasure is reading books, you add your name to the poster read.
2. Allow extra posters for youth to add additional talent examples, or pictures of their talents.
3. Have youth view the posters, and share their interests with each other.

Stay Healthy! Stay Strong!



My Kind of Friend (15 Minutes)

Introduction

Friends are an important part of our lives. A friend is someone you know well and like. Good friends share interests, help you solve problems, teach you new things, and help you feel good about yourself. Friends support each other through happy as well as difficult times. Having and being a good friend are important to your overall health. The quality of these friends is more important than the number of friends you have. Because friends are important, you need to think about what you like and do not like in a friend.

Making friends takes time and effort but it is worth it. To have a friend you must be a friend. Here are some things you can do to be a good friend.

Friends.... (List on Newsprint)

- Listen carefully
- Keep confidences
- Share joys and sorrows
- Be able to say "I am Sorry"
- Accept mistakes they make
- Tell the truth
- Be there when they need you
- Be a good companion
- Avoid gossip
- Praise the other person when they do something well

1. Distribute to each youth paper (or newsprint) and pencil.
2. Draw two columns on paper.
3. Label columns:
It bothers me when a friend...
I like it when a friend...
4. Share you list with a friend or partner.
5. Tell the youth to sit in a circle, ask the youth to share:
 - What are qualities you would want in a good friend?
 - What qualities do you have that would make you a good friend?
 - Do Service Members make friends while serving?
 - How will friends help them during their time of service?

Affirmations (20 Minutes)

Introduction

We all need to respect one another. Likewise we need to give respect to get respect. Being respectful involves using all of our sense. What are the five senses we have? (Listening, seeing, touching, smelling and tasting). Listen with your ears and your heart when showing respect. Use facial expressions, eye contact, and body language to say, "I'm listening, because I know it's important to you."

Give praise and Encouragement.

We all need practice praising others. Praising others often brings praise in return. By learning how to praise others, you will become even better at looking for good things in yourself and in others. Turn to someone next to you and share a positive comment.

(As adults, take time to recognize each youth. "I'd like to thank Tyson, who was always willing to stick round and help clean up after the session." Youth learn by imitating adults. By praising



yourself you are showing youth that it is all right to feel good about yourself. Help the youth look for the good in others, which will also help them look for the good in themselves.)

Activity 4

Happy (Affirmation) Bags (20 Minutes)

Introduction

Self-praise is at the center of feeling good about oneself. Self-praise frees a person from waiting for compliments from others and supports the idea that it has all right to be positive about yourself. Self-praise is not bragging; it is comparing your own accomplishments to your past performance. Bragging tends to belittle others or bestow praise on one's self at the expense of others. Self-praise is centered on one's own performance and tends to be mutually supportive.

Create your own Happy Bag

1. Decorate a paper lunch bag with special drawings.
2. Collect notes from others stating special acknowledgements for jobs well done, affirmations.
3. Hang the bag on a make shift clothesline for individuals to add notes in. Youth can add happy notes as the day progresses.
4. Take the bag home to use at home. It could be sent home with special supplies.
5. Make notes for their family. For example, "thank you for feeding Rover for us last night." "Hugs", "I really like the pancakes you made for breakfast." "I really love you being my mom. "Thanks for being you."

Enhancement: Have group make affirmations on post notes. Youth then place the post notes on newsprint. During the day, youth could pull the affirmations from the poster, and place them on another youth's bags. (Each youth should leave the day with at least two affirmations.)

Break

The Practice of Exercise (20 Minutes)

Introduction

Your body and mind are intricately connected. One affects the other. In addition, when you charge up your body, you charge up your mind. We are going to think of this time as a time to exercise. We need to make time to exercise 60 minutes each day. When you exercise, you help your self-esteem or positive way you view yourself. You just plain feel better about yourself when you take care of yourself. Moreover, when you have greater self-esteem, you improve many parts of your life, every part of your life.

- Youth are to play, exercise, and interact with each other for 20 minutes using the supplies of Frisbee, balls and jump ropes from the Tool Kit

Activity 5

My Family and Friends (20 Minutes)

Our families and friend help us to grow. Next we are each going to build a flower that shows our circle of family and friends

1. Create a flower shape like a daisy.
2. In the center of the daisy put your name.
3. On each petal list the name of the other family and friends.
4. Under each name on the petal list a special talent or gifts. (i.e. Sally - fun laugh)



5. In addition, you can create a community flower and list community resources on each petal and who can assist families.

Now that we have acknowledged our family and friends, next remember to tell them when you see them that you are thankful for their talents and skills. You could create a note or just tell them thanks. The ability to tell someone else thanks is a real gift and will encourage others to continue to be generous with thankful messages. Here is another thought, set a goal of making three people smile each day!

Activity 6

Give A Hand (20 Minutes)

1. You either pre-make paper hands or have each participant trace their own hand on paper and pin it their back. Volunteers should be ready to assist with younger youth.
2. Then the whole group walks around and writes one POSTIVE word description of the person whose back they are writing on (examples of nice, pretty, fun, exciting, loving, kindhearted, etc.
3. Allow enough time, depending on the group size, for everyone to circulate.
4. Then have youth come up front and read what everyone said about them.

Activity 7

Goals (20 Minutes)

Introduction

Everyone has qualities about themselves that are of great value and important to future ambitions. Everyone has faults, and because of these faults, you may not be able to accomplish those goals. It is important to be able to recognize and value those assets, and faults, that will help you to achieve, or fail, to reach your goals.

Because of the variety of environmental stresses in each of our lives, we all have different problems of living. The extent to which we learn and cope is due in part to how aware we are of ourselves, our communication techniques and our acceptance of our own personalities.

Our self-concept is strengthened through success and weakened through failure. We can all set reasonable goals that increase our likelihood of success.

Effective goals are individualistic and reasonable based on past performance. Progress toward achieving the goal can be measured in small steps. Being the best runner in the school is unattainable by all but one youth. Being able to run around the block in two minutes is achievable to many individuals.

Set Individual Goals

1. Youth sit in circle.
2. Have the youth set and identify a goal they can achieve yet today. The goal can be simple.
3. One by one around the circle have the youth verbalize their goal.
4. Have the youth think about goals they would like to accomplish or do as a family such as:
 - A place the family could visit
 - An activity they could do as the family
5. Encourage the youth to have this discussion with their families.
6. Tell youth that the PRACTICE of goal writing is one of the most important, self-motivating practices of all time. Put all of your goals in writing, it will literally change your life. When you write down your goals, you are creating pictures into your mind ...



pictures of what you want to achieve. In addition, your mind and energies will start to work on the completion of those pictures.

7. Share steps to setting goals as listed on poster or sign.
8. Identify the goal. Set reachable goals.
9. Write out steps for reaching those goals. List benefits. List obstacles.
10. Identify people required for assistance. List skills and knowledge required.
11. Develop a plan. Keep it going until you reach your goal.
12. Set deadlines. Give yourself a reasonable time limit.
13. Evaluate yourself and check your progress.
14. Compliment yourself for your efforts!
15. Share these two ideas:
 - When you wake up in the morning ask yourself, “what is one goal for the day?”
 - Each night when you go to bed share “I am thankful for _____” (at least on thing.)

Talk It Over

- ★ **Reflect** What is one idea related to being a good friend?
What is one goal you made?
Why is it important for you to set goals?
- ★ **Process:** Why is it important to know where germs are hiding?
What did you learn about yourself in this session?
Do you think Service Members learn about themselves in the Service?
Why?
How can use of goal setting improve relationships with friends and family members?
- ★ **Generalize:** What key points have you learned about friendships?
How can knowing about yourself – especially your talents – help you now and in the future?
- ★ **Apply:** What kinds of goals could you family have?
What are some ways Service Members stay healthy?
What are some ways you and your family can stay healthy?
What is one-step you will take to arrive at one of your goals?
How can you share this information with others?

Enhancements

Activity 1

- Design experiments to find the best ways to wash your hands to get rid of the most germs. Hot water or cold. Liquid soap or bar soap? How Long?
- Bring a dollhouse into the group, have the youth go from room to room to discuss where they would find an abundance of germs.

Activity 2

- Food Safety Food Quiz http://www.cspinet.org/nah/11_00/index.html
- Hand washing exercise.
http://www.extension.umn.edu/foodsafety/components/pdfs/SROC_Handwashing_Factsheet-2008.pdf



Activity 3

- A “ME” book. Fill a book with creative stories, interview friends and family learning more about career options, create songs, perform and record them.

Activity 5

- Affirmation jars with positive notes. Youth pick out an affirmation note to share with someone else in the room.
- Affirmation takes home bag. In a small plastic bag place items such as lifesaver, rubber band, paper clip. Include a note that states:
You are a lifesaver today.
Thanks for holding us together as a group, like a paper clip to paper.
Rubber bands are flexible, thank for being flexible.
A plastic flower to give away: note with flowers, I missed you a whole bunch while you were away.

Activity 7

- Discovering Myself Health Its Your Choice, 4-H Cooperative Curriculum System Southern Regional Curriculum Fund National Decision for Health Network, 4-HCCS BU-6858 2000. All of me, No Way, and Family Differences.

Closing

Staying Healthy is more than just washing our hands. It involves being healthy physically, socially, intellectually, emotional and spiritually. We have acknowledged our talents. WE need to remember to tell friends and family, when we see them, that we are thankful for their talents and skills. Telling someone else ‘thanks’ is a real gift, and will hopefully encourage others to continue to be generous with their thankful messages.

Credits/Sources

National 4-H Cooperative Curriculum, System. Staying Healthy, Health. Washington D.C.: The National 4-H Council, 2005. 4-HCCS BU-08175

Doering, Shirley, Asche, Kimberly, Damerow, Diane, Lund, DeeAnn. “Self Kare for Kids,” University of Minnesota Extension Service, 1994.

National 4-H Cooperative Curriculum, System. Discovering Myself Health: Its your choices. Southern Regional Curriculum Fund National Decision for Health Network, 2000. 4-HCCS BU-6858

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



Stay Healthy! Stay Strong!

Dear Family,

Today we talked about Staying Healthy and strong self-esteem. Your youth participated in activities where they could identify locations where germs can be found. They identified what they can do to reduce the chance of germs multiplying and spreading disease, thus keeping them healthy.

We also talked about the talents that they have. They were encouraged to put their names on a group chart showing which talents and interests they have. He/She recognized many talents that they did not think about before.



We also talked about being a friend. Being a good friend means offering affirmations to boost someone else's self-esteem, so do not be surprised when you see some notes on the refrigerator or other locations.

The next thing we discussed was goals. They set an immediate goal of something they want to accomplish this week. We encourage you to set some family goals with them such as things you would like to do in the next year.

Help your youth talk about their feelings, be sure you share how much you appreciate them and how helpful they were when your loved one was deployed. Your youth's self-esteem can be increased by you:

- Appreciating your youth
- Telling your youth that you love them
- Spending time with your youth.
- Encouraging your youth to make choices
- Fostering independence
- Giving genuine importance to your youth's opinion and listening
- Taking the time to explain reasons
- Feeding your youth with positive encouragement
- Encouraging your youth to try new and challenging activities

Also encourage your youth to share what is in their "Happy Bag" and thanks for helping your youth participate in Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

Best Regards,



Conversation Starters:

- What is the nicest thing you have ever done for someone?
- What one goal do you hope to accomplish this year?
- What new person would you like to have as a friend?
- Have you ever stuck up for someone else when they needed an ally?

Stay Healthy! Stay Strong!



Take These Wings and Fly!

Lesson Time: 4 hours

Grade Level: K-5th

Number of Youth: 10+

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Critical Thinking
- ★ Resiliency
- ★ Communication

Activity Overview

In studying butterflies, youth will relate the formation and morphing of butterflies' wings to the changes that they experienced during the deployment.



Shout out!

Come and learn about butterflies! You will learn all about these beautiful insects and create a home for a caterpillar to grow.

Get Ready

Roles for Uniformed Service Member

- Discuss with youth the changes that the Service Member may have experienced
- Assist with session plans

Roles for Volunteers

- Assist with snack, creating butterfly home and, other session plans
- Assist with games

Activity Orientation for Volunteers: 1 hour

- Instructions on creating a caterpillar's home

Preparation time: 1 hour

Space: Indoor space and outdoor nature area, and a playground area for free play.

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 markers, embellishments and scissors.
6. Gather supplies.
7. Cut out butterfly-shaped templates for nametags.
8. Make copies of handouts.
9. Find and print off pictures of different types of butterflies from internet. Laminate them to make them durable.



10. Make copies of Parent Letter.

Get From OMK Tool Kit

- Stapler
- Hole punch
- Boom box
- CD with classical music
- Assorted balls and games

Procure Supplies

- Box full of colorful scarves
- Cardstock for butterfly template
- Construction paper
- White paper
- Markers
- Scissors
- String
- Handouts
- One 2-liter bottle per youth
- Cooking oil
- Aluminum foil
- Paper towels
- Rubberbands
- Small paper cups
- Small rocks
- Small pieces of screen or pantyhose
- Tape
- Water
- Marshmallows
- Raisins
- Pretzels – small twisty kind
- Thin pretzel sticks
- Tub of frosting
- Bananas
- Napkins
- Drinks

Background

Caterpillars take on a remarkable change to become butterflies. Youth also take on remarkable changes in times of change and family situations. Through learning about butterflies and the changes they make, youth will discover the changes that may have taken place through the Service Member's deployment. The lesson will provide families the opportunity to talk about the changes and watch a beautiful butterfly emerge.

Set Up Your Space

Indoor space should have ample room for youth to sit in a circle and tables and chairs for lesson. Outdoor nature area, if available, should be scouted out for any butterfly habitats or caterpillars. Have a box of colorful scarves and hand one to each youth as they enter the room. Have them move to the music until everyone has arrived.

WHAT TO DO

Take These Wings and Fly!

Icebreaker

Name Tags (15 Minutes)

1. Have youth trace butterfly template on construction paper and cut out.
2. Have youth write (or assist them) their name on it.
3. Punch a hole in the top of the butterfly, put yarn through and tie around neck for nametag.
4. Have youth draw and color butterflies on blank paper as all the youth arrive.

Take These Wings and Fly!



Activity 1

Parts of a Butterfly (30 Minutes)

1. Gather youth in a circle on the floor.
2. Welcome them and introduce the day. We are going to learn about butterflies, the parts of a butterfly, build a home for a caterpillar, have a butterfly snack and talk about the changes that have happened during the deployment and when your Service Member returned.
3. Handout Parts of a Butterfly sheet. Go over this briefly.
4. Separate the youth into small groups of 4-5. Pass around the laminated pictures of real butterflies. Have the youth identify, in their groups, the parts of each butterfly. Interchange the pictures between groups.

Activity 2

Build-A-Butterfly (25 Minutes)

1. Have youth go to tables to construct and eat snacks.
2. Slide three marshmallows onto one thin pretzel stick. The first will be the head; the middle one will be the thorax; and the third will be the abdomen.
3. Break three of the pretzel sticks in half and insert all six pieces into the ventral side of the middle marshmallow, or thorax, for the three pairs of legs.
4. Break another pretzel stick in half and insert each half into the first marshmallow, or head, for the antennae.
5. Insert four regular pretzels into the dorsal side of the middle marshmallow. Or thorax, to make the two forewings and the two hindwings.
6. Place two dabs of frosting ahead of the antennae on the first marshmallow or head.
7. Put a raisin on each dab of frosting to make the eyes.
8. Put one raisin on each antenna to make the club.
9. Make bananas available, also to make the snack healthier.
10. Have youth eat their snack and have something to drink. Allow youth to use restrooms and wash hands, too.

Activity 3

Raise a Caterpillar (60 Minutes)

(Depending on the time of year, youth may need to wait to use their caterpillar house)

1. Gather the youth and introduce the activity. We are going to build a home so that you may watch it change into a butterfly. I will send instructions home with you. We will talk about it as we build it.
2. Wash and remove label from a 2-liter soda bottle. Remove glue with cooking oil. We want the bottle to be clean for our caterpillar's home. We are moving it to a new place to grow and change. Did any of you have to move during the deployment? What was that like?
3. With help from an adult, create a flap that can be folded upward to make an opening for the cup.
4. To ensure the caterpillar food plant stays fresh, fill a disposable cup with water. Add a rock to the cup to make it more stable. What else does a caterpillar need to live?
5. Cover the top of the cup with foil and make a small slit. You can insert a fresh plant cutting in here for the caterpillar. The foil will keep the caterpillar from falling into the water.
6. Put a clean paper towel in the bottom of the bottle.



7. When you get home, you will have to search for a caterpillar outside to put in your caterpillar home. You will want to use the same plant that it was on and put it in the home.
8. Show the youth how to close the flap and seal with scotch tape.
9. Put a piece of screen or pantyhose over the top of the bottle and secure with rubber band.
10. You will want to replace the paper towel everyday once you get your caterpillar in there to keep the bottle clean. Remember to tape the door shut. Every time you open it is a chance for your caterpillar to escape.
11. Keep putting fresh clippings of the same plant in the cup.
12. Keep the bottle out of the sunlight. It is too warm for the caterpillar.
13. After the caterpillar stops eating, make sure you place an elevated twig for the caterpillar to attach its cocoon and for the butterfly to hang onto as it emerges.
14. Once the butterfly hatches, wait several hours for the butterfly wings to develop and dry before you release the butterfly.
15. Let the butterfly go near where you found the caterpillar.

Break

(10 Minutes)

Activity 4

Uniformed Service Member Talk (15 Minutes)

1. Introduce the Uniformed Service Member.
2. Have them discuss different changes that the Service Members may have experienced. Make sure this topic is age appropriate.

Activity 5

Free Play (30 Minutes)

1. Take youth outside to 'spread their wings'.
 2. Have youth look around and see if you see any butterflies as they play.
 3. You can use the scarves and dance to the music again.
- (Note: Facilitator can take balls, Frisbees and games from the Tool Kit too)

Activity 6

Butterfly "Journal" (40 Minutes)

1. Have youth fold a piece of construction paper in half. This will form the cover of the book.
2. Pass out three pages of white paper. Fold in half, also, and insert into cover page, forming the journal. Staple book near fold.
3. Using markers, have youth design the cover to reflect the butterfly lesson. Inside, youth can journal about their day – what they saw, heard, learned, etc.
4. Use Talk it Over questions as they are journaling.

Talk It Over

★ **Reflect:**

What are some of the activities we did today?
What is something that you learned?
Was there anything hard today?
What was the most fun?



- ★ **Process:**
 - What was the theme today?
 - How did it relate to changing?
 - How many of you noticed changes in yourself while your Service Member was gone?
 - Did you notice changes in your Service Member as well?
 - What about changes in your family?
 - What is important about learning about change?
- ★ **Generalize:**
 - Where do you face change in your life?
 - Where else have you had fun and learned new things at the same time?
 - What is some key information that you learned today?
- ★ **Apply:**
 - How can you use what you learned today back at home, and with your Service Member?
 - What can you do to deal with the changes from the Service Member's return?
 - How would you use the information about changes at for school?
 - What did you learn about yourself?

Enhancement

Besides free play, arrange to take a walk through a nature area, looking for butterflies and butterfly habitats.

Closing

(15 Minutes)

We learned a lot about butterflies today! When you leave today, you will receive a parent letter that will have all the steps for your caterpillar house so you can do it at home. Caterpillars go through a lot of change, just like you did when your Service Member was deployed and now returned. Your journals will remind you of all we did today, and what you learned, so you can take all that information with you. Take pictures of your caterpillar and butterfly to put in your journal.

Credits/Sources

"Project Butterfly Wings". National 4-H Curriculum. University of Florida. 2009.

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.



Take These Wings and Fly!

Dear Family,

Today we studied butterflies and built a caterpillar house (directions are below). The youth made a butterfly snack and we were able to spread our wings outside for a while. We also had a Uniformed Service Member that spoke with us about the possible changes that the Service Member may have experienced. Towards the end of the session, the youth put together a butterfly journal and recorded what they learned. They can take pictures of the caterpillar they put in their house and of the butterfly.



Instructions for Caterpillar House:

1. To ensure the caterpillar food plant stays fresh, fill the disposable cup with water. Add a rock to the cup to make it more stable.
2. Put foil over cup.
3. You can insert fresh plant cutting in the slit of the foil for the caterpillar. The foil will keep the caterpillar from falling in to the water.
4. Put a clean paper towel in the bottom of the bottle.
5. When you get home, you will have to search for a caterpillar outside to put in your caterpillar home. You will want to use the same plant that it was on and put it in the home.
6. Show the youth how to close the flap and seal with scotch tape.
7. You will want to replace the paper towel everyday once you get your caterpillar in there to keep the bottle clean. Remember to tape the door shut. Every time you open it the caterpillar could escape.
8. Keep putting fresh clippings of the same plant in the cup.
9. Keep the bottle out of the sunlight. It is too warm for the caterpillar.
10. After the caterpillar stops eating, make sure you place an elevated twig for the caterpillar to attach to and for the butterfly to hang onto as it emerges. Make sure there is enough room around the chrysalis for the butterfly's wings to dry.
11. Once the butterfly hatches, wait several hours for the butterfly wings to develop and dry before you release the butterfly.
12. Let the butterfly go near where you found the caterpillar.
13. Enjoy watching the butterfly take its first flight!

The project was a good way for the youth to think about the changes that they have experienced during the deployment. Please help your youth by discussing some of the changes that came with the deployment – growing, new chores, new hobbies, etc. and how the family may have changed. Thank you for allowing your youth to participate in the session today.

Sincerely,

Conversation Starters:

- Tell me what you learned about butterflies today.
- How do you see that our family has changed during and after the deployment?
- Let us take a walk outside (in park, zoo, etc.) and see what butterflies we can identify.



Clay Pot Sculptures

Lesson Time: 2 hours

Grade Level: 6th-12th

Number of Youth: 15-25

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Decision Making
- ★ Problem Solving

Activity Overview

Make a creative sculpture from random broken clay pot pieces.



Shout out!

SMASH a clay flowerpot and use the broken pieces to create a one-of-a-kind sculpture. Use your imagination, a hot glue gun; paint and other fun stuff make your masterpiece and then share your story and sculpture with your family and friends.

Get Ready

Roles for Uniformed Service Member

- Guide the use of glue guns
- Listen to the participants as they begin to examine the pieces of broken clay pot pieces and begin to decide what they are going to create

Roles for Volunteers

- Guide youth in the breaking of the pots - sometimes youth are over eager in breaking the clay pots. Be sure to talk about the need to have a variety of clay pot pieces
- Listen to the youth as they examine the clay pot pieces and begin to decide what they are about to create

Activity Orientation for Volunteers: 1 hour

- Optimal if volunteers would have the opportunity to create their own clay pot sculpture prior to the lesson
- Be sure to emphasize: Safety when breaking the clay pot; Need for a variety of sizes of broken pot pieces; Safety when using a hot glue gun; Paint often brings out or enhances the sculpture; Baseboard for the sculpture makes it easier to move piece as well as it may enhance the sculpture
- This is a time to create. Encourage participants to look the pieces over closely in order to come up with the sculpture theme. One is not totally locked in but can change their mind as the sculpture unfolds

Preparation time: 30 minutes

Space: Prefer a table surface to work on that has been covered with newsprint, where one can either sit or stand to complete the sculpture. Participants can work all at one station or you can have a gluing station, a painting station and a drying station.



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. Check supply list.
7. Make sure the work tables are covered with newsprint for easy clean up.
8. Be sure to have enough plug-ins for glue guns at the gluing station or at the tables where participants are building their sculptures.
9. Copy Parent Letter.

Get From OMK Tool Kit

- High temperature glue guns and glue sticks (one glue gun for every 2-3 participants works OK)
- Extension cords

Procure Supplies

- 1 clean 6-or 8-inch unused clay flower pot (Glue will not stick well to used pots due to the dirt and moisture)
- 2 brown grocery bags per youth (Works best to double bag)
- 1 or 2 cotton gloves per participant to wear when hot gluing the pieces together
- Glue sticks must be industrial strength, usable with porous materials like wood and are cloudy in color
- Acrylic paints and brushes with nylon bristles
- Paint trays or plastic lids for dabs of acrylic paint
- Water containers- plastic cups to put water in to clean brushes
- Newspaper to cover tables (Plastic table clothes work well in painting area. Newsprint works best with hot glue gun area as plastic melts with heat.)
- Box or bag for ice breaker activity
- Blindfold to cover eyes of describer
- Objects to use for icebreaker game. Choose objects like kitchen utensils, toy dinosaur
- Note card or special paper and pens for participants to write their story about their sculpture to be displayed on their sculpture
- Tables and chairs



Clay Pot Sculptures



Background

Clay pot sculptures are a great way for youth to see how nothing is as it originally was. Still each piece has value and beauty to bring to the new sculpture. The pieces appear in a variety of different shapes producing a beautiful new sculpture.

When a loved one is deployed and returns, many transformations happen in a family. These changes may be hard, but just like the clay pot that is changed and then transformed into a piece of art, a new, hopefully stronger family emerges.

Participants should be encouraged to display the sculpture at home so they have a visual reminder that they have choices and they were successful in making wise choices to create this one of a kind masterpiece.

Set Up Your Space

Have a large box specially decorated to contain the object for the feel and description of the activity. Having brightly colored painting station and display area will draw the youth in to investigate. When they hear the breaking of the clay pots, the fun will begin.

WHAT TO DO

Clay Pot Sculptures

Icebreaker

Mystery Box (15 Minutes)

1. Person in charge selects a participant to be the person that will be blindfolded and then asked to describe what they are feeling in the special box or bag.
2. Once they have felt the mysterious item in the bag/box they are asked to describe it to the rest of the participants.
3. The participants are asked to draw what is being described to them. The describer cannot use a term of an object; only descriptors of size, shape or texture.
4. Was the describer able to tell you what was they felt? Did the describer know what it was that they were describing?
5. Where the participants able to correctly guess the object?

By looking or feeling something, we are able to jump to guess what it is. So when you look at pieces of broken clay pots you will begin to imagine your art piece. Have fun!

Activity 1

Make Your Sculpture (1 ½ Hours)

Introduction

Welcome to the Clay Pot Sculpture session! Have you ever looked up into the clouds and imagined you saw various objects like animals or trees. It is fun to look at a cloud and visualize another object. Today we are all going to make a clay pot sculpture out of flowerpot pieces, using your imagination, just as you would when you look at clouds.

1. Take two brown grocery bags and double bag them.
2. Place a new clay pot in the bag.
3. Tightly roll down the opening of the bag and close securely.
This will keep the pieces of the pot in the bag.



Clay Pot Sculptures



4. Gently tap the bag on the floor to begin to break the pot. Remember you want a variety of piece sizes. You can always break a piece into a smaller piece.
5. Lay out the pieces of your broken pot on the covered tabletop in front of you.
6. Take time to examine the various pieces.
7. As you look at the pieces, try to use your imagination.
8. Once you are ready to begin look for a larger piece to serve as your base piece to your sculpture. Does it lie flat? You are ready to begin hot gluing the pot pieces together.
9. Glue pieces together with hot glue gun, being sure to use enough to bond tightly. Be sure to act quickly as usually after 5 seconds the hot glue loses its ability to bond. Wear cotton gloves to avoid burns. If a burn happens, immediately run cold water over burn.
10. Continue sculpting using pieces desired. Sometimes participants exchange pieces with one another as they work. Be sure people ask first. Sculptures will take off as they work on them.
11. Add details with acrylic paint. Most people will paint the entire sculpture others will leave parts unpainted. Be sure to rinse brush out clearly in water before using a new color.
12. When complete, display on a piece of cardboard or wood. Black or white board shows off the sculpture best. Let dry.

Activity 2

Story Cards (15 Minutes)

1. Take a moment to have each artist write a short story about their sculpture—they could be answering a few brief questions on title of sculpture, what the sculpture represents, how they had the inspiration or what ideas drove their sculpture, what decisions did they make along the way as they created their masterpiece.
2. Display this story-card along with their sculpture.
3. Enjoy.

Talk It Over

- ★ **Reflect:** What did you enjoy most in making your sculpture? Why?
Did you change your mind once you began to glue your sculpture together? Why?
What do you plan to name your sculpture? Why??
How did you use creative thinking and problem solving skills to do your project?
How did others help you with your project?
What did you learn about yourself doing the project?
- ★ **Process:** What was the most challenging part of making your sculpture?
How did you overcome the challenge?
What would you do differently next time?
Did others help you? How?
Were the directions clear to you? What would you change?
- ★ **Generalize:** Can you think of a time in which you thought you made a good decision, but then found out it was not such a good decision? Share?
What advice would you give others?
How can you use your creative thinking and problem solving skills with your family?



- ★ **Apply:**
- Are you going to display your sculpture?
 - What other major decisions are you currently making?
 - How is your life different since the return of your Service Member?
 - How have you been able to take the difficulties of reintegration of your Service Member and turn them into something new and positive?

Enhancement

Have an odds and ends junk box that contains different buttons, ribbons and other small items that could be incorporated into the sculptures. Have a large piece of fabric or tablecloth that can be used to drape the table where the sculptures are displayed with the story cards.

Closing

Your sculpture can be displayed anywhere in your home. You may want to have it displayed where it will remind you that we all are all problem solving and making decisions everyday of our lives. Some are done automatically while others take intentional planning to reach the best solution. All these skills come into play as you problem solve and make wise decisions every day.

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, 2009.



Clay Pot Sculptures

Dear Family,

Today we made a sculpture out of a clay flowerpot that was broken into many different pieces. Pieces were closely studied and arranged in a creative way to create beautiful masterpieces. They used hot glue guns to secure each piece of clay pot together. Youth learned to work quickly when gluing clay pot pieces together, because the glue dries quickly. Some pieces joined easier than others did. They used their imaginations as they studied their pieces to come up with the perfect sculpture. Some just used their own pieces and some either borrowed or loaned pieces. Some also shared their ideas with one another as they imagined their sculptures.



The sculptures are a good way for youth to discuss and show how one needs to step back and carefully observe each piece from a variety of angles before beginning their sculpture. Just as it is wise to step back and carefully observe a situation before rushing ahead blindly. They all seemed to pick up momentum as they began to hot glue their sculpture together. They quickly realized how they needed to use a variety of pieces to give their new sculpture balance, depth and beauty.

Help your youth talk about decisions they are making in their lives. Who are the people and resources they can go to as they are making decisions? Do they feel they have enough details or background to make wise choices? Place the sculpture in a special place in your home to be a visual reminder that nothing stays as it was but takes on a different form that can shine in a more positive way.

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



Best regards,

Conversation Starters:

- Can you think of a way you have used things that were broken or recycled to make something new? How did that feel?
- What makes something art?
- When are old things better than new things?
- What one thing would you like to know about the future?



Growing Together

Lesson Time: 2 hours

Grade Level: 6th –12th

Number of Youth: 10-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Nurturing Relationships
- ★ Concern for Others
- ★ Managing Feelings



Activity Overview

Youth will plant a mint herb garden and learn about native planting practices and uses for herbs.

Shout out!

Do you want to grow your own tea? Yes, you can! Come and learn about Native Americans and how they cultivated food and gathered herbs. Then make a mint herb garden home to add comfort and spice during the reintegration of your Service Member.

Get Ready

Roles for Uniformed Service Member

- Help youth plant their mint herb box
- Share their personal reintegration experiences and explain how their family supports and comforts each other over a cup of OMK brew
- Read “The Three Sisters”

Roles for Volunteers

- Guide youth in the planting of their herb gardens
- Distribute supplies needed for the herb gardens

Activity Orientation for Volunteers: ½ hour

- Explain and show the volunteers how to make herb gardens
- Explain to the volunteers the connection of “The Three Sisters” and how the youth can support their family and how herbs may be used in the Service Member’s home.

Preparation time: 1 hour

Space: Indoor or outdoor space with tables and an electrical outlet

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. Purchase supplies.
7. Make copies of word search puzzle.
8. Make copies of the Parent Letter with recipes.
9. Contact a nursery or green house for herbs or herb seeds.
10. Make a sample herb garden.
11. Pre-make the 5-layer dip for a snack.
12. Cover the tables and have paints and supplies ready for youth to work.

Get From OMK Tool Kit

- Boom box
- Soothing music

Procure Supplies

- The Three Sisters Story
 - Pens/Pencils (one per youth)
 - 6 inch rectangular plastic planter(one per youth)
 - 1 peppermint or other type of mint herb plant (one per youth)
 - Packets of mint seeds (Peppermint, Spearmint, Wintergreen)
 - Potting soil (enough to fill the planters)
 - Trowels
 - Garden gloves
 - An assortment of acrylic paints and brushes
 - A variety of embellishments such as ribbons, yarn, stickers etc
 - Plastic tablecloths to cover the tables
 - Peppermint tea bags
 - Fresh mint leaves
 - An assortment of other herbal teas
 - An electric tea kettle
 - Teapot for mint teas and fresh mint leaves
 - Insulated cups
 - Spoons
 - Honey
 - Napkins
- For 5-layer dip:
- 1 16-Ounce package Anasazi Beans
 - 2nd Layer – 4 Ounce grated cheddar cheese
 - 3rd Layer – 8-Ounce sour cream
 - 4th Layer – 1/3 Cup salsa (thick)
 - 5th Layer – 1/8 Cup Chopped Chives
 - Tortilla Chips
 - Small plates for dip

Background

Native Americans believe that there are spirits all around us. They believe that everything happens for a reason, including the way things grow. Youth will listen to a story called the “Three Sisters”, in which, the beans, corn and squash/pumpkins will grow together and support each other. They will also learn about how Ojibwe used fresh mint for cooking and as a base for soothing teas. Finally, they will have a cup of peppermint tea (OMK brew) and talk about the way a military family needs to support, talk and find comfort from each other during reintegration.



Set Up Your Space

Hand out “Supporting Your Military Family During Reintegration” word search and have the youth work on the puzzle. Have the Boom box playing with soothing music.

WHAT TO DO

Grow Together

Icebreaker

Come to Order (15 Minutes)

1. Tell them that you will give them an “order” and they need to line themselves up in the correct order. Here are a few ideas for “orders”:
 - Age (youngest to oldest)
 - Height (shortest to tallest)
 - Birthdays (January 1st to December 31st)
 - Alphabetically by first name or last name
 - Shoe size
 - Length of thumb
 - Length of hair
2. Once they have themselves in a line in the correct order, have them introduce themselves to the people around them.
3. After they have completed the first line, give them four or five other ‘orders’ to get into and make introductions.
4. You may change the game up by giving them a new “order” but with the guidelines that they cannot talk while getting themselves in line.

Activity 1

The Three Sisters (15 Minutes)

1. Read the story of “The Three Sisters” to the youth.

The Three Sisters: What Are They?

Native Americans believe that there are spirits all around us. They believe that everything happens for a reason, including the way things grow. Many Native Americans believe that the “Three Sisters”; corn, squash and beans are a gift from the spirits.

These three crops were the mainstay for many tribes and are still the main crops for many Native American Indians. The Native American Indian people understood that these three plants needed each other to grow. The corn stalk offered the bean plant a support to grow up, off the ground. The squash leaves provided shade around the corn to keep the sun from evaporating moisture from the soil. The bean plant provided nitrogen to the corn and the squash. Nitrogen is a very important nutrient for both the corn and the squash. Corn must have a large amount of nitrogen to grow as tall as it does.

The “Three Sisters” support each other and help each other to grow and survive in the same way that it is important for you to support your family members and take good care of each other, especially during reintegration when times can be difficult.



Activity 2

Herb Gardens (1 Hour)

Introduction

Native Americans also gathered their foods and herbs from the plants in their habitats for use as medicines, spices and teas. The Ojibwe women of the White Earth reservation, in northern Minnesota, from 1907-1923, introduced mint teas to settlers and they learned to gather mint like the Native Americans. Many different wild mint plants were used to make the teas and each tea had a special name and a specific purpose. Many settlers found mint teas could settle their stomachs, calm their nerves, make them sleepy, and help them with cold symptoms.

Today, we are going to decorate an herb box and make a mint herb garden to use at home for our own tea or as we'll call it OMK brew.

1. Have youth find a spot at a table.
2. Give each youth a flower box.
3. Ask the youth to think about Native Americans and how they believe that everything happens for a reason, including the way things grow, as they decorate the outside of their gardens
4. Turn on the Boom box with soothing music as the youth work as youth decorate their planter boxes.
5. After 30 minutes, or as the youth finish, have volunteers help the youth plant their mint herb gardens.
6. Scoop in a layer of potting soil and plant the live mint plant in the middle.
7. Fill in soil around the plant and then plant the other mint seeds on either side. Each garden should have at least two different types of mint seeds.
8. Be sure to be careful of their designs as they dry.
9. Remind the youth to water their plants when they get home.

Closing

When you get home, your indoor mint herb garden will need you to find a sunny place where you can tend and water it regularly. As you nurture your garden, you will find that the plants flourish and expand to fill your garden. As your plants grow, and build their roots, think about how you have grown during the deployment of your Service Member, and how you have grown after they returned. Think about how you can support your family and Service Member as they set their roots down back at home. Think about Native Americans and how they think about the natural world. Think about how we all need each other to thrive.

Activity 3

Brew It Up (30 Minutes)

Introduction

Each of you has made an herb garden and in each of your gardens is a mint plant. One of the things you can do as your herbs take root is to take some of the leaves of your mint plant and make a soothing OMK brew. After we make our brew, we'll taste our brew and eat a Three Sisters 5-layer dip. You will have this recipe and others to take and try at home.

1. Boil water and put mint tea bags and fresh mint leaves in to steep in a teapot(s) or mugs. You can have a volunteer do this towards the end of planting the mint herb gardens.
2. Encourage the kids to experiment with their own OMK brew made out of a variety of mint leaves.
3. Give each youth some chips on a napkin and a cup of the 5-layer dip.



4. Hand out cups and have honey available.
5. As the youth enjoy their OMK brew and their snack, ask the Talk It Over questions.

Talk It Over

- ★ **Reflect:** What was your favorite part of making your mint herb garden?
What did you learn while doing this project?
What surprised you?
How does having mint OMK brew make you feel?
How can you share what you learned here today with your family and friends?
- ★ **Process:** What did you learn about yourself by making the mint herb garden?
What made this a good project?
What did you learn from the Three Sisters story that you did not know before?
What makes this a good story?
How did you choose the herbs that you added to your OMK brew?
- ★ **Generalize:** How can you use the skills you learned today with your family during reintegration?
How can you support your family and your returning Service Member?
Why is it important to care for and support your family during reintegration?
How is your family like the story of The Three Sisters?
- ★ **Apply:** What are some other ways can you support your family during reintegration?
What other herb gardens would you like to share with your family?
Can you think of other situations that family support is important?
What other herbs might you add to your OMK brew?

Enhancement

- Make a specialized herb box such as an Italian herb box with oregano, basil and other herbs
- Find the book: The girl who helped Thunder: and other Native American folktales, retold by James Bruchac and Joseph Bruchac, New York: Sterling Pub. Co, 2008 ISBN: 9781402732638 or other books about the Native American way of life
- Contact your local Extension Master Gardener to find out more about herbs in your area

Closing

Today we read “The Three Sisters” and talked about how we need to support each other because we all have something unique and special to offer. Then you decorated and planted a mint herb garden to take home to grow and share with your Service Member and family. As your plants get rooted, and your seeds start to grow, use the mint leaves to sit down and have a cup of OMK brew with your Service Member and your family. When you are drinking your OMK brew, talk about how you’re feeling and let your family know that you care.

Remember to water your mint herb garden and place by a window when you get home.



As you worked on your mint herb garden today, you learned more about your life skills of nurturing relationships and caring for others. These skills will come into play as you handle the stress of re-adjustment of your loved one from deployment.

Credits/Sources

“The Three Sisters” – Taken from an oral account by Lois Thomas of Cornwall Island, compiled by students at Centennial College and found in “Indian Legends of Eastern Canada.”

“4-H Mini Greenhouse – Teacher’s Guide”. Colorado State University Extension – Adams County 4-H. March 2003.

Activity developed for Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach by: Wendy Rubinyi, Instructional Design Specialist and Amber Runke, 4-H/OMK Program Specialist, 4-H Youth Development, University of Minnesota, 2009.



Growing Together

Dear Family,

Today we read the Native American folktale called “The Three Sisters.” This story is a good way to show how a family can, and should, support each other, especially during the reintegration phase of a deployment. The corn provides a stalk for the bean. The bean provides nitrogen for the corn and the squash/pumpkin provides ground cover for the plants to grow. The “Three Sisters” support each other and help each other grow, just as a family should do.

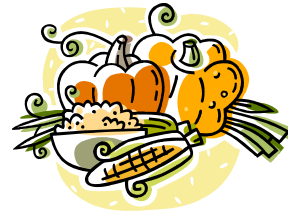


We also tasted a Three Sisters 5-layer dip. This and other recipes that contain the “Three Sisters” are attached to this letter. We would encourage you to try these recipes with your family.

Then we worked with your youth to make a mint herb garden that they can care for in your home. They decorated their gardens and learned about how to use the mint leaves to make OMK brew. Help your youth to care for their mint herb gardens and find time to have a cup of OMK brew and talk about how they are feeling about life at home.

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

Best Regards,



Conversation Starters:

- Do you think you are more like corn, squash or beans? Why?
- Would you rather grow your food or gather your food?
- What is your favorite type of beverage?
- What adds spice to your life?
- Should kids be forced to try new foods?



Recipes



Three Sisters Enchiladas

12 Corn Tortillas – 1 ½ Cups bean puree (you can use homemade or purchased bean dip) – Vegetable oil spray – 1 Medium onion, chopped – 2 Cloves garlic, minced – 1 Red and 1 green pepper, sliced thin – 1 Quart tomato sauce – 1 Zucchini or summer squash, diced – 2 Tablespoons cilantro – ½ Cup reduced fat shredded cheddar or Monterey Jack cheese

Saute onions, garlic, peppers and squash in oil until tender. Add tomato sauce and cilantro. Turn heat down and simmer for 15 minutes. Coat a casserole dish with vegetable oil spray and line with half the tortillas. Spread bean dip over tortillas and top with cheese. Add remaining tortillas. Add tomato squash sauce on top and bake covered for 1 hour at 350 degrees Fahrenheit. Yield: 8

Three Sisters Corn Casserole

1 Pound frozen whole kernel corn – 1 Pound frozen green beans – 4 Cups summer squash, diced (about 1 pound) – 1 Pint fat free sour cream – ½ Cup egg substitute, beaten – 4 Tablespoons margarine, melted – 1 Cup yellow cornmeal – ½ Cup Jalapeno peppers, diced – ½ Cup reduced fat Monterey Jack cheese, diced – Vegetable oil spray

In a large mixing bowl, mix sour cream and egg substitute together. Add remaining ingredients and mix well. Coat a baking pan or casserole dish with vegetable oil spray and fill with mixture. Bake at 350 degrees Fahrenheit for 45 minutes until golden brown. Yield: 10 (1-cup) servings

Three Sisters Stew

1 Tablespoon olive or canola oil – 1 Large onion, sliced – 1 Clove garlic, crushed – 1 Jalapeno chili, finely chopped – 4 Cups yellow summer squash, sliced (about 1 pound) – 4 Cups zucchini, cut into 1 inch pieces (about 2 medium) – 4 Cups butternut squash, peeled and cubed (about 1 large) – 3 Cups green beans, cut into 1 inch pieces (about 1 pound) – 1 Cup frozen whole kernel corn – 1 Teaspoon dried thyme leaves – 2 16-Ounce cans kidney beans, undrained

Heat oil in Dutch oven over medium heat. Cook onion, garlic and chili in oil about 2 minutes, stirring occasionally, until onion is tender. Stir in remaining ingredients. Cook over low heat 10-15 minutes, stirring frequently until squash is tender. Yield: 6 servings

Three Sisters 5 Layer Chip Dip

1st Layer – 1 16-Ounce package Anasazi Beans

2nd Layer – 4 Ounce grated cheddar cheese

3rd Layer – 8-Ounce sour cream

4th Layer – 1/3 Cup salsa (thick)

5th Layer – 1/8 Cup Chopped Chives

Prepare beans by boiling in water for 50 minutes. Cool beans, drain; and crush in a skillet to make refried beans. Add 1 Tbsp of oil to beans, cook until hot. Cool beans. In four individual serving dishes layer ingredients in order listed. To serve, add red corn chips around the outside of the dish. To eat, dip chip through all the layers. This dip may be made up to a day ahead.



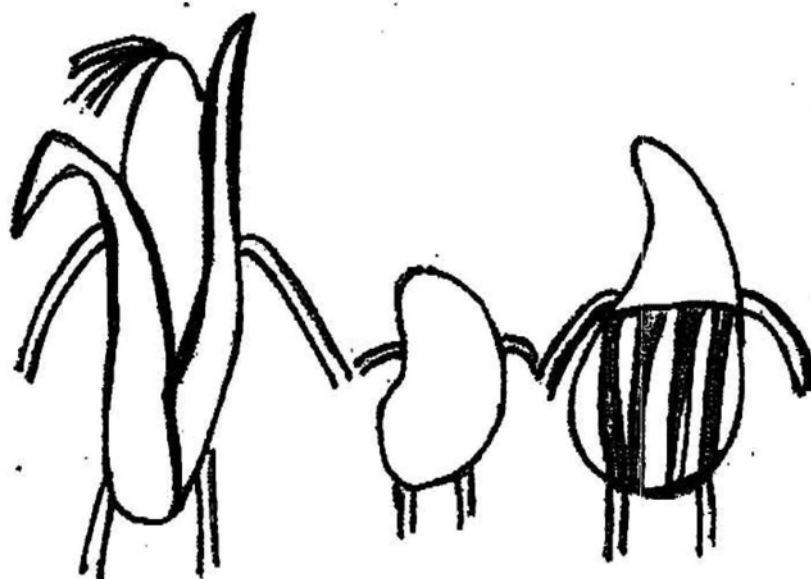
Supporting Your Military Family During Reintegration Operation: Military Kids

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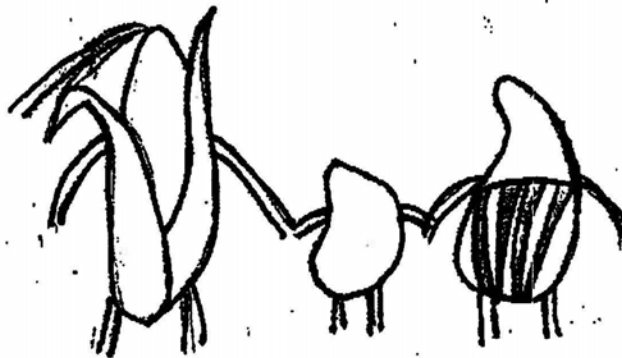
The Three Sisters



This story taken from an oral account by Lois Thomas of Cornwall Island, compiled by students at Centennial College and found in "Indian Legends of Eastern Canada."



Page 1



A long time ago there were three sisters who lived together in a field.

Page 2



These sisters were quite different from one another in their size and way of dressing. The little sister was so young that she could only crawl at first, and she was dressed in green.



Page 3



The second sister wore a bright yellow dress, and she had a way of running off by herself when the sun shone and the soft wind blew in her face.

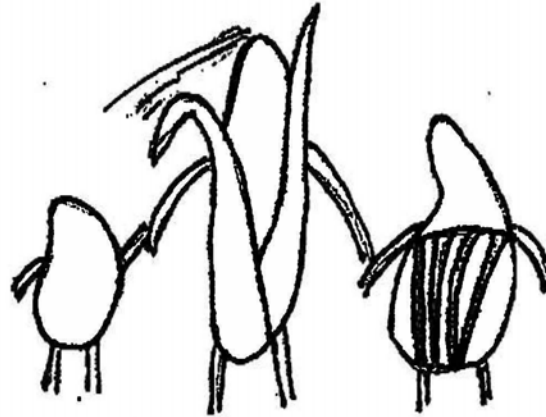
Page 4



The third was the eldest sister, standing always very straight and tall above the other sisters and trying to protect them. She wore a pale green shawl, and she had long, yellow hair that tossed about her head in the breeze.

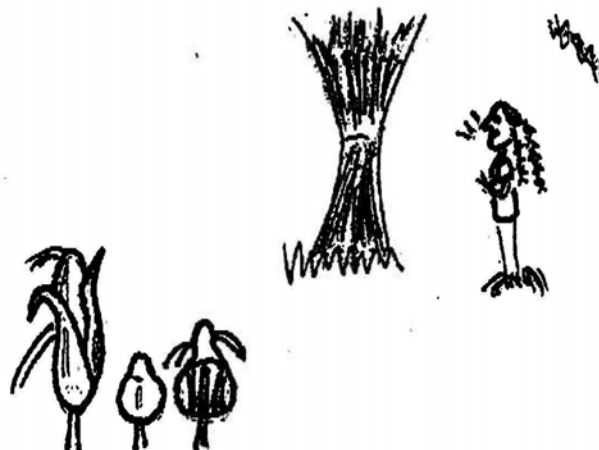


Page 5



There was one way the sisters were all alike, though. They loved each other dearly, and they always stayed together. This made them very strong.

Page 6



One day a stranger came to the field of the Three Sisters - a Mohawk boy. He talked to the birds and other animals - this caught the attention of the three sisters.



Page 7



Late that summer, the youngest and smallest sister disappeared. Her sisters were sad.

Page 8



Again the Mohawk boy came to the field to gather reeds at the water's edge. The two sister who were left watched his moccasin trail, and that night the second sister - the one in the yellow dress - disappeared as well.



Page 9



with me

Now the Elder Sister was the only one left.

Page 10



She continued to stand tall in her field. When the Mohawk boy saw that she missed her sisters, he brought them all back together and they became stronger together, again.



Marketing Madness

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 day

Project/Life Skills

- ★ Consumer Decision Making
- ★ Critical Thinking
- ★ Problem Solving
- ★ Creative Thinking
- ★ Reasoning
- ★ Decision Making



Activity Overview

Companies spend lots of money in advertising to influence consumers to buy their products and services, which influence our well-being, our health, nutrition and physical activity.

Shout out!

We live in a complex media world that influences our well-being, our health, nutrition and physical activity. Join in activities that combine food, fun, marketing and decision-making.

Get Ready

Roles for Uniformed Service Member

- Assist youth and volunteers
- Share great or funny stories about a positive experience with a culture where they were deployed
- Discuss the importance of communication with Service Members
- Discuss the ways in which youth can communicate with the Service Member. When, how, and through what?

Roles for Volunteers

- Assist youth in activities
- Assist special needs youth
- Help with set-up and clean-up

Activity Orientation for Volunteers: 1 hour

- Read through the activity ahead of time
- Assist with activities
- Ability to work with youth, especially special needs individuals

Preparation time: 1 hour

Space needed: Larger classroom, use of internet, LCD projector and computer.

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 balls, Frisbees and 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. Gather supplies for each activity
7. Order Mobile Technology Lab or locate a laptop and LCD projector for Commercials Activity
8. Arrange for Internet access
9. Copy Handouts
10. Copy Parent Letter

Get From OMK Tool Kit

- “Eat Think and Be Active” video

Procure Supplies

Activity 2: Brainstorm Media Activity

- Flip chart paper
- Markers for each small group
- Tape

Activity 4: Invent a Snack Activity

- Plain brown sacks or bags used to create a product idea
- Markers
- Additional embellishments used for scrapbooking

Activity 5 Create a Snack Activity

- Plastic snack bags
- Create a snack food items
- Cheerios
- Fish crackers
- Pretzels
- M & M's
- Peanuts
- Raisins
- Dried fruits and vegetables
- Craisins

Activity 6: Commercials Activity

- Disk with Super Bowl commercials (copy off internet)
- Pieces of paper
- Computer or TV with DVD player and connections

Activity 7: Create Your Own Image Activity

- Finger Paints (red, blue, green and yellow) and paper

Activity 8: Consumer Decision Making Judging Activity

- Consumer Decision Making sample classes one per each small group

Activity 9: Peer Pressure Activity

- Blindfolds
- The letters “RIGHT” on separate sheets of paper

Activity 10: Ad Slogans



- Magazines with slogans
- Optional: cut out of magazines and stuffed in a balloon – one per person

Activity 12: Bag of Fun Activity

- Bag with food items and sports equipment

Background

We live in a complex media world. It influences our well-being, our health, nutrition, and physical activity.

Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Every day 11 - 14 year old youth spend nearly 7 hours using media, including television, computers and video games. We are barraged with marketing and advertising messages. In fact, over the last 3 decades, the number of television commercials youth viewed rose from about 20,000 per year to more than 40,000 per year. The majority of these advertisements are for food, and primarily candy, cereal, and fast foods.

Health experts are calling for nationwide action to reduce the rising rates of childhood overweight and obesity. According to a 2005 report from the Institute of Medicine, more than 15 percent of young people in the United States are obese, and many more are at risk for becoming overweight or obese. Youth take in more calories than they need, but most do not meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber. In addition, nearly half of American youth ages 12-21 are not physically active on a regular basis.

Media is everywhere and can have a powerful effect on our attitudes, behaviors and health. Knowing the purpose helps us to be more aware of how media types are used and how media may affect us. Knowing the purpose helps us to think critically about what we see and hear in the media. Many media advertisements promote foods that are high in fat, and added sugar, and that do not have much nutritional value. Many people like to snack while they use media and do not realize how much they are eating. They often choose high fat, high in added sugar foods that taste good and fill them up, but may not have much nutritional value.

Many media advertisements aimed at young people make food very tempting. TV ads often link eating with “fun” and “excitement” which can lead away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry. Media offers attractive role models who can inspire us to take care of our bodies by eating smart and being active. Nevertheless, many portray body sizes and shapes that are unrealistic and have little to do with being healthy. Media keep us busy but not necessarily active. People often choose to use media instead of being physically active. Media often portrays sports as fun, and exciting. Even though that portrayal encourages an interest in sports, some people watch TV sports instead of being active themselves.



Seeing ads for products are the reason kids ask for certain products. Nutrition experts agree that all foods can fit into a healthful diet when youth and adults practice balance, variety and moderation in their food choices. It is important to remember that foods such as whole grains, fruits, vegetables, lean meats and low fat dairy products contain more nutrients than other foods and should form the foundation of their diets.

When you look at advertising, sometimes you really do not know if the advertiser is telling the truth or lying to you. Half-truths are hard to distinguish. By making part of the message true, we naturally believe that the rest of the message is true. Part of being able to analyze advertising is being able to tell fact from fiction. This is easy to say, but hard to do in some cases. Reviewing actual commercials helps youth identify the messages provided and products sold. Taking a given situation and making decisions based on the criteria and options provided can help youth learn to use the decision making process.

Youth attending this session will:

1. Become aware of and think critically about media's role in influencing our nutrition and physical activity choices.
2. Build skills that help make informed decision about being physically active and eating nutritiously in daily life.

Set Up Your Space

(15 Minutes)

As youth arrive, have a variety of physical activities set up. Examples of these activities include Frisbees, hoola hoops, hacky sacks, tag, soccer, or hopscotch. Look in the Recreation Box from the National Guard State Family Programs Office for sports equipment and games.

WHAT TO DO

Marketing Madness

Icebreaker

Zapper (15 Minutes)

1. Youth sit in activity area.
2. All participants sit on the floor, put their heads down and close their eyes.
3. The facilitator walks among the group and touches one of the players on the head while walking by.
4. After a short time, all participants are instructed to open their eyes and stand up. To play the game they must move around the room shaking hands with everyone in the group.
5. The person whose head was touched is the Zapper.
6. When the Zapper shakes hands, he or she can zap people by scratching their palms as they shake hands.
7. If your hand is scratched, you must count to 20 in silence and then act as though you were zapped by lightening, drop to the floor and stay there until the game is over. When a person is zapped, that person should use his or her best acting skills!
8. Play continues and at anytime a player who has not been zapped can stop the game and make an accusation naming the Zapper.
9. If the accusation is correct the game is over, if the accusation is wrong the accuser must also act like he or she has been zapped.



Discussion Questions:

- What was it like to have the power to zap people?
- Was it difficult to act out being zapped?
- Could you sense any non-verbal information from people?
(In some ways this is similar to the “media” topic we are looking at today. We sense information even if we do not hear it.)

Media Introduction (20 Minutes)

Opening Discussion Questions:

Ask “Can anyone tell me the answer to this question?”

1. Everyday, youth ages 11 to 14 in the United State spend on the average X hours a day using media (answers 6 hours and 45 minutes).
2. What are some of your favorite TV shows and magazines? (CSI, Cartoons, Jeopardy)
3. How often do you do something active, such as walking, playing a sport or anything that gets your body moving?
 - a. How active do you think other youth your age are?
4. What kinds of foods do you and your friends like to eat? (chips, bread, candy, pop, French fries, hamburgers, pizza, popcorn)
5. Why do we eat?
 - a. (Answer: to help our bodies grow, to get nutrients that our bodies need to be healthy, to satisfy hunger, to stay alive, to enjoy the taste of foods, and to have fun/be social)”

We live in a complex media world. It influences our well-being, our health, nutrition and physical activity. Every day 11- 14 year old, youth spend nearly 7 hours using media, including television, computers and video games. We are barraged with marketing and advertising messages. In fact, over the last 3 decades, the number of television commercials youth viewed rose from about 20,000 per year to more than 40,000 per year. The majority of these advertisements are for food, primarily candy, cereal and fast foods.

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Activity 1

Nutrition Message (20 Minutes)

Has anyone heard stories about different foods served while on Military duty? To have a healthy body, we need to feed our Service Members healthy foods. That means giving Service Members, and ourselves, all the nutrients and other good things we need to grow and develop while staying within calorie needs. Nutrition is a complicated subject and we do not have time to cover all the details in this workshop, but we will look at making healthy choices.

What is it? Reflection Questions:

- What is a snack? (Answer: any food or beverage a person eats or drinks between meals)



- Name snack examples? Are they different when in the role as a Military Service Member?
- Where do you get your snacks?(Answer: parents/home, schools, friends/friends houses, buy myself)
- Why is it good to eat snacks? (Answer: we get hungry and snacks give us energy to keep going. Snacks taste good.)

Snacks are a good thing. Young people are growing too fast, they need more nutrients than younger youth do or adults do. Snacks are a great way to fill in the gaps between meals, and give youth the nutrition their bodies need to get through the day.

Just as with any other food choice, the key to smart snacking is to focus on nutritious foods and do not choose snacks that are high in fat and with added sugar. You may have more control over the snacks you eat than over other foods, such as those at mealtime so snacking is an important nutrition issue.

Discussion

What are some snacks containing fruits and vegetables? Whole Grains? Calcium? What are snacks lower in sugar? Are they less healthy snack choices?

Activity Break

Speed Networking (15 Minutes)

1. Participants need to find a partner to walk with in the area (circle around the perimeter or room) by matching color of shoes.
2. While you walk, introduce yourself and what you like to do.
3. Share favorite sports, class topics, movie, book or other appropriate information.
4. When you hear the whistle or clap, youth need to pair up with another partner matching a different color or item.
5. Repeat the process of sharing favorite sports, class topic, movie or book. Examples of matching items, match shoe colors, match color of tops, match button color, match hair color, match hair length, match shoe size, match favorite color, or match sock color.
6. What are some of the different types of activities participants like to do and interesting things, they learned about their new acquaintance?
7. Next, we are going to identify interesting media messages.

Activity 2:

Media Messages (20 Minutes)

Brainstorm: What Is It?

1. Tell youth that they are going to make a list of different kinds of media.
2. Divide the youth into small groups and give each group markers and flip chart paper.
3. Ask the group to select one or more youth for each of these roles:
 - Note taker – write down ideas on large piece paper
 - Encourager – will cheer on the group and urge it to finish the activity
 - Presenter - will read the list when the group is done
4. Ask youth to work in small group and brainstorm all the different kinds of media formats they can think of. Their lists should include all kinds of media.
 - a. (Answers include: variety such as television, radio, text messages, billboards, and books).
5. Ask youth to write only the types of media on one side of a flip chart sheet of paper.



6. Allow 5 minutes for the small groups to work.
7. Ask each group to share their brainstormed types of media list.

Suggestions:

- Newspapers
 - Comic books/graphic novels
 - Billboards
 - TV
 - Advertisements/commercials
 - Videos/Movies
 - Books
 - Infomercials
 - Music/Internet
 - Performing Arts
 - Magazines
 - Public Service Announcements
 - Telephone messages
8. Have youth go back to their list and identify each type of media's purpose.
 - a. (Entertain, Inform, Persuade; newspaper to inform, dance to entertain)
 9. Identify what types of media the Service Member would use or view during Military duty.

What is it? – Reflection & Debriefing

Knowing the purpose helps us to be more aware of how media types are used and how media may affect us. Knowing the purpose helps us to think critically about what we see and hear in the media.

Activity 3

Time Spent with Media (20 minutes)

Tell them that “young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.”

What is it? - Reflection

- What do you think of this fact with the amount of time daily the average youth spends using media?
- How does it compare to how many hours daily you spend with media?
- What else do young people do with their time? (Walk with friends, Do homework, Play sports)
- Where do you think youth should spend most of their time? (sports, hanging with friends, group community service projects)

Media is everywhere and can have a powerful effect on our attitudes, behaviors and health. Many media advertisements promote foods that are high in fat, and added sugar, and that do not have much nutritional value. Many people like to snack while they use media and do not realize how much they are eating. They often choose high fat, high sugar foods that taste good and fill them up, but may not have much nutritional value.

Many media advertisements aimed at young people make food very tempting. TV ads often link eating with ‘fun’ and ‘excitement’, which can lead away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry. Media offers attractive role models who can inspire us to take care of our bodies by eating smart and



being active. But many portray body sizes and shapes that are unrealistic and have little to do with being healthy.”

Media keeps us busy but not necessarily active. People often choose to use media instead of being physically active. Media often portrays sports as fun, and exciting. Even though that portrayal encourages an interest in sports, some people watch TV sports instead of being active themselves.”

Share a few slogans themes with the youth as an example.

Name the company that uses the slogan:

- Melts in your mouth, not in your hands (M&M)
- You’re in Good Hands (Insurance)
- Finger Lickin’ Good (Kentucky fried Chicken)

Ask the youth if they recognize these slogans and if they know any others. Make sure to thank the youth for their suggestions!

Discussion/ Reflection:

- Have you ever asked your parents to buy a product that you have seen on TV ads? (Breakfast cereals, easy Mac type macaroni and cheese, pizza) Why? (Catchy pictures, music, happy people).

Break

10 Minutes

Activity 4

Invent a Snack (30 Minutes)

Creating new foods is an exciting part of working in a food company. Food scientists work in new product development. They are part of a team of engineers, financial consultants, marketing specialist and production plant works. The team brainstorms, researches and works together to develop new foods.

At this time, you are going to brainstorm for 10-15 minutes and jot down several ideas for a favorite snack. You each are going to invent your own snack!

Chose one snack that you think could be developed. It could be your favorite fudge or your favorite cookies, maybe a healthy option food.”

Consider:

- Ingredients?
- Target consumer?
- Why this snack should be developed?
- Are there competitors making a similar product?
- Will there be a taste test panel?
- What size package(s)?
- Price of the snack?
- Where will it be sold?

1. Give each youth a brown paper bag. Their job is to design an imaginary product.
2. On the brown paper bag, add any special product information you would like to communicate.
3. Write on flip chart: Your product should have a:
 - Name
 - Catchy Slogan



- Ingredients
 - Consumer information that would tempt someone to purchase your product
4. Give the youth markers and supplies to decorate your bag. Share these resources with others in the room.
 5. Assist youth with ideas to get started in creating an imaginary product.
 6. Youth share their product with a partner or small group.
 7. As large group discuss the invented products, place the product bags on display for individuals and families to appreciate.

Activity 5

Create a Snack (20 Minutes)

Now it's time to make a new product out of the ingredients we have here!

1. Tell the youth they will create a snack.
2. Give each youth a plastic snack bag.
3. From containers youth scoop out ingredients to create their own mix. Options may include: Cheerios, fish crackers, pretzels, M & M's, peanuts, raisins, and Craisins.
4. Include options that are unusual such as dried soybeans, dried fruits and vegetables.
5. Now, have the youth get another paper bag
8. Have them design a bag that would market the snack they just created
9. On the brown paper bag, add any special product information you would like to communicate.
10. Write on flip chart: Your product should have a:
 - Name
 - Catchy Slogan
 - Ingredients
 - Consumer information that would tempt someone to purchase your product
11. Have youth share their new product.
12. Youth enjoy eating their new snack.

Break

5 minutes

Activity 6

Commercials Activity (15 Minutes)

Introduction

Seeing ads for products are the reason we ask for certain products. Nutrition experts agree that all foods can fit into a healthful diet when youth and adults practice balance, variety and moderation in their food choices. It is important to remember that foods such as whole grains, fruits, vegetables, lean meats and low fat dairy products contain more nutrients than other foods and should form the foundation of their diets.

When you look at advertising, sometimes you really do not know if the advertiser is telling the truth or lying to you. Half-truths are hard to distinguish. By making part of the message true, we naturally believe that the rest of the message is true. Part of being able to analyze advertising is being able to tell fact from fiction. This is easy to say, but hard to do in some cases. We are going to watch some commercials and I would like you to think about how it makes you feel. (Have group view commercials on Media Smarts "Eat Think and Be Active" video or on-line.)

What is it? - Reflection: (Write on flip chart)



1. Is this commercial fact or fiction?
2. What is the commercial trying to tell you?
3. What do they want you to think?
4. Does it look like fun and why?
5. Do you think this would be different in another country? How?
6. Would you buy this product because of the commercial?
7. Have you bought products and discontinued buying them? Why?
8. Do we sometimes communicate with similar mixed messages like in the commercials?

Activity 7

Create Your Own Image (10 Minutes)

1. If you were a designer of a food product, what would it be?
2. Take a minute to think about what type of product it would be and what image would represent that product.
3. Next using finger paints create that image.
4. You may use more than one piece of paper to create your image.

Reflection

In small groups, share your image. Explain the message you want to communicate. Are there ways we communicate without words? Do we do this at home? How does this make you feel and why?

Activity 8

Consumer Decision Making: Judging (30 Minutes)

1. Divide youth into groups of 4 individuals.
2. Hand each small team a food and nutrition consumer decision making judging class. (Sample classes available at web site: www.fourh.umn.edu/programs/ConsumerDecMaking/kits.html)
3. Inform the teams that they are to read the situation with criteria and then rank the given items as to what they would buy.
4. Have the group come to a consensus as to their ranking.
5. Review classes as a large group and have each small group defend their ranking.

Activity 9

WHO to Believe? Peer Pressure (20 Minutes)

Introduction

We make decisions all the time. However, on what information do we base our decision? Where do we get our information to make informed decisions? We must be sure that the people we listen to have credible information rather than in-credible information. Do they have anything to gain by leading us astray? On what basis do we determine who to listen to and who to ignore? What role does trust play when accepting advice from others? Does the *Media* always tell the whole truth?

1. Give each team a blindfold and a set of papers that spell the word “**right.**”
2. Blindfold one team member and instruct them that their job is to spell out the word “right”. Assign the roles of correctly helping the speller and incorrectly helping the speller to the other members of the team. These helpers may verbally give advice and encouragement regarding the placement of the letters. They may not touch the letters.



3. **Do not** let the blindfolded person know which helper will be giving them the correct advice and which one will give them incorrect advice.
4. Allow approximately sixty seconds for the blindfolded person to spell “right”. After time has expired, have the spelling checked.
5. Repeat the process until each person has experienced all three positions.
6. If the blindfolded person spells the word correctly, they receive 100 points and the person who was helping them spell it correctly gets 100 points.
7. If the word is spelled incorrectly, the person who was telling them wrong receives 100 points.

Reflection:

- What strategies did you use to help you listen?
- What strategies did you use to get the speller to believe you instead of the other helper?
- How can we compare this activity to making a decision?
- How do we determine which people to listen to when asking advice?
- How much influence do our friends have on the decisions we make?
- How much influence do people we really do not know very well, have on the decisions we make?

Activity 10

Ad Slogans (10 Minutes)

1. Cut up individual slogan statements from magazines and stuff in balloons.
2. Have each person collect a balloon.
3. In small groups have the youth try to pop each other’s balloons.
4. When all balloons are popped, have them try to identify the brand that matches the slogan.
5. Share their slogans.

Activity 11

Uncover the Monty Message (10 Minutes)

Consumer Education - Marketing Adventure

Introduction

This activity is designed to help youth to become aware of and think critically about media’s role in influencing our nutrition and physical activity choices. Identify below a product that aligns with the slogan.

Use the following “Are You Ad Savvy?” handout.



Are You Ad Savvy?

Name the product for each slogan!

1. Makes hamburgers taste like steak burgers
2. The Real Thing
3. Betcha can't eat just one
4. Melts in your mouth, not in your hands
5. Good to the last drop
6. You're in Good Hands
7. Finger Lickin' Good
8. We love to see you smile
9. The quicker picker upper
10. Discover the power to make your house a home...
11. 100% Juice for 100% Kids.
12. Kid Tested, Mother Approved
13. Mmm Mmm Good!
14. It takes a lickin' and keeps on tickin'
15. Get Green
16. It keeps going, and going, and going.....
17. Think outside the bun
18. We Love to Fly and it Shows
19. It's the Cheesiest
20. Have it Your Way
21. You Deserve a Break Today
22. Share Moments. Share Life
23. You can share half and still have a whole.
24. Snap! Crackle! Pop!
25. Must See TV
26. The Choice of a New Generation
27. Can you hear me now?
28. Taste the rainbow
29. Obey Your Thirst
30. Get the Sensation
31. We'll leave the light on for you
32. For all your 2000 body parts
33. Ask how. Ask now.
34. Changing the way you look at fast food
35. "Dude, You're getting a/an ____"



36. Breakfast never sounded so good

37. Like a Rock

38. They're Grrrrreat

39. The few, the proud, the
_____.

40. Be all that you can be

41. Just Do It

42. You Can.

43. Thousands of possibilities. Get
yours.

44. Discover nature's secret for
beautifully smooth skin.

45. Like no other

46. If the picture matters, the camera
matters.

47. Feel the cool rush

48. Grab life by the horns

49. The make up of make up artists.

50. We make it simple to protect
your home

51. Pure performance

52. Love the skin you're in

53. Life. Energy. Intelligence.

54. The beauty of health

55. Get the feeling

56. The best a man can get

57. A style for every story

58. People First

59. Eat fresh

60. Take Control

61. Intelligence everywhere

62. The perfect experience

63. Like a good neighbor

64. Good life. Good price.

65. Strong and beautiful

66. No matter where you are, you're
always in.

67. Maybe she's born with it.
Maybe it's _____.

68. Its All Inside





Are You Ad Savvy?

Handout master

1. Makes hamburgers taste like steakburgers.
2. The Real Thing
3. Betcha can't eat just one
4. Melts in your mouth, not in your hands
5. Never leave home without it
6. You're in Good Hands
7. Finger Lickin' Good
8. We love to see you smile
9. The quicker picker upper
10. Discover the power to make your house a home...
11. 100% Juice for 100% Kids.
12. Kid Tested, Mother Approved
13. Mmm Mmm Good!
14. It takes a lickin' and keeps on tickin'
15. Get Green
16. It keeps going, and going, and going.....
17. Think Outside the bun
18. We Love to Fly and it Shows
19. It's the Cheesiest
20. Have it Your Way
21. You Deserve a Break Today
22. Share Moments. Share Life
23. You can share half and still have a whole.
24. Snap! Crackle! Pop!



A-1
Coca-Cola
Lays
M &M's
American Express
Allstate
KFC
McDonald's
Bounty
Mr. Clean
Juicy Juice
KIX
Campbell's Soup
Timex Watches
4-H
Energizer Batteries
Taco Bell
Delta Airlines
Kraft Mac & Cheese
Burger King
McDonald's
Kodak
Almond Joy
Rice Krispies



25. Must See TV	NBC
26. The Choice of a New Generation	Pepsi
27. Can you hear me now?	Verizon Wireless
28. Taste the rainbow	Skittles
29. Obey Your Thirst	Sprite
30. Get the Sensation	Peppermint Patty
31. We'll leave the light on for you	Motel 6
32. For all your 2000 body parts	Lever 2000
33. Ask how. Ask now.	Sherwin Williams
34. Changing the way you look at fast food	Arby's
35. "Dude, you're getting a ____"	Dell Computer
36. Breakfast never sounded so good	Jimmy Dean
37. Like a Rock	Chevrolet
38. They're Grrrrreat	Frosted Flakes
39. The few, the proud, the _____	U.S. Marines
40. Be all that you can be	U.S Army
41. Just Do It	Nike
42. You Can	Army National Guard
43. Thousands of possibilities. Get yours.	Best Buy
44. Discover nature's secret for beautifully smooth skin.	Aveeno
45. Like no other	Sony
46. If the picture matters, the camera matters.	Nikon
47. Feel the cool rush	Trident
48. Grab life by the horns	Dodge
49. The make up of make up artists.	Max Factor



50. We make it simple to protect your home	Benjamin Moore Paint
51. Pure performance	Hondas
52. Love the skin you're in	Olay
53. Life. Energy. Intelligence.	I.e.i.
54. The beauty of health	Pantene ProV
55. Get the feeling	Toyota
56. The best a man can get	Gillette
57. A style for every story	Levi's
58. People First	Saturn
59. Eat fresh	Subway
60. Take Control	BF Goodrich Tires
61. Intelligence everywhere	Motorola
62. The perfect experience	JVC
63. Like a good neighbor	State Farm
64. Good life. Good price.	Sears
65. Strong and beautiful	Soft & Dry
66. No matter where you are, you're always in.	Arizona Jean Co.
67. Maybe she's born with it. Maybe it's _____.	Maybeline
68. Its All Inside	JCPennys





Activity 12

Bag of Fun Review Activity (10 Minutes)

1. Take a large paper bag or pillow case and fill it with food items and sports equipment.
2. Have each small group reach into the bag and draws out one item.
3. Ask each group to create a short presentation / commercial to persuade the other people they need to purchase this item.

Talk It Over

(10 Minutes)

★ *Reflect:*

How can we tell hype from fact when dealing with the media?
How did we use decision making in this session?
How do we determine which people to listen to when asking advice?
How much influence do people we really don't know very well have on the decisions we make?

★ *Process:*

What role does Peer Pressure play in making decisions?
Does this same Peer Pressure affect the foods we choose to eat? Why?
What should you do before taking advice from someone?
Why is input from others sometimes helpful when making a decision?

★ *Generalize:*

Have you ever purchased or asked your parents to buy a product that you have seen advertised?
How can we help prevent Peer Pressure from forcing us into a poor decision?

★ *Apply:*

How can you help your family understand marketing messages?
Is your family more influenced now than before deployment on marketing messages? Why or Why not?
How much influence do our friends have on the decisions we make? What role does our family play?
What are ways we communicate our thoughts to friends? Family?
Are there better ways to communicate our thoughts? What are some great ways to communicate?

Enhancement

- “You’re the Chef”, Fantastic Foods National 4-H Curriculum, BU-07148 2002
- “Teen Talk”, Health, it’s Your Choice” 4-H Cooperative Curriculum System, BU&205(b), 1998

Closing

In this session, you became aware of and now think critically about media’s role in influencing your nutrition and physical activity choices. We hope that we’ve opened your mind to thinking about Marketing Madness!

Credits/Sources

CSI Camp – Uncover the \$\$\$ Message. Developed by: Kimberly Asche, REE, Health and Nutrition and Carrie Ann Olson, REE, 4-H Youth Development, Summer, 2006.

National 4-H Cooperative Curriculum System, Inc. You’re the Chef, Fantastic Foods. Washington D.C.: The National 4-H Council. BU-07148



Media Smart Youth by US. Dept. of Health and Human Services.2006
<<http://www.nichd.nih.gov>>
<www.fourh.umn.edu/programs/ConsumerDecMaking/kits.html>
Super Bowl Ads Showcase. <<http://www.ifilm.com/superbowl?htv=12>>

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 with assistance from Carrie Ann Olson, 4-H Extension Educator, University of Minnesota Extension Center for Youth Development, 2009.



Marketing Madness!

Dear Family,

We live in a complex media world. It influences our well-being, our health, nutrition and physical activity. Every day 11-14 year old youth spend nearly 7 hours using media, including television, computers and video games. We are barraged with marketing and advertising messages. In fact, over the last 3 decades, the number of television commercials youth viewed rose from about 20,000 per year to more than 40,000 per year. The majority of these advertisements are for food, primarily candy, cereal, and fast foods.

Health experts are calling for nationwide action to reduce the rising rates of childhood overweight and obesity. According to a 2005 report from the Institutes of Medicine, more than 15 percent of young people in the United States are obese, and many more are at risk for becoming overweight or obese. Youth take in more calories than they need, but most don't meet recommended intakes for several essential nutrients, including calcium, potassium, and dietary fiber.



Research shows that nearly half of American youth ages 12-21 are not physically active on a regular basis. Youth attending today's session:

- Became aware of and thinking critically about media's role in influencing our nutrition and physical activity choices
- Built skills to help make informed decision about being physically active and eating nutritiously in daily life

Thank you for supporting your youth in attending this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience!

Best regards,



Conversation Starters:

- Do your friends influence the decisions you make about what to eat?
- What do you think is one way you have been swept into marketing madness since your (Service Member Name) came back from his/her deployment?
- What should you do before taking advice from someone?
- Why is input from others sometimes helpful when making a decision?
- How does the media influence our family purchases? Are there some changes we could make?



Walk In My Shoes

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 20-3

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Creative Thinking
- ★ Self-esteem
- ★ Character
- ★ Healthy Lifestyle Choices
- ★ Decision Making
- ★ Accepting Differences



Activity Overview

Create a piece of “art” using one shoe (woman heel/boot, tennis, sneakers, men’s shoe/boot, baby, moccasin, etc).

Shout out!

***WALK IN MY SHOES!** Grab an old shoe from home and enjoy the fun and excitement as we paint and embellish the shoe with buttons, beads, sequins, feathers, just about any thing you want! Who would ever think an old shoe could be transformed into a piece of art?*

Get Ready

Roles for Uniformed Service Member

- Share their experiences of where their “shoes/boots” have taken them in their life
- Assist youth with the spray or brush painting of their shoe

Roles for Volunteers

- Share where the shoes they have on now have taken them since purchasing them
- Cover all the tables with newspapers, a used oil cloth, or plastic table cloth
- Assist with placing on the table all the paint, brushes, and other items to be used
- Plug in and supervise hot glue guns

Activity Orientation for Volunteers: ½ hour

- Train to use the hot glue gun
- Explain the process of the art project
- Volunteer(s) can think of something to share with the youth in regards to where their shoes have taken them

Preparation time: 2 hours (and time allotted to collect various unused shoes/boots)

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 additional embellishments and scissors.
6. Inform the families attending to bring one “old, used” shoe if they can.
7. Find old, used shoes (heels, tennis, sneakers, boots, baby....) to have for those who forget.
8. Plug in hot glue guns.
9. Choose upbeat songs that talk about our journey, or walking, etc.
10. Copy Parent Letter.

Get From OMK Tool Kit

- Boom box
- Dance music (something to move your feet that has a beat!)

Procure Supplies

1. Before youth enter the room
 - Newspapers, old oil cloth or plastic tablecloth on tables
 - Set shoes on display (various heights if possible to present in a fun way)
 - Boom box with song playing
 - CD(s) of music
2. Ice Breaker
 - White shoe laces
 - Fabric paint
 - Wipes
3. Step I: Painting first coat on shoes
 - Various kinds of shoes (heels, tennis, sneakers, boots, baby....)
 - Newspapers, old oil cloth, or plastic tablecloths to cover all the tables
 - Acrylic spray paint of various colors for a “base coat”
 - Wipes
4. Step II: Painting and embellishments
 - Acrylic paint (regular and neon)
 - Fabric paint (regular and neon)
 - Brushes of various sizes
 - Hot glue guns
 - Glue sticks
 - Extension cords
 - Buttons
 - Feathers
 - Pearls
 - Sequins
 - Ribbon
 - Beads, jewels
 - Other embellishments, especially boy choices
 - Wipes

Background

Shoes are a good way for youth to visualize a person’s beauty, character, and identity. The colors painted and embellished on the shoe can help the youth verbalize their own identity in the



family unit as well as what the journey (on foot, etc, etc) is like in their Military family. Talk about living a healthy lifestyle (getting enough sleep, eating right, time for themselves, exercising). Also, spend time talking about that they should never feel like they are alone.

Set Up Your Space

- Place newspapers, old oil cloth, or plastic tablecloth on tables
- For background music, play an upbeat song that talks about traveling, walking, dancing, etc
- Place a large solid colored piece of fabric over shoeboxes
- Set shoes on display (various heights if possible) on covered shoeboxes
- Also have several kinds of old, used shoes displayed on the boxes/tables as the youth enter the room
- If they brought a shoe with them, invite them to place their shoe with the others

WHAT TO DO

Walk in My Shoes

Icebreaker

Lace-Up (20 Minutes)

1. Hand out white shoelaces to each youth that comes through the door.
2. Tell them to use the fabric paints provided to write or draw what they are feeling, or something that they are doing now that their loved one is home.
3. When all have completed their shoelaces, gather in a circle.
4. Everyone needs to state his or her name and what type of shoe is his or her favorite type. (Tennis shoes, Reebok etc....)
5. Anyone who wishes to talk about his or her lace design may do so.

Activity 1

Step I: Painting the First Coat on the Shoes (30 Minutes)

1. Ask the youth to find the shoe, which they brought, or have them choose from one of the shoes already here.
2. Tell them they will be spray-painting the first coat on their shoe. (If it is nice outside, spray paint outside cause of the fumes).
3. Allow them to take their time doing this, and leave the shoe either outside or inside on newspaper to dry.

Activity 2

Dry Time Sharing (30 Minutes)

1. Gather everyone in a circle again and have the Service Member and volunteers introduce themselves.
2. Next have the Service Member share their experiences of where their “shoes/boots” have taken them in their life.
3. The volunteers should share where the shoes they have on now have taken them since being purchased.
4. Ask the youth why they chose the shoe/boot they did. Then talk about where their current walking shoes have taken them since their loved one was deployed until now.



Activity 3

Intro to Shoe Art (15 Minutes)

1. Ask them to go and get their shoe. (It should be dry!)
2. Explain to the youth that the next step is to create a piece of “art” with their shoe that would symbolize who they are, their identity.
3. Talk about their ‘character’ and their “identity’. Show them the buttons, ribbons, beads, jewels, acrylic paints, etc., and have them make their choices.



Title:

Look at me, from the garden to the sea!

Break

(15 Minutes)

Activity 4

Step II: Create Your Shoe (1.5 hours)

- Help youth glue, paint and make their shoe art

Activity 5

Break Down (15 Minutes)

1. Turn on the dance music.
2. Have youth clean up the area while ‘dancing’ to the beat.
3. Have them place their shoe art in a safe place in the room to dry
4. When the room is clean, have them sit in a circle for the Talk It Over Section.

Talk It Over

(30 Minutes)

★ *Reflect:*

What was our favorite part of creating the shoe art?
What did you learn about yourself while you were creating a new shoe?
Did anything surprise you? What?
Did making your art help you understand your deployed loved one’s experiences more?
How will you continue to express your identity, your character in the future?
Do you think you will be looking at yourself differently in 3 months? 1 year?
Would your shoe look any different years from now?



- ★ **Process:** What were some of the common themes you had as you made your shoe art?
What was the most challenging part of the project?
Why was this project important?
What did you learn that you did not know before?
- ★ **Generalize:** Why is character and finding your own identity important to you?
How can you find the beauty in each of your family members?
Each member of our family is different. Just as a shoe/boot is a support to our feet, how can we “support” our family and honor their differences, their identity?
(Take a tennis shoe and talk about how important it is to keep fit, stay healthy)
In what ways can you stay healthy during this time of transition?
(keep moving, exercise, eat right.....)
- ★ **Apply:** Where are you going to put your shoe art? Why?
How can you share the skills you learned today with others?
Is there anything you can be doing now at home to help others accept each other’s differences?

Enhancement

1. Write a story about how their shoe was transformed from being an old, tired, used shoe to a shoe “on the move”, strong and supportive, ready to face the world again with it’s new and improved look and identity.
2. Organize an art show of shoe art in your community to help others understand the roles of all the citizens of your community.
3. Write a script for a play or puppet show using their shoe.

Closing

Talk about your shoe art when you get home. Find a place to “feature” your shoe that will remind you of who you are as a person, and who you want to become. Remember, there is richness and beauty in each one of us. When you get rid of some of the old ways, they can be created into a new, rich piece of art.

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.



Walk In My Shoes

Dear Family,

Today we transformed an old shoe into shoe art. Shoe art is a good way for youth to visualize a person's beauty, character, and identity by changing something old and discarded into to something beautiful.

The colors painted and the embellishments on the shoe are an expression of your youth's identity and reflective of the journey your youth walks in their Military family. Talk about the transformation that your youth has undergone and about new choices that they can make to assert their identity and make healthy choices. Old shoes can turn into new shoes, as old habits can turn into good, new habits, like getting enough sleep, eating right, time for themselves, exercising.



Talk about old roles and new roles that challenge your family as you re-adjust from your deployment. Encourage your youth to see the richness and beauty in themselves and others.

Thank you for helping your youth participate in an Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach Experience. We hope your youth had fun!

Best Regards,



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

Conversation Starters:

- Tell us about the old shoe you transformed into a piece of art. Why did you choose the colors, embellishments, etc, that you did?
- Where in our home should we feature your shoe?
- When we look at the shoe, it will remind us of your uniqueness and character. Let's talk about what is unique and beautiful about (name the others who live in the home).
- Shoes help us keep moving, keep fit, what can we do together now that (insert name of person) is home so that we can keep healthy and stay fit?



What's Your Story?

Lesson Time: 4 hours

Grade Level: 6th-12th

Number of Youth: 10-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Communication
- ★ Social Skills
- ★ Sharing
- ★ Creativity

Activity Overview

Explore a way to share your story about your deployment experience with others.



Shout out!

Be creative and share your story with others. All you have to bring is your own personal deployment experience and your creativity. We will help you develop and share your story with others so that other military youth may feel supported.

Get Ready

Roles for Uniformed Service Member

- Two Uniformed Military Personnel needed for the Military Panel to share their deployment experience
- Help youth as they develop their personal stories

Roles for Volunteers

- Lead small group in story telling exercise
- Help youth as they develop their personal stories

Activity Orientation for Volunteers: 30 Minutes

- Train to lead small group story telling exercise

Preparation time: 30 minutes

Space: Indoor space with tables

Do Ahead

1. Schedule use of OMK Tool Kit.
2. Schedule Uniformed Service Members and additional volunteers to participate in the activity. Request two Uniformed Service Members for the Military Panel and instruct them that you'd like them to share their deployment experience.
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 for any free time available.
5. Schedule use of the Recreation Kit - Ages 6-12 from the National Guard State Family Programs Office for markers, embellishments and scissors.
6. Check supply list. Have extra supplies.



7. Prepare flipchart paper for idea sharing. Title sheets with: “How Could You Tell Your Story?” on one sheet and “Who Could You Share Your Story With?” on another sheet
8. Determine if the group will do written or verbal small group story telling. Make copies of “Story Starters” for small group leaders.
9. Make copies of the Parent Letter.

Get From OMK Tool Kit

- None

Procure Supplies

- Flipchart Paper
- Markers
- Copies of “Story Starters”
- Paper
- Pens or Pencils
- Different types of paper (colored/construction, etc)
- Markers
- Crayons

Background

Throughout the deployment cycle, military youth may feel alone and isolated. This is particularly true for those youth from the National Guard and Reserve Components, as they are geographically dispersed. It’s important for youth to share their story of their deployment experience with others to build awareness of the unique issues they face. Not only will youth create a way to share their story through artwork, skits, commercials, poems or songs, but they will also gain communication, creativity, sharing and social skills. Youth should be encouraged to share their story with others when they go home to help others understand military youth challenges.

Set Up Your Space

Human Knot

Have youth stand in a circle. Put both hands in front of them and grab other participants’ hands. They should be holding two different peoples’ hands and should not hold hands with the person next to them. Once all hands are connected, the youth need to try to get out of the human knot and into a circle again. They must not let go of hands throughout the activity. Youth must communicate with each other and direct each other to step over and crawl under arms until the human knot is untangled and in a circle. Uniformed Service Members should also participate in this activity with the youth.

WHAT TO DO

What’s Your Story?

Icebreaker

Action Name Game (15 Minutes)

1. Have all participants stand in a circle.
2. Select one person to start. The participant should say their name and do an action (i.e. snap, jump, spin, in a circle etc).



3. The second participant (you can go either direction) will say their name, do an action, and then repeat the first participants name and action.
4. The third participant will take their turn and repeat the last two names with actions.
5. Continue around the circle until the last person says everyone's name with action.

Activity 1 **Military Panel – Two Service Members (30 Minutes)**

- Set the stage with the youth before beginning the military panel
- No questions around death, shooting or killing someone
- Be respectful of the Service Member and their story
- Ask lots of questions about their experience before deploying, while they were deployed and once they came home

Have the Service Members share their Deployment Story. They should share:

1. Where they were.
2. How long they were gone.
3. Their family story (do they have youth they left behind).
4. Fun stories from their deployment.
5. Interesting experiences from their deployment.
6. Cultural differences and training they got.
7. Adjustments to coming home.
8. How the youth can stay connected with their loved one during the adjustment/reintegration period.

Activity 2 **“Telling Your Story” Briefing (15 Minutes)**

1. Start with the flipchart paper that says “How Could You Tell Your Story?”
2. Have an open discussion with the youth about different ways that they could share their story. Write down your ideas. Ideas might include: skits, power point presentations, songs, poems, artwork, TV commercials, talk shows, etc.
3. Next, use the flipchart paper that says “Who Could You Share Your Story With?”
4. Discuss this question. Ideas might include: 4-H Club, Sunday School Class, Class at school, Girl Scout Troop, local Legion, etc.

Activity 3 **Small Group Story Starters (20-30 Minutes)**

1. Divide the group into smaller groups of about 5 youth. If you chose to do written stories, pass out paper and pens/pencils.
2. Have the leader of the group read one of the following story starters (or create your own):
 - “One day I was walking in the woods and...”
 - “One day my friend called me and...”
 - “One day I was riding in a boat and...”
3. If you are doing the activity verbally, have the youth raise their hand to finish the sentence or start a new sentence. Continue to go through the group to develop the story.
4. If you are doing the written activity, have youth write their story on their own.
5. While youth are telling the story, make sure they are paying special attention to details. If one participant says, “I saw a frog”. Ask them for more details like what kind of frog, what color was it, was it on a lily pad?



6. The activity is designed to draw out creativity and have youth pay attention to details when they are recalling a story.
7. The story can continue to develop for a long time, or you can start over with another story starter.

Activity 4

Develop and Share Their Story (2 hours)

1. Have the youth decide between one of the following options for telling their story:
 - Artwork
 - Skit/Commercial
 - Poem/Song
2. Youth can decide if they are going to work together or with a partner(s).
3. After youth prepare their story, all youth will have to present their work and explain their story to the rest of the group.
4. Explain to youth what is expected from their story. Topics youth may cover:
 - How you felt/feel during the deployment cycle
 - Struggles of deployment cycle
 - Good things that happened because of deployment
 - Advice for other military youth facing a deployment
5. After the youth have spent time developing their story, have the group come back together and share their story.

Talk It Over

- ★ **Reflect:** What surprised you while listening to the military panel?
Would you be prepared culturally to go somewhere else in the world?
Name one thing you would want to share with others about your deployment experience.
- ★ **Process:** How did you decide which way you would share your story (i.e. skit, artwork, and poem)?
What was the most challenging part about sharing your story?
What did you learn through sharing your story with others?
- ★ **Generalize:** Why might it be important to share your story with others?
Why might it be important to pay attention to details when telling others stories?
- ★ **Apply:** How can you take the skills you learned today (i.e. communication, sharing, creativity and social skills) and use them in different situations?
What have you learned about yourself through this activity?

Enhancement

Bring in other youth, such as Speak Out for Military Kids participants, to share their personal story and explain how the participants could become involved with SOMK. Encourage youth to attend a Speak Out for Military Kids Retreat if one is being offered in the near future. Ask OMK Military Liaison or Project Director about this.



Closing

Throughout the deployment cycle, you have had to be strong and find ways to cope with the unique challenges that you faced. It is important for you to be able to share your story with others so they understand the difficulties that you have gone through and may still be experiencing. Once you share your story, others will be able to better support you and other military youth that may go through the deployment of a loved one as well.

As you worked on your story today, you used creativity, sharing, communication and social skills. All of these skills come into play as you continue to work through the reintegration of your loved one.

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 and Amber Runke, 4-H/OMK Program Specialist, University of Minnesota Extension Center for Youth Development, 2009.



What's Your Story?

Dear Family,

Today we made skits, commercials, poems, songs and artwork about the youth's deployment experience. The youth chose which form of expression they wanted to use and decided which part of their deployment story they wanted to share with others. They created their story and then shared it with the group.

This project is a good way for youth to think about their deployment experience and learn how to share and communicate their story with others. Military youth have unique issues, such as having a loved one in harm's way, taking on extra responsibilities at home and feeling as if they are alone and isolated in their experience. Telling their story is a great way for them to express themselves and build awareness in others about the unique challenges of Military Kids.



Help your youth talk about the struggles and great experiences they had during the deployment cycle. Encourage them to share their story with others so that your youth and other military youth may be supported during deployments.

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 child's experience feel free to contact me at:

_____.

Conversation Starters:

- What did you share with others about your deployment experience?
- Did anyone else have an experience similar to yours? What made it similar? What was different?
- How could you share your story with others?
- What have you learned from the deployment experience that would be helpful for others to know? Have everyone in the family respond if they can.



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U.S. National Symbols: A Patriotic Tour

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Patriotic Citizenship
- ★ Self Understanding
- ★ Cooperation

Activity Overview

Develop an understanding of our National symbols, learning about each one and how it symbolizes patriotism.



Shout out!

Did you know that the Rose is the National Flower? Learn more about some of our National symbols. Maybe you will find out something you did not know before!

Get Ready

Roles for Uniformed Service Member

- Prepared to work with youth in proper folding the American Flag
- Prepare to share what patriotism means to them
- Prepare to share what freedom means to them

Roles for Volunteers

- Assist youth in activities
- Write responses on poster paper
- Give additional assistance to youth with special needs as requested
- Help leader pass out supplies and clean up
- Share experiences

Activity Orientation for Volunteers: 1 hour

- Become familiar with history of National symbols listed in the lesson (See background information and introduction for a start.)

Preparation time: 1 hour

Space: Does not require a large 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 markers, embellishments and scissors.



6. Visit web sites for specific symbols and images and search U.S. National Symbols for images to display in the room.
7. Put questions in Activity 2 on a slip of paper – needing one question for every pair of youth.
8. Cut up questions for Activity 2 to be inserted into the balloons.
9. Roll the question and insert into a balloon then inflate and tie.
10. Look up what year your state was granted statehood.
11. Print off coloring pages.
12. Print off Parent Take Home Letter.
13. Optional: For older youth you could have printed information about each, divide the youth into teams, let them choose a National symbol and have them search out the interesting facts that they could then share with the rest of the group. If you have access to computers/internet, they could use them for their search.
14. Find tables for activities.
15. Cut cellophane circles for rose activity.

Get From OMK Tool Kit

- Boom box
- CD of Patriotic Songs

Procure Supplies

- Tables for activities
- Optional: computers & internet access
- Poster paper
- Crayons or watercolor markers
- The Flag
 1. Large American Flag (for optional folding exercise)
 2. Small American Flags to send home with each youth
 3. Balloons
- The Rose
 1. Two Hersey's kisses for each youth
 2. 6" circle of red (or color of choice) cellophane wrapping paper for each youth
 3. Florist Tape
 4. Artificial rose leaves, 1 for each rosebud - optional
 5. Florist wire or small stirring straws
 6. Scissors
- The Eagle
 1. Modeling Clay or Playdough
 2. Coins with the Eagle on them
- The Liberty Bell
 1. Paper
 2. Markers



Background

Patriotic Citizenship is defined as being based on a belief that American citizens share a common core set of values. One of these core values is the American commitment to democracy. We have many U.S. National Symbols that represent our Patriotic Citizenship. In this lesson, youth will be exploring several National Symbols and their history.

Set Up Your Space

- Have Patriotic Songs playing as youth come to the activity
- Set out the pictures of the U.S. National Symbols you are going to be covering
- Look for risk factors in the space including doors, broken chairs, electrical outlets, danger to young kids, security etc.

WHAT TO DO

U.S. National Symbols: A Patriotic Tour

Icebreaker

The Pledge of Allegiance (10 Minutes)

1. Have the youth stand, place their hand over their heart and recite the Pledge of Allegiance to the American Flag.
2. Following the pledge, read (or have one of the older youth read)

“What Freedom Means to Me” by Cassandra Dee Johnson

“Freedom means the right to vote:

The right to speak –

And the right to hope.

Our Flag is red, white and blue-

It’s colors fly high and true,

We are blessed one and all

To have a country proud and tall.”

(from the MN 4-H Camp Counselor Handbook, 2003)

Introduction

Today we are going to explore several U.S. National Symbols. Some of them you saw as you came into the room today. What are some other National Symbols? (Let youth share and ask the Service Member to also share with the group.)

Our National Symbols are representative of our freedom. What are some of the freedoms we have? (Let youth give their answers, you might have to give a couple to get them thinking.) When we honor and respect the National Symbols, we are said to be showing our patriotism. Patriotism is defined in many ways; one of the most common definitions is love and devotion to one’s country. You are said to be a patriot if you love, support and defend your country. Your Service Member is a Patriot. You also show your patriotism everyday by being a Military Kid. Today we are going to learn surprising things about our National symbols that you can share with others.

Activity 1

And the Answer Is? Relay (25 Minutes)

1. Divide the youth into equal teams of 4 to 5 people and form a line.
2. Facilitator or older peer asks a question.



3. Work with your team and decide on an answer.
4. Then the first youth quickly comes to the table and writes the team's answer on the paper. All youth must take turns being the runner.
5. For each question, youth will come to the table in a different manner: backwards, skipping, crawling, etc. (Facilitators choice)
6. The youth then hurries back to their group and goes to the end of the line.
7. Members in the group can give answers to the runner, but you do not want to shout it out, as you do not want to give the answer to another group.
8. The next person at the front of the line will then answer the next question, return to the group and go to the end of the line and so forth.
9. Each team will receive 5 points for a correct answer. (You should have a leader/assistant keep track of team points for you.) Remind the players not to shout their answers or the other teams will hear your answer.
10. Give the correct answer before you ask the next question. (Remember to award 5 points to each team for correct answers after each question.)
★ = Correct Answer
11. Ask the group if they have questions.

Relay questions:

1. What bird is our national Symbol?
 - The Sparrow
 - The Wren
 - The Turkey Vulture
 - ★ The Eagle
2. Who penned the Star Spangled Banner?
 - Michael Jackson
 - John Phillip Sousa
 - ★ Francis Scott Key
 - Joseph Hill
3. Which of the following is an American Symbol?
 - The Statue of Liberty
 - The Liberty Bell
 - The White House
 - ★ All of the above
4. Which state boasts Mt. Rushmore?
 - a. North Dakota
 - ★ South Dakota
 - b. Colorado
 - c. Wyoming
5. Which of the following flowers is an American Symbol?
 - The Daisy
 - The Marigold
 - ★ The Rose
 - The Snapdragon



6. Whose statue is in the Lincoln Memorial?
 - George Washington
 - John Adams
 - ★ Abraham Lincoln
 - Thomas Jefferson
7. Which of the following is an American Symbol?
 - ★ Uncle Sam
 - Where's Waldo
 - Captain Kangaroo
 - Hannah Montana
8. Which of the following is our National Anthem?
 - America the Beautiful
 - ★ The Star Spangled Banner
 - You're A Grand Old Flag
 - God Bless the USA
9. What is the shape of a properly folded American Flag?
 - A square
 - ★ A triangle
 - A circle
 - It doesn't matter
10. Which one shows respect for our flag?
 - ★ Placing your hand over your heart when saying the Pledge to Allegiance
 - Lowering the flag until it touches the ground
 - Flying the flag after dark, even if not lit
 - Flying the flag for extended time in rainy weather
11. There are 50 stars on our American Flag. What do they represent?
 - 50 years as a Nation
 - The 50 states that make up the United States
 - 50 reasons to fly the flag
 - ★ The 50 National Symbols found in Washington D.C.
12. Which of the following was a gift from another country?
 - ★ The Statue of Liberty
 - The White House
 - Mount Rushmore
 - The Eagle
13. What is the National Mall?
 - The biggest retail mall in the DC area
 - A mall that only sells patriotic items
 - ★ An open-area national park in downtown Washington, D.C. generally the entire area between the Lincoln Memorial and the Capitol
 - The largest mall in America located in Minneapolis, Minnesota



14. Which tree is our National Tree?

- The Birch
- The Willow
- ★ The Oak
- The Pine

15. What is the address of the White House?

- 1776 Presidential Avenue, Washington, DC
- 1776 Washington Avenue, Washington DC
- 1600 Columbus Avenue, Washington, DC
- ★ 1600 Pennsylvania Ave, Washington, DC

16. Which President lived at Mount Vernon?

- ★ George Washington
- Thomas Jefferson
- Theodore Roosevelt
- Franklin D. Roosevelt

17. In what city would you find the Liberty Bell?

- Washington DC
- ★ Philadelphia
- New York City
- Pittsburgh

18. In what harbor would you find the Statue of Liberty?

- ★ New York Harbor
- Boston Harbor
- Long Island Harbor
- San Diego Harbor

19. What date is inscribed on 'Lady Liberty's tablet?

- July 4, 2000
- July 4, 1864
- July 4, 1945
- ★ July 4, 1776

20. Where is the Rose Garden?

- The National Mall
- The Washington Memorial
- ★ The White House
- In front of the Capital

Following the activity, announce the point system and congratulate all teams.



Activity 2

Learn more about our National Symbols (75 Minutes)

The Flag of the United States of America

Introduction

What is the first thing that comes to mind when you when you think of U.S. Symbols? (Have a flag available for them to see. It can be used later as an optional activity in demonstrating the proper way to fold a flag.)

Let's find out how much you know or remember about our American Flag.



Balloon Pop!

1. Divide the youth into pairs and have them turn backs together and hold their balloon between their backs.
2. On your signal, instruct pairs of youth to work together to pop their balloon and retrieve their question.
3. When they have their question, they should sit down and decide on their answer.
4. When all balloons have been popped, have each pair read their question and give their answer.
5. Ask the group if they agree and move to next pair until all questions have been answered.
6. For groups of more than 30, facilitators may come up with additional questions or repeat the questions and have pairs find their counterparts and sit as a group of four and decide on their group answer.

Balloon 'Pop' Answers

- What are the colors of the American Flag?
 - ★ The colors are red, white and blue
- Do you know what the colors stand for?
 - ★ The red signifies valor and bravery
 - The white signifies purity and innocence
 - The blue signifies vigilance, perseverance, and justice
- How many stars are on the flag?
 - ★ There are 50 stars on the American Flag
- What do they represent?
 - ★ They represent each of the 50 states
- What was the last state to be given statehood?
 - ★ Hawaii on January 3, 1959
- What was the date your state was granted statehood?
 - ★ (Will need to look up answer ahead of time.)
- Were there always 50 stars on the flag?
 - ★ No the first flag had only 13 stars in a circle. They represented the original 13 colonies.
- How many stripes are on the flag?
 - ★ There are 13 stripes on the flag. There are seven red ones and six white ones.
- What do they represent?
 - ★ They represent the 13 colonies.



- Are there rules on how to handle the American Flag?
 - ★ Yes, there are. These are found in the Flag Code, which was passed by Congress in 1942. The most recent edition was updated in 1976.
- Can you name one rule in displaying the American Flag?
 - ★ (Answers may vary, or rephrase the question.) The Flag Code tells us how to treat the flag, where the flag can be flown and how to fold the flag among other things.
- If you are at a parade and the flag is brought through, what should you do?
 - ★ Rise, quit talking, men remove all hats, and stand with your hand over your heart. Service Member will salute the Flag. After the Flag passes, you can be seated again and continue conversations. It is appropriate to stand at attention for the first Flag through the parade. However, most Americans will stand at attention for all American Flags that pass.
- What is another name for the Flag?
 - ★ Another Name for the Flag is “Old Glory”.
- When is Flag Day?
 - ★ June 14. In 1877, the flag celebrated its 100th birthday. At that time the U.S. Government requested that the flag be flown from all public buildings to celebrate its 100th birthday. From that point on, Flag Day celebrations became a popular but it wasn’t until 1949 that it became an official day.
- What are some special times that American’s fly the American flag?
 - ★ (Answers may vary, but should include that everyday it is appropriate to fly the flag. There are many days that it is especially important and desirable to fly the Flag. They include, but aren’t limited to Inauguration Day, Lincoln’s birthday, Washington’s Birthday, Armed Forces Day, Memorial Day, Flag Day, 4th of July, Veterans Day and Birthdays of individual States.)

Optional Activities:

- Have your Service Member teach the group how to properly fold an American Flag
- Have your Service Member cover some basics in showing respect for the flag
- For older youth-
 - Encourage them to write a story/poem about what the Flag means to them
 - Encourage them to write a flag ceremony
- For younger youth – Teach them the Pledge of Allegiance or a Patriotic song

Summary for the American Flag: A properly displayed flag tells the world that:

- You are proud to be an American
- You care enough to learn how to display the flag properly
- You are showing the flag the respect it deserves
- Every American has the *right* to fly the flag, but with it comes *Responsibility* to display the flag properly and with respect



The Rose, the National Flower

How many of you know our National Flower? What is it? (Let the youth guess.)

Not many people know that it is the Rose. When the President of the United States speaks to the public or addresses the press, it is often in the Rose Garden near the White House. The Rose Garden is a symbol of our Nation. The rose became the official flower of the United States in 1986. Our first President, George Washington, bred roses, and variety he named after his mother is still growing today.



The Rose has been used as a symbol of love, beauty, war, and politics throughout the world. The flowers come in many colors and can grow almost anywhere in the United States.

We are now going to make our own rose bud so you can take this National Symbol home with you. A rose bud is a rose that hasn't opened yet.

Directions for making a rose bud:

1. Hand out supplies to each youth for constructing their rose. (Younger youth might need some help from the volunteers.)
2. Youth need to make at least two rosebuds. One is for themselves and another to give to someone else they know to thank them for their patriotism.
3. Take two Hersey Kisses and place them flat ends together.
4. Lay these on the 6" cellophane circle with the point of one of the kisses in the middle/center of the cellophane.
5. Wrap the cellophane around the two Hersey kisses, bringing all edges to the bottom of the second Hersey Kiss; this becomes the base of the rosebud. The other Hersey kiss point becomes the top of the rose bud. Secure the cellophane by wrapping several times with Florist tape.
6. Add a stem of Florist wire (or the stirring straw) to the base of the rosebud and continue wrapping the stem with Florist tape.
7. If you choose to use artificial leaves, add them as you continue to wrap Florist tape all the way down the stem. Break off the Florist tape and twist end back on stem.
8. Tip: Pull the Florist tape as you wrap it to hold the rose bud kiss in place on the stem.

Summary on the Rose

The Rose has been associated with American Presidents for hundreds of years. It is many symbolic meanings ranging from love to war. Many United States Presidents have held Press Conferences in the Rose Garden at our Nations Capitol. You can share your rose bud with a family member and share with them what you learned about the National flower, the rose.

The Bald Eagle

Do you remember from our opening relay what bird is the National symbol of the United States? (Many may give answers other than the Bald Eagle, depending on if they know their State bird.) How many of you have seen a bald eagle? Where did you see it? (Share the picture of a bald eagle in case





some may not have seen one.) The eagle was made the National bird in 1782. The image of the bald eagle can be found in many places in the United States, including the Great Seal, the Presidents Flag, many of our Military Branches and on some of our money.

Why do you think the eagle was chosen for the national bird? (Answers may vary.) Our Founding Fathers chose an animal that was unique to the United States. It took them six years to argue over what animal it should be. The eagle symbolizes strength, courage and freedom. Not everyone agreed with the decision. Benjamin Franklin felt the choice should have been the turkey. He felt the eagle was a bird of bad moral character because of how it lives and hunts. He thought the turkey was a much more respectable bird and it was an original native of America.

Look at the picture of the eagle. Is its head bald? No, this powerful bird has a white head and tail. The term “bald” comes from the word “piebald” which means marked with white. For a while the bald eagle was on the endangered species list. The Bald Eagle Protection Act protected the bald eagle. This has led to increases in its population. It has now been removed from the endangered species list. Because the bald eagle is the National bird, there are laws protecting them.

Americans today see the eagle as a symbol of strength, courage, and freedom. When in flight, the eagle is very majestic. The bald eagle was also a native bird to North America. It is one of the largest birds in North America. It can weigh up to 15 pounds and can have a wingspan of 6 to 8 feet. (Have the youth line up shoulder to shoulder to create an 8-foot span.) Eagles can live to be 40 years old. They have keen eyesight that is at least three to four times greater than humans.

On the Great Seal (show the youth where it is found on the back dollar bill), it has its wings spread. While the eagle looks different on the seals of the different Military Branches, the wings are also spread. (Show the youth an older minted quarter.) The Great Seal with the Eagle’s wings spread is found on the front of the quarter. It’s also found on the silver dollar and 50-cent piece. On these the wings are not spread.



Optional Activity:

- Contact a naturalist, local raptor center invite them to share information on the eagle, or bring one in so the youth can see an eagle close up.
- For the older youth: Have the youth sculpt an eagle from modeling clay such as Play dough
- For the younger youth: Have them identify different shapes of eagles found on U.S. currency by pressing the eagle side into modeling clay, such as Play dough



Summary on the Eagle:

The Eagle is a majestic symbol of the United States. It is a symbol of strength, courage and freedom. It was an appropriate choice since it is native to North America.

The Liberty Bell

The Liberty bell is the last symbol we are going to talk about today. It currently is on historical display in Independence Hall, found in the state of Pennsylvania. It was removed from Independence Hall during the American Revolution in 1777 and kept in a church basement for safekeeping during this time. The liberty bell was cast in England in 1752. It has become the symbol of freedom in the United States. It is made mostly of copper and is housed in the state of Pennsylvania at Independence Hall. It is not in our Nation's capitol.

Today, the Liberty Bell is gently rung only on July 4th. It has a crack in it so instead of tolling with a pleasant tone; the bell would clang and clunk. (Show the picture of the Liberty Bell and point out the obvious crack.) It's not known for sure when the bell developed its crack. Some repairs followed to prevent the crack from widening and to bring the bell's tonal quality back. The Liberty Bell symbolizes freedom to Americans.

What Freedom Means to Me

1. Hand out paper and markers
2. Have each youth, without talking to others; draw an image or words that symbolize freedom for them.
3. Give youth no more than 10 minutes to complete
4. Gather your youth to hear the first public readings of "What Freedom Means to Me".
5. Have each read their declaration and after discuss:
 - What freedoms seemed most important?
 - What freedoms surprised you?
 - Are there some of the freedoms we take for granted?
 - What if someone took your freedoms away?
 - What can you do to protect your freedom?
6. Have the Service Member share with the group what freedom means to them
7. Then ask the youth share what freedom means to them

Summary of The Liberty Bell:

The Liberty Bell symbolizes freedom. Bells were rung as a way to call people together. Many communities use bells to call their people to gather. The Liberty Bell was rung to call people together on July 8, 1776, when citizens gather to hear the first public reading of the Declaration of Independence.

Closing National Symbols –

There are many symbols that represent our freedom and our patriotism. We have only covered a few. What are some others that you think of? (Or repeat some of those identified in the opening dialogue. Answers will vary. Examples might be Uncle Sam, Patriotic Songs, and Patriotic Holidays/parades/fireworks. Mount Rushmore is considered an American Symbol, so are our National Monuments, our war memorials, our National Cemeteries, etc.)



Talk It Over

(10 Minutes)

- ★ **Reflect:** What did you learn about American Symbols today?
Were you surprised that some were American Symbols?
- ★ **Process:** What was the most interesting symbol we talked about today? Why?
What symbol shows your patriotism?
How did your Service Member show their patriotism?
- ★ **Generalize:** How have you shown your patriotism this last year?
Now that your Service Member is back home, why is it important that you continue to show your patriotism?
What are ways you can do this?
- ★ **Apply:** Why is patriotism important to your life?
What have you learned about yourself today?
How can you apply what you know about patriotism at home or school?

Enhancement

- Invite a Veteran or Service Member to visit with your group about what freedom and patriotism means to them
- Take a virtual tour of locations of National Symbols or have someone who has visited many come in and share with the group
- Have a Service Member, Boy Scout or 4-H Youth Leader come in and demonstrate proper flag folding and develop a Flag Ceremony with the group

Closing

As you leave today, remember the many symbols we have of our freedom. Everyday we can show our patriotism and appreciation for our freedom by flying the flag, being respectful of others views and feelings and saying *thank you* to our Service Members, both past and present. As a reminder for you of our discussions of National Symbols and patriotism, I am giving you an American Flag of your own. Remember the flag, like our other National Symbols, is something to be proud of, so treat it with respect. Be sure to share what we did today with your family and maybe ask them about those National Symbols that are lesser known.

Credits/Sources

Our Flag, ISBN 978-0-16-076598-8; U.S. Government Printing Office; Washington: 2007.
MN 4-H Camp Counselor Handbook: U of MN Extension, 4-H Youth Development; 2003.

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



U.S. National Symbols: A Patriotic Tour

Dear Family,

Today we learned about American Symbols and how they represent our freedom and our patriotism. We learned about our Flag, our National Bird, the National Flower and other symbols of freedom such as the Liberty Bell. Each youth had the opportunity to share what freedom means to them and to make a Rose, our National Flower.

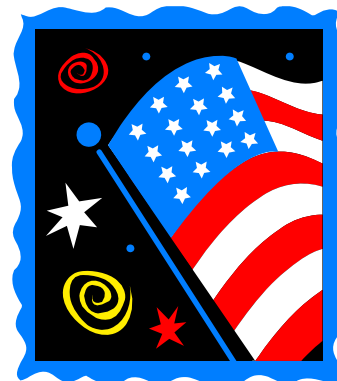


Thank you for having your child come to our program! Not only does this project help provide knowledge about a few of our National Symbols, it can serve as the opportunity for your family to identify and then go on a virtual tour of some additional ones. If you want an idea of how to start, or what symbols you might visit, just do an internet search on National Symbols. Have a wonderful trip!

Sincerely,

Conversation Starters:

- How many National symbols can you name?
- How many historical sites have you visited? Were they all about our country?
- Why do you think it is important to talk about our symbols?
- What does freedom/Patriotism means to you?
- What freedom are you most grateful for?







Uncle Sam

Named after Samuel Wilson, a businessman who supplied beef to the U.S. Army during the War of 1812. The barrels were stamped U.S. When his workers were asked what that stood for, they replied “Uncle Sam Wilson”. Thus, the Uncle Sam stuck.

The symbol for Uncle Sam is probably most noted on the recruiting posters for the U.S. Army. The poster was designed in World War I, was used again in World War II and the Viet Nam war. It was noted for the caption reading “I Want You for the U.S. Army.”



Mount Rushmore

Represents the birth, growth and preservation and development of the
United States of America.

Presidents sculpted in Mount Rushmore are George Washington, Thomas Jefferson, Theodore
Roosevelt, and Abraham Lincoln.





Weather It Out

Lesson Time: 2 hours

Grade Level: K-12th

Number of Youth: 10+

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Communication
- ★ Resiliency
- ★ Managing Feelings



Activity Overview

Youth of all ages will be able to explore the world of weather while being able to discuss that many times, we cannot forecast what will happen in our lives, but we can try to forecast events and respond to them.

Shout out!

We cannot always forecast what will happen in our lives, but we can learn to enjoy the sunny days and deal with many storms that do come across our paths. Come to this event and build your own weather instruments while we talk about the importance of dealing with different situations!

Get Ready

Roles for Uniformed Service Member

- Assist in lesson plans

Roles for Volunteers

- Assist in lesson plans

Activity Orientation for Volunteers: ½ hour

- Go over lesson plans

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 additional markers, embellishments and scissors.
6. Gather supplies.
7. Review activities in A Teachable Moment, p. 131.



8. Find and laminate several pictures of different weather conditions (sunshine, different clouds, storms, stars, etc.) – at least one per youth and they may be several copies of the same pictures.
9. Make an example of both projects as an example.
10. Blow up a balloon to hand to each youth as they enter the room
11. Make copies of Parent Letter.

Get From OMK Tool Kit

- Teachable Moments Book

Procure Supplies (enough for one per youth)

- Pencils with attached erasers
- Straight pins with a flat head
- Squares of construction paper – (8 ½ x 8 ½)
- 2-liter plastic soda bottle
- Wide, clear packing tape
- Plastic 6” ruler
- Scissors
- Washable markers
- Permanent markers to put names on projects
- Small pocket size notebooks
- Healthy snack and drink
- Cups
- Napkins
- Balloons

Background

During and after reintegration, youth may face difficult times at school, home and with friends. Although we can sometimes forecast these situations, many times we cannot. In this lesson, youth will make simple weather gauges for rain and wind. Youth will also learn to forecast simple weather patterns. These activities will be used with the discussion of personal forecasts and recording feelings.

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. As the youth enter the room, hand them a balloon and see how long they can keep their ‘weather’ balloon in the air. Have them time it or count the number of times they have to hit the balloon towards the ceiling.

WHAT TO DO

Weather It Out

Icebreaker

How’s the Weather? (15 Minutes)

Have youth sit in circle and welcome them to the day. Put the laminated pictures in the middle of the circle. Instruct the youth to pick a picture of a weather condition that best represents their



lives right now. Have youth go around circle, introduce themselves and then tell why they choose that picture. Ask, would you have chosen a different card during the deployment? If so, which one? What are other ways to explain your feelings besides choosing weather cards?

Activity 1

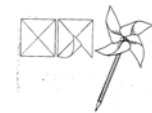
Build the Weather Instruments (45 Minutes)

Today, we are going to build a rain gauge and a wind gauge. They are simple instruments we can build that will help us to measure current and forecast future weather conditions.

1. Have youth move to tables.
2. Hand out supplies to each youth – 2-liter plastic soda bottle, scissors and ruler.
3. Have youth cut the top of the 2-liter bottle. Assist younger youth, if needed.
4. Tape ruler to the side of the bottom of the bottle, making sure the 0 of the ruler is at the bottom.
5. Instruct youth to write their names on the rain gauge with the permanent markers.
6. Set the cut off top upside down on the top of the bottle to act as a funnel.
7. Put rain gauge to the side.



8. Hand out construction squares, pins, washable markers and pencils.
9. Allow the youth to decorate/color and put their names on the construction paper.
10. Instruct youth to draw diagonal lines (corner to corner) on the square.
11. Use the scissors to cut along the diagonal lines about two-thirds of the way to the center.
12. Fold one of the corners to the center point.
13. Repeat folding with the other three corners.
14. Overlap all four points at the center.
15. Stick the pin through all the layers of the paper and into the pencil eraser, (younger youth may need assistance with this step).



Break

(15 Minutes)

- Hand out snacks and drink.
- Allow time for restroom break.

Activity 2

Weather Log (35 Minutes)

1. Gather youth in circle on floor.
2. Hand out notebooks.
3. Have youth put names on their weather logs.
4. Ask, what would you record in a weather log? (Answers could be rain amounts; wind speed; temperature; clouds; how people; plants or animals are acting; etc.) Where would you look for forecast of the weather? How can you forecast the weather? What would be some conditions you would look for?



5. Take youth outside (or to a window) and have them observe the weather conditions. Check their observations using the answers they generated above.
6. Have them record what they see in the weather log.
7. Ask them to write a forecast for the next couple of days.
8. Gather youth in a circle and continue discussion with Talk It Over questions.

Talk It Over

- ★ **Reflect:** What were your expectations when you came here today?
What was your favorite part of today?
- ★ **Process:** What was challenging about constructing the weather gauges?
What is something new that you learned today?
What does a forecast of the weather allow us to do?
What are some events that we can forecast and be ready for?
- ★ **Generalize:** When is it important to talk with someone about how you are feeling?
Like our rain and wind gauge, how do you gauge what you are feeling?
When have been the sunny days?
What are some ways that your family weathered out the deployment?
In weather, there are usually signs/signals that give us a clue as to the upcoming weather. What are some of the signs of a change of weather in your family?
- ★ **Apply:** How can you use your weather information after you leave today?
What are other situations that you and your family may need to ride out the storm?
What are other situations that you can use your weather log?
What can you do to be prepared for the changes in the weather?

Enhancement

Invite a meteorologist in to talk with the youth.

Closing

(10 Minutes)

In our short time together today, we created two simple weather gauges and started a weather log. Not only can we use the gauges we made to write data in our weather logs, we can use gauges in our bodies to alert us on how we are feeling. We can write this data in our weather log, also, as we did in the beginning by choosing weather condition cards. Forecasts allow us to prepare and ready ourselves for activities. We cannot always forecast what happens in our life, but we can learn to prepare for difficult situations.

Credits/Sources

National 4-H Cooperative Curriculum System, Inc. "A Teachable Moment." How's the Weather? Washington D.C. adapted. p. 131.

National 4-H Cooperative Curriculum System, Inc. Exploring Your Environment, Washington, D.C. 2002, p. 19-21.

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.



Weather it Out

Dear Family,

Today we explored the world of weather. We made two simple weather gauges and learned about recording weather data. We also tried our hand at predicting forecasts.

The rain gauge can be outside to measure rain and snow. The wind gauge can be used to measure the strength of the wind.

We also spent some time talking about what forecasts allow us to do – be prepared. We then discussed that we may not be able to forecast different situations in our lives, but we can be prepared to get through them. The weather log can also be used as a feelings log.



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 weather gauges. Where should we place them?
- What were you feeling while Service Member was gone?
- What are some ways we can get through tough times together as a family?
- What is your favorite season? Why?
- Would you rather have rain or snow?
- What's your personal weather today?



Fitness Challenge!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-100

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Health Project
- ★ Healthy Lifestyle Choices
- ★ Self Motivation
- ★ Self Discipline
- ★ Stress Management
- ★ Goal Setting



Activity Overview

This Fitness Challenge is a great way to learn do-able physical activities that can be duplicated in any setting. This challenge is based on some components of the youth Presidential Fitness challenge.

Shout out!

Take the Presidential Fitness Challenge! Get active for 60 minutes a day and impress your friends with what you learn about how to be healthy.

Get Ready

Roles for Uniformed Service Member

- Share stories
- Discuss what Service Members do to keep physically fit; when, how, through what?
- Participate in fitness challenge
- Help train youth in physical exercise skills (push ups, curls ups)

Roles for Volunteers

- Participate in fitness challenge
- Assist special needs youth and families
- Praise and acknowledgement for individuals completing tasks
- Assist with activity “station”
- Help with directing youth through stations to next activity
- Assist with set-up and clean-up

Activity Orientation for Volunteers: 1 hour

- Overview resources at <http://www.fourh.umn.edu/extension4health/resources.html>
- Review the techniques of station activities and measuring accomplishments i.e. youth receive a score of 2 if they achieve recommended guideline for their gender and age requirement at each physical activity station

Preparation time: 1 hour

Space: Physical space to complete seven physical activity stations including: vertical jump, rope jumping, and curl-ups.



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. Read Nutrition and Physical activity important to youth.
http://www.fns.usda.gov/tn/Resources/EmpYouth_ch2.pdf, and connect with local healthy related resources for tour(s) or presentation.
6. Review activity stations and secure equipment.
<http://www.fourh.umn.edu/extension4health/resources.html>
7. Gather supplies.
8. Set up 7 Activity Stations using resources.
9. Line up and cross train volunteers to assist at each station.
 - a. Guideline requirements youth need to achieve according to their gender and age
10. Print out score card for each participant.
11. Secure writing utensils to be used at stations.
12. Copy Activity 2 worksheets and bookmark
13. Copy Parent Letter.



Get From OMK Tool Kit

- Boom box
- Upbeat Music (aerobic beat) CD
- 2 tape measures (vertical jump, stretch)
- Stop watch
- 3-4 Jump ropes to fit heights of individuals attending session

Other Equipment

STATION #1: Curl-Ups Supplies/Equipment:

- Signage describing the activity
- Stopwatch
- Ruler to measure 12 inches from feet to buttocks
- Clean mats for the floor, antibacterial soap/spray to clean between youth

STATION #2: Right-Angle Push-Ups Supplies/Equipment:

- Signage describing the activity
- Metronome (or audio tape, clapping, drums)
- Clean mats for the floor, antibacterial soap/spray to clean between youth

STATION #3: V-Sit Reach Supplies/Equipment:

- Signage describing the activity
- Measuring line
- Clean mats for the floor, antibacterial soap/spray to clean between youth

STATION #4: Jumping Rope Supplies/Equipment:



- Signage describing the activity
- One jump rope
- Stopwatch
- Open space with a smooth surface

STATION #5: Step Test Supplies/Equipment:

- Signage describing the activity
- Bench or cinderblock
- Stopwatch (pacing device is helpful)

STATION #6: Vertical Jump Test Supplies/Equipment:

- Signage describing the activity
- Measuring tape
- Wall
- Chalk

STATION #7: Stork Stand Test Supplies/Equipment:

- Signage describing the activity
- Stopwatch

Procure Supplies

- Score cards
- Writing utensils
- 7 individual station instruction poster
- Easels for posters (optional)
- 7 individual station guideline requirement per age and gender cards
- Masking tape (stork stand, stretch, vertical jump)
- Laundry basket
- Flip chart
- Makers
- Books

Background

In a time of deployment, there are so many aspects for a family to think about, organize and prepare. Staying healthy is very important. Youth need to know that part of being healthy is daily attaining 60 minutes of physical activity. This session will provide do-able physical activity opportunities that youth can achieve on their own at home. Youth will learn that by attaining physical activity it will help them maintain a healthy lifestyle.

Set Up Your Space

(15 Minutes)

- Energizing (upbeat aerobic) music playing in the background
- Set up a path to walk the perimeter of the space
- When youth and family arrive have them start the walk the perimeters of the space to music to warm up some of their muscles for the session.
- Volunteers could walk with youth and start up conversations if appropriate



WHAT TO DO

Fitness Challenge!

Icebreaker

Look Up/Look Down! (15 Minutes)

1. Have each group form a circle that is shoulder to shoulder.
 2. Ask all of the participants to look down at their feet.
 3. Give the Command: "Look up."
 4. Then the group members should look up at one of the people in the circle.
 5. If they find that they are looking at the same person that is looking at them; they both lose. Upon losing, they'll step back, the rest of the people will make the circle smaller, and the game continues.
 6. They must look at different persons each time. This process continues until only one or two people remain.
- Alternative method. This game is played when group members know each other. In this method, when two people look at each other, the first person that is able to say the name of the other person will get to stay in the game.
 - Only one person is eliminated at a time. This is a good method for learning names.

(Source: Energizers Calisthenics for the mind by Carl Olson)

Activity 1

Get Movin' Stations (1 1/2 Hours)

Introduction

The day is going to be filled with exciting fitness challenges, and activities. Physical wellness affects your overall health. A healthy person gets plenty of exercise, eats the proper foods, gets quality sleep, maintains appropriate weight and does not abuse drugs, alcohol or tobacco.

Who can tell how many minutes of physical activity you should achieve daily? You should get 60 minutes of daily physical activity and adults should get around 30-60 minutes. You can do this in a variety of ways. You could be a part of sport team, in your own home, playing games in the neighborhood, at swimming lessons and the list goes on and on. Physical activity does many things for your health.

★ Physical activity helps you:

✓ Have more energy	✓ Relax and be less tense
✓ Cope with stress	✓ Fall asleep and sleep well
✓ Improve your self image	✓ Look better
✓ Be less tired out	✓ Control your appetite
✓ Feel less anxious or blue	✓ Tone your muscles
- Physical education is an ideal way to encourage activity and develop fitness among youth that will prepare them for an active lifestyle
 - Only a quarter of high school students participate in daily physical education on a regular basis
 - Parental activity is very important in promoting activity among youth
 - Walking helps keep you physically fit



- Regular exercise can help prevent bone loss, boost your energy level, increase your muscle strength
- Plan to increase your physical activity to 30 minutes per day for adults or 60 minutes a day for youth

The Physical Fitness Stations

1. Tell the participants that during the next hour and half they will rotate to 7 physical fitness stations.
2. These stations are based on the Presidential Fitness guidelines.
3. Each station has recommendation that you should achieve according to your gender and age. If you achieve the recommendation you mark a “2” value on the score card.
4. We are going to walk around our environment here and get a glimpse of each station.
5. (Walk around the stations and briefly explain the activity according to the instructions)
6. Each station has a volunteer to help you with the activity.





STATION #1: Curl-Ups

Objective:

To measure abdominal strength/endurance by counting the maximum number of curl-ups performed in one minute.

Testing:

1. Have youth lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks.
2. Partner holds feet.
3. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
4. Keep this arm position, youth raises the trunk curling up to touch elbows to thighs and then lowers the back to the floor so that the shoulder blades touch the floor, for one curl-up.
5. To start, a timer calls out the signal “Ready? Go!” and begins timing youth for one minute.
6. The youth stops on the word “stop”.
7. The partner is behind the head with hands cupped under the youth’s head. The youth being tested curls up slowly sliding the fingers up the legs until the fingertips touch the knees, then back down until the head touches the partner’s hands.
8. The curl-ups are done to a metronome or clapping with one complete curl-up every three seconds.
9. The youth continues until he/she can do no more in rhythm or has reached the target number.
10. The partial curl-ups, done slowly with knees bent and feet not held, replace the timed curl-ups because they are a better indicator of the strength and endurance of the abdominal muscles.
11. **Muscular Strength and Endurance:** capacity of a muscle or muscle group to exert force against resistance or over a long period of time. Repeating a movement for as long as possible builds muscular strength and endurance.
12. **Scoring:** “Bouncing” off the floor is not permitted. The curl-up should be counted only if performed correctly.
13. **Note:** An alternative partial curl-up can be used. Let the youth extend arms forward with fingers resting on the legs and pointing toward the knees. The feet are not held or anchored.





STATION #2: Right-Angle Push-Ups

Objective:

To measure upper body strength/endurance by maximum number of push-ups completed.

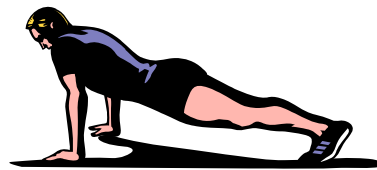
Testing:

1. The youth lies face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with the toes supporting the feet.
2. The youth straightens their arms, keeping their back and knees straight, and then lowers their body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor.
3. A partner holds her/his hand at the point of the 90-degree angle so that the youth being tested goes down only until her/his shoulder touches the partner's hand, then back up.
4. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the youth can do no more in rhythm (has not done the last three in rhythm) or has reached the target number for the PPFA.

Scoring: Record only those push-ups done with proper form and in rhythm.

Rationale:

- The right angle push-ups are recommended for upper body strength/endurance testing because the youth's body weight has less effect than it does on pull-ups
- Right angle push-ups provide a better indicator of the range of strength/endurance found in children and youth, whereas many are unable to do any, pull-ups remain an option for those youths at higher levels of strength/endurance
- **Muscular Strength and Endurance:** capacity of a muscle or muscle group to exert force against resistance or over a long period of time. Repeating a movement for as long as possible builds muscular strength and endurance





STATION #3: V-Sit Reach

Objective:

To measure flexibility of lower back and hamstrings.

Testing:

1. A straight line two feet long is marked on the floor as the baseline.
2. A measuring line is drawn perpendicular to the midpoint of the baseline extending two feet on each side and marked off in half-inches.
3. The point where the baseline and measuring line intersect is the “0” point. The youth removes shoes and sits on floor with measuring line between legs and soles of feet placed immediately behind baseline, heels 8-12 inches apart.
4. The youth clasps thumbs so that hands are together, palms down and places them on measuring line.
5. With the legs held flat by a partner, the youth slowly reaches forward as far as possible, keeping fingers on baseline and feet flexed.
6. After three practice tries, the youth holds the fourth reach for three seconds while that distance is recorded.

Scoring: Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Youth should be encouraged to reach slowly rather than “bounce” while stretching. Scores, recorded to the nearest half-inch, are read as ‘plus scores’ for reaches behind baseline.

Note: An alternative sit and reach method may be used to measure flexibility of lower back and hamstrings. A specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. (Details for construction are available on the web site or by contacting the President’s Challenge office.) The youth removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, the youth reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded. **Flexibility:** Ability to move joints easily through their full range of motion.





STATION #4: Jumping Rope

Objective:

To measure cardio respiratory endurance. Jumping rope maximizes agility, hand-eye-foot coordination, speed, and fluidity of movement.

Testing:

1. The youth jumps at a steady pace with a single rope continuously (rope must remain in a constant turning motion) for 90 seconds without a miss.
2. The youth starts when ready.
3. Anytime the rope stops moving before 90 seconds has elapsed, have the youth stop, and begin the task again (allow rest if needed).
4. There is no limit to the number of attempts to satisfactorily complete this challenge.
5. Allow movement while jumping.
6. Youngsters do not need to stay on the same spot to complete this challenge, allow jumping of any style (forwards or backwards, one foot or two feet, switching feet, skipping, tricks, etc.), however the rope must pass under the youngster's feet.
7. Make sure the jump rope chosen is not too long or too short.
8. To determine the correct length of a jump rope for an individual step with both feet together on the middle of the rope, the rope handles should come up to the armpits.
9. Scoring: Youth must jump for 90 seconds without a miss.
10. Cardio Respiratory Endurance: Ability to participate in moderate to vigorous, large muscle group activities for relatively long periods of time. Endurance exercise shows the capacity of the heart and lungs to work during exercise.





STATION #5: Step Test

Objective:

To measure cardio-respiratory endurance.

Testing:

1. The Harvard Step Test predicts cardio-vascular fitness (endurance) from the rise of heart rate during moderate exercise, an accurate measurement of the heart rate is necessary if the results of this test are to be meaningful.
2. Heart rate may be counted most easily by pressing with the fingertips on the arteries of the wrist.
3. After the pulse rate is taken, each youth is asked to step up and down on a 12-inch step.
4. The examiner demonstrates the test to the youth. (i.e., up right foot, up left foot, down right foot, down left foot).
5. The same foot must start the step-up each time.
6. A metronome set to 96 beats per minutes can be used to set the pace, if the youth is off beat (too slow or too fast), he or she is reminded to speed up or slow down.
7. The pulse rate is taken exactly one minute after the last step is completed.

The step test is based upon the idea that a youth with a higher level of cardiovascular fitness will have a smaller increase in heart rate, and that the following the exercise the heart rate will return to normal faster than a youth who has a much lower level of cardiovascular fitness; this is known as pulse recovery rate.

Scoring: Cardio-respiratory fitness is measured by pulse rate recovery following a three-minute step activity (modified Harvard Step Test). Pulse rates are counted for 30 seconds duration each at one minute following the stepping. A rate at or over 171 is rated poor or "at risk" in terms of CVR. The youth gets 1 point if the rate is less than 171, and 0 points if 171 or over.

Note: The test is stopped prematurely if the examiner feels the youth changed his or her step after 3 consecutive reminders over a 15-second period. If the youth complains of excessive fatigue, dizziness, or other negative physical symptoms, the test are stopped. A stopwatch is used to record the minutes and seconds that the youth is able to perform the step test (up to 3 minutes maximum).

Cardio Respiratory Endurance: Ability to participate in moderate to vigorous, large muscle group activities for relatively long periods of time. Endurance exercise shows the capacity of the heart and lungs to work during exercise.





STATION #6: Vertical Jump Test

Objective:

To measure leg strength or power.

Testing:

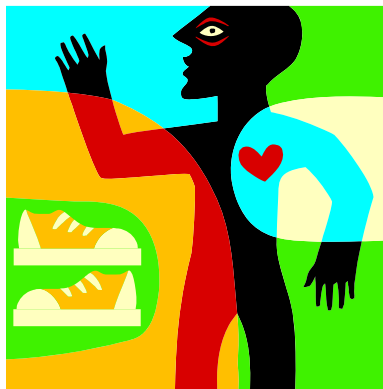
1. The vertical jump test involves measuring the difference between the standing reach and the height reached at the peak of a vertical jump.
2. The youth stands with side toward wall and reaches up as high as possible keeping the feet flat on the ground.
3. Record or mark standing reach.

Or

1. Mount vertical jump measuring tape to wall.
2. Have the youth put chalk on fingertips.
3. Standing slightly away from the wall.
4. Ask the youth to jump up as high as possible using both arms and legs to assist in projecting the body upwards.
5. Touch the wall at the highest point of the jump.

Scoring: Calculate the "net height" by subtracting the standing reach height from the jump height. The best of three attempts is recorded. Youth's norms based on data from Texas Test 1973.

- Mean jump scores, for men were 21 25 years = 22.2 ± 3.5 ; 26 30 years = 21.9 ± 3.3 ; and for women were 21 25 years = 14.1 ± 2.5 ; 26 30 years = 14.0 ± 2.4
- Leg strength or power: the ability to move with speed and strength, sometimes called explosiveness. An activity that promotes power is the vertical jump





STATION #7: Stork Stand Test

Objective:

To assess the ability to balance on the ball of the foot.

Testing:

1. Remove the shoes and place the hands on the hips, then position the non-supporting foot against the inside knee of the supporting leg.
2. Give the youth one minute to practice the balance.
3. The youth raises the heel to balance on the ball of the foot.
4. The stopwatch is started as the heel is raised from the floor.

Scoring:

The stopwatch is stopped if:

1. The hand(s) come off the hip.
2. The supporting foot swivels or moves (hops) in any direction.
3. The non-supporting foot loses contact with the knee.
4. The heel of the supporting foot touches the floor.

The best of three attempts is recorded.

Balance: Maintaining body position while stationary, indication of a high degree of equilibrium.

The stork stand is a stability tasks involving one-foot balance.

- Remind youth these activities can be completed at home
- That youth should achieve 60 minutes of physical activity per day
- Remind them that their Service Member stayed in good physical shape while they were deployed and that physical fitness is everyone's life long job





Activity 2

Calories Expended (30 Minutes)

Introduction:

Many health benefits can be yours when you make and follow a physical fitness plan. Physical fitness is the condition of your body in relation to several components or parts. These include:

- ★ Muscular strength and endurance
- ★ Flexibility
- ★ Cardiovascular fitness
- ★ Body composition

1. Make a list on piece of paper or use the handout, of the sports activities you enjoy doing then figure out how many calories they will expend in an hour doing this activity.
2. Show the group the calorie expenditure numbers.

Archery	204	Jogging (5.5 mph)	552
Backpacking	348	Racquetballs	510
Baseball	238	Running (10 mph)	765
Basketball	255	Rollerblading	297
Bicycling	178	Skiing, cross country	595
Bowling	176	Skiing, downhill	510
Circuit training	289	Soccer	459
Dance, Aerobic	357	Softball	238
Dance, Social	222	Swimming (slow laps)	272
Football	255	Tennis	375
Gymnastics	263	Volleyball	297
Hiking	255	Walking	258

3. Now look at the activities and decide whether they each emphasize cardiovascular endurance, muscular strength, or flexibility.
4. This chart is the average calories spent for a 120-pound person. If you weight less you, expend fewer calories. If you weigh more you, expend more calories.
5. Physical fitness helps with weight management, improves health, and strengthens and conditions the whole body. It strengthens the heart muscle. When the heart muscle is strong, this lowers resting heart rate, allows the heart to rest between beats and makes less wear and tear on the arteries. It increases the ratio of good cholesterol to bad cholesterol and also reduces your risks of many chronic disease life heart disease, cancer, diabetes and osteoporosis. Then the heart pumps more blood with each beat.
6. Physical fitness helps control stress. After exercise, your brain releases a chemical substance called endorphins, which helps create an elevated mood and reduces pain. While we try the next few activities gauge your stress level.

Water Break

(10 Minutes)

Activity 3

A Service Members Perspective (15 Minutes)

Introduce the Uniformed Military Personnel. Have them share the importance of physical activity and how it helps with leading a healthy lifestyle. Communicate that all of us need to

Fitness Challenge!



attain daily physical activity at home and in play. They should maybe share the physical activity of a Service Member.

Activity 4.

Walk It! (15 Minutes)

1. Warm-Up ~ Walk slowly for about 5 minutes.
2. Then pick up your pace.
Practice: Walk tall, head up, shoulders back, stomach in.
3. Focus on quicker, not longer steps.
4. Breathe deeply.
5. Remember to: Wear reflective clothes or carry a light. Walk toward traffic.
6. Cool Down: Last 5 minutes, slow your pace.
7. Finish with some flexibility stretches.

Activity 5

Stress Relief (20 Minutes)

1. Discuss stress and the types of situations that bring us stress.
2. Ask the group for a volunteer. Have the volunteer stand in front of the group holding a laundry basket.
3. Ask the youth to give examples of stressor they have in their lives. For each stressor identified, have them come to the front of the room and take a book.
4. On a flip chart write down the stressors identified. The books represent their stressors.
5. After they pick up a book, have them place it in the basket.
6. The basket will get heavier as more and more stressors are added.
7. After the group slows down and has difficulty coming up with more stressors, change the topic to what can be done to relieve stress (physical activity, healthy food choices, sleep, healthy beverage choice, hot bath, massages).
8. Have the person with the suggestion go to the basket and take out one book.
9. When you process the activity, make comparisons to how difficult it is to carry around the stressors in our lives, before, during and after deployment.

Activity 6

Trips (1 Hour)

Use one of the following activities:

(If going off site is not a possibility, think about extending the fitness challenge, bringing in an expert or utilizing the facilities and resources that might be available where you facilitate the activity.)

Pre arranged trip, which may include tour to health careers related site or invite an expert from a local organization or business to speak on any of the following nutrition or physical activity topics or careers. (Additional ideas found at:

www.fns.usda.gov/tn/Resources/EmpYouth_ch2.pdf).

Take a trip to a restaurant or a hotel dining facility

During your visit, make a list of healthful menu choices and collect menus with nutrition information. Youth can also practice making healthful food choices and proper restaurant etiquette. Assemble a collection of menus from your visits.



Visit a local health club or recreation center

Learn about the facilities and opportunities for physical activity that are available for youth.

Tour a health food store, supermarket, or ethnic food store

Compare the difference in food availability, variety, quality, price, and nutritional value. Discuss smart shopping strategies such as using coupons and purchasing store brands and foods on sale. Take a tour of the produce department. Have someone talk to the youth about how to pick seasonal fruits and vegetables. Visit the canned goods aisle and discuss the alternatives to fresh produce (canned, dried, and frozen) that are available. Point out various strategies food manufacturers and stores use (packaging, placement in the store, displays) to attract young people to their products.

Visit a dialysis or cardiac clinic

Show youth first hand how poor diet and physical inactivity can affect the body.

Talk It Over

(15 Minutes)

- ★ **Reflect:** What were your expectations when you came here today?
Why is physical fitness important to each of us?
Tell me about your favorite part of the fitness challenge?
What was your least favorite part?
- ★ **Process:** What did you learn about yourself by doing this fitness challenge?
What was the most challenging part of this fitness challenge for you?
Why?
- ★ **Generalize:** What key points did you learn about fitness?
What did you learn about your own skills?
We discussed the importance of physical activity to the Service Member.
Where in your life would you find physical activity useful?
- ★ **Apply:** How can you use what you learned today in your daily lives?
Can you repeat these activities daily in your home?
How can you use these skills in a different situation?
What can you share with others about daily physical activity?
Why is physical fitness important in all phases of your life and to your family?

Enhancement

- Walking program (see additional resource page)
- Use of pedometers to track daily activity
- Healthy Lifestyle Challenge daily and weekly resource @ <http://www.fourh.umn.edu/extension4health/resources.html>
- Add Wii fitness, as an additional activity station after completing all the other 7 stations
- Make a sweatband or wrist band



Closing

Today was filled with physical activity. Physical activity helps us in many ways including weight management, improving heart health, and strengthens and conditions the whole body. Daily physical activity reduces your risk of many chronic diseases like heart disease, cancer, diabetes and osteoporosis. Physical fitness also helps to reduce stress. We all need physical activity in our lives for overall wellness. This is your life. You make the choices about being physically fit. Next time you are bored, go for a swim, play a game of basketball, golf, play tennis or even take a hike! It will put a smile on your face! ☺

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



Fitness Challenge!

Dear Family,

Today youth participated in a fitness challenge. We discussed physical wellness being important to overall health. A physically healthy person gets plenty of exercise, eats the proper foods, gets quality sleep, maintains appropriate weight and does not abuse drugs, alcohol or tobacco. Youth should achieve 60 minutes of daily physical activity, adults 30-60 minutes. This can be completed as part of a sport team, in your own home, playing games in the neighborhood, at swimming lessons - the list goes on and on.



- Physical fitness helps with weight management, improves health, and strengthens and conditions the whole body and also reduces your risks of many chronic disease life heart disease, cancer, diabetes, and osteoporosis
- Physical activity helps you:
 - *Have more energy
 - *Be less tired out
 - *Fall asleep and sleep well
 - *Tone your muscles
 - *Cope with stress
 - *Feel less anxious or blue
 - *Look better
 - *Improve your self-image
 - *Relax and be less tense
 - *Control your appetite
- Physical education is an ideal way to encourage activity and develop fitness among youth that will prepare them for an active lifestyle
- Only a quarter of high school students participate in daily physical education on a regular basis
- Parental activity is very important in promoting activity among youth
- Walking helps keep you physically fit
- Regular exercise can help prevent bone loss, boost your energy level, and increase your muscle strength
- Plan to increase your physical activity to 30 minutes per day for adults or 60 minutes a day for youth

Best regards,



Conversation Starters

- If you could spend a whole day with a parent, what would you do?
- What is your favorite sport? Why?
- Do you like individual or team sports better?
- What sport do you enjoy doing with your family?
- How can you as a family do daily physical activity together?
- What are the top 5 stressors you have had since the return of your deployed loved one?



Fitness Challenge



Calorie Expended Worksheet

Activity 2

Directions

1. Below pick some sports activity you like to do.
2. Determine approximately how many calories you'll expend in an hour doing this activity.
3. Determine whether it emphasizes cardiovascular endurance, muscular strength or flexibility. Record this information

Calories expended per hour

Average calories spent for a 120-pound person. If you weight less you expend fewer calories. If you weigh more you expend more calories.

Archery	204	Jogging (5.5 mph)	552
Backpacking	348	Racquetballs	510
Baseball	238	Running (10 mph)	765
Basketball	255	Rollerblading	297
Bicycling	178	Skiing, cross country	595
Bowling	176	Skiing, downhill	510
Circuit training	289	Soccer	459
Dance, Aerobic	357	Softball	238
Dance, Social	222	Swimming (slow laps)	272
Football	255	Tennis	375
Gymnastics	263	Volleyball	297
Hiking	255	walking	258

Activity	Calories Expended Per Hour	Hours	Total
1. _____			
2. _____			
3. _____			
4. _____			



Walking For Fitness

For health benefits, physical activity should be moderate or vigorous and add up to at least 30 minutes per day. Walking briskly is considered a moderate activity.

The walking program below will help you gradually increase the number of days you walk per week, beginning with only 15 minutes three times the first week; and ultimately reaching a goal of 30-60 minutes per day.

- ★ Recording your progress in a walking log will help you stay motivated.

8-Week Walking Program



Minutes Per Day

Week #	Mon	Tue	Wed	Thu	Fri	Sat	Sun
W1	15		15		15		
W2	15	15	15		15	15	
W3	17	17	17	17	17	17	
W4	20	20	20	20	20	20	
W5	23	23	23	23	23	23	
W6	25	25	25	25	25	25	
W7	30	30	30	30	30	30	10
W8	30	30	30	30	30	35	15

Tips on Walking

- ★ Warm-Up
- ★ Walk slowly for about 5 minutes. Then pick up your pace.
Walk tall
- ★ Head up, shoulders back, stomach in.
- ★ Focus on quicker, not longer steps.
- ★ Breathe deeply.
- ★ Wear reflective clothes or carry a light.
- ★ Walk toward traffic.
- ★ Cool Down
- ★ Last 5 minutes, slow your pace.
- ★ Finish with some flexibility stretches.

IMPORTANT NOTES:

- ✓ If you experience a problem that cannot be relieved see your doctor.
- ✓ Do not use hand weights while walking; using them could increase your blood pressure and may contribute to joint problems.



What is a Pedometer?

- ★ A device that counts each step a person makes.
- ★ A tool used to help gauge how active you are each day.
- ★ A Pedometer ~ uses a pendulum to sense hip movement.
 - ...fastens to the waist or belt area.
 - ...measures steps made throughout the day.
 - ...motivates you to increase your daily steps by 20% per week.

IMPORTANT NOTE Regarding Pedometers:

Pedometers are not accurate for measuring running steps, pedaling motion of a bicycle, or swimming. Keep track of those activities by time or distance.

Health Guide for Daily Steps

<u>Daily Step Count</u>	<u>Health Zone</u>
More than 12,500	Highly Active
10,000-12,500	Active
7,500-10,000	Somewhat Active
5,000-7,500	Low Active
Less than 5,000	Sedentary

Ways to Increase Your Steps

Walk on your breaks & lunch hour.	Park farther away from entrances.
Take a 3-minute walk every hour.	Vacuum your house more often.
Take the stairs instead of the elevator.	Pace while you're on the phone.
Deliver things to coworkers in person.	Walk the dog.
Take several 10-minute walks.	
Walk the perimeter of the field while your youth play soccer.	

Converting Steps to Miles

- ★ Calculate your step length by measuring off a known distance (20 or 50 feet).
- ★ Then walk that distance at your natural walk and count the number of steps it takes you to cover that distance.
- ★ Divide the number of inches (number of feet times 12) by the number of steps. This gives you your step length in inches.
- ★ Calculate your miles walked by dividing the steps you walked by the number of steps per mile.

<u>Step Length in 1 Mile</u>	<u># Steps</u>	<u>Step Length in 1 Mile</u>	<u># Steps</u>
16	3,960	28	2,263
17	3,727	29	2,185
18	3,520	30	2,112
19	3,335	31	2,044
20	3,168	32	1,980
21	3,017	33	1,920
22	2,880	34	1,864



Fitness Challenge Bookmark

Physical activity helps you:

- ✓ Have more energy
- ✓ Cope with stress
- ✓ Improve your self image
- ✓ Be less tired out
- ✓ Feel less anxious or blue
- ✓ Relax and be less tense
- ✓ Fall asleep and sleep well
- ✓ Look better
- ✓ Control your appetite
- ✓ Tone your muscles

 Physical education is an ideal way to encourage activity and develop fitness among children that will prepare them for an active lifestyle

 Only a quarter of high school students participate in daily physical education on a regular basis

 Parental activity is very important in promoting activity among children

 Walking helps keep you physically fit

 Regular exercise can help prevent bone loss, boost your energy level, increase your muscle strength

 Plan to increase your physical activity to 30 minutes per day for adults or 60 minutes a day for youth



Activity	Body weight (in pounds)		
	100	150	200
Walking 2.0 mph	84	120	156
Walking 3.0 mph	112	160	208
Walking 4.5 mph	154	220	286
Jogging 5.5 mph	259	370	481
Running 6.0 mph	448	640	832
Swimming 25 yards/minute	97	138	179
Swimming 50 yards/minute	175	250	325
Bicycling 6.0 mph	84	120	156
Bicycling 12.0 mph	144	205	267
Canoeing 2 mph	235	300	365
Golf 9 holes, 2 hours	195	250	305
Hiking, 2 mph 20 pound pack	235	300	365
Racquetball	400	510	620
Stationary bicycle 15 mph	330	420	515
Volleyball	275	350	425

Calories burned in a 30 minute workout



Marvelous Missions!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Leadership
- ★ Working in Groups
- ★ Cooperation
- ★ Communication
- ★ Project Learning



Activity Overview

The participants will work in small groups to complete specific project-based tasks. Youth will learn about working in groups successfully while completing a wide variety of tasks

Shout out!

Challenge yourself on these Marvelous Missions! Learn about various projects such as small engines, wildlife, the color wheel, citizenship and much more. You will work in a team to complete projects. Come & discover Marvelous Missions!

Get Ready

Roles for Uniformed Service Member

- Help set up stations
- Serve as the “host/ess” & time keeper during the game

Roles for Volunteers

- Help set up stations
- Serve as a reviewer at the head table
- Serve as a group processor at the end of game

Activity Orientation for Volunteers: ½ hour

- Explain game and roles for the game
- Go through processing questions for end of game

Preparation time: 3 hours

Space: A large meeting room. Each team will need a distinct location within the room; a table for 4-6 adults to sit at as the “head table;” at least one other table off to the side for items.

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 markers, embellishments and scissors.

These instructions are for 30 participants divided into 6 teams of 5 youth. You need to have each Mission duplicated 6 times.

6. Collect & prepare items for each mission of the game. These instructions are for 30 participants divided into 6 teams of 5 youth. You need to have each Mission's items duplicated 6 times. Project sheets are located at the end of this lesson plan along with the answers to each mission.

Mission 1

- Copy project sheet citizenship, task 1 – put into envelope
- **Label envelope: Mission 1, Task 1**
- Copy project citizenship, task 2 – put into envelope
- **Label envelope: Mission 1, Task 2**

Mission 2

- Copy project sheet youth leadership, task 1 – put into envelope with 10 balloons and one roll of tape
- **Label envelope: Mission 2**

Mission 3

- Collect 6 old button-down shirts, remove buttons and put buttons into a small baggie & put with shirt
- Put a sewing needle & thread into small baggie
- Copy project sheet clothing, task 1 – put into envelope with shirt & small baggie
- **Label envelope: Mission 3**

Mission 4 – Money

- Collect 360 pennies, 120 nickels, 204 dimes, and 72 quarters. **Note** that you can use any amount just so the same amount is in each team's bag
- Divide the money above into 6 brown bags of 60 pennies, 20 nickels, 34 dimes & 12 quarters.
- Copy Mission sheet 4 – Money – put into envelope
- **Label envelope: Mission 4**

Mission 5 – Creative & Fine Arts

- Copy Mission sheet 5 – put into envelope
- **Label envelope: Mission 5**

Mission 6 – Wildlife

- Copy Mission sheet 6 – put into envelope.
- **Label envelope: Mission 6**
- Copy each animal print. Laminate, if possible
- *note, you could copy each of the animal prints 6 times so each group has their own set of prints

Mission 7 – Foods

- Copy Mission sheet 7 – put into envelope
- **Label envelope: Mission 7**
- Collect 3-4 liquid & dry measuring cups, teaspoons & tablespoons



Mission 8 – Animal Science

- Cut the 3/8” rope into 10 foot pieces
- Copy mission sheet 8 – put into envelope along with one rope
- **Label envelope: Mission 8**

Mission 9 – Small Engines

- Copy mission sheet 9 – put into envelope
- **Label envelope: Mission 9**

7. Copy Parent Letter

Get From OMK Tool Box

- Boom box & music
- Body Part Debrief bag
- Teachable Moment Book
- Measuring cups
- Measuring spoons

Procure Supplies

- Copies of attached handouts, one per team, per task
- Copies of answers for the judges.
- Stop Watch, timer or digital clock with seconds
- Envelopes – various sizes
- Pencils
- 15 Apples
- 3 Potatoes
- 60 Pieces of Bubble Gum
- 60 Balloons
- 6 Tape
- 6 Old button up shirts with the buttons taken off & put into a little baggie.
- 6 Spools of thread – various colors
- 12 Sewing needles
- Pennies, nickels, dimes, & quarters – the same amount of each for each team
- 6 Lunch sized brown paper bags
- 10 - 10”x10” square (approximately) pieces of tag board (one per team plus a few extra)
- Washable – tempera paint, basic colors
- 12 Paint brushes
- 12 Paper plates
- 60 Feet of 3/8” rope, cut into 10 foot lengths (one per team)

Background

This is a fun activity where participants work in teams to complete tasks. Since this is a mixed age activity, it is important to talk about making sure that everyone is included. The older youth may naturally take over, so it is important that they be reminded to include everyone in each activity. This will make a good processing question also. This activity is designed after the TV show *Amazing Race*. It is a competitive timed game. Some youth get excited about that. You can discuss how **competition motivates** people.



Set Up Your Space

1. Cut apples/potatoes in half horizontally. Make your cuts distinctive—zigzags, curves, and slits. Have enough apples/potatoes so that each youth gets one half. Now let them find their apple/potato mate.
2. Play hot potato. Put on music and pass an uncooked potato until the music stops— whoever is holding the potato is out.
3. Hand out bubble gum and see who can blow the biggest bubble.

WHAT TO DO

Marvelous Missions!

Icebreaker

My Best Friend (10 Minutes)

Directions:

1. Each person introduces the person on their right with their actual name (even though they have probably never met them before).
2. They will introduce this person as their best friend, making up their introduction!
3. The introducer must say three things about the person in their introduction.
4. For example: “This is my best friend, Rob. He was the third man on the moon. He’s 95 years old and just had a brain transplant.”

Age Timeline (15 Minutes)

Directions:

1. Draw an imaginary line that represents today’s date.
2. Have the participants work together to go backwards from today to see how old everyone is.

Introduction

(5 Minutes)

Today we are going to play “Marvelous Missions”. As a team, you will complete various missions in the next few hours. When you work in teams or groups, what are some guidelines to make sure your team is successful? (Make sure everyone contributes, has a turn)

What do you think of as a mission? (May get various answers)

Getting into Teams:

(5 Minutes)

To get us into teams let’s line up in a line, shoulder to shoulder from youngest to oldest. Have the group number off by 1 through 6. Indicate where you want each group to be in the room. Have everyone move to the indicated spot. The first item of business for your team is to come up with a team name and cheer. Give them 10 minutes to do this. Have each team tell the other team their name & cheer.

The rules of the Marvelous Mission Game:

(5 Minutes)

1. There are 3 Sections to complete. We’ll take a break after each section. Each section has 3 missions. Each mission has 1 or 2 tasks to complete.
2. Each mission will be timed.
3. To start a mission, each team sends a member to the Head Table. That member will be handed an envelope with the instructions for one project of that mission. They must stay by the Head Table until the Host/ess says “go.”

Marvelous Missions!



4. Once a team as completed all tasks of the mission, they come to the Head Table for approval. Any member at the Head Table can check the team forms. If everything is correct, the form is signed. One team member then goes to the Host/ess to collect the next mission envelope.
 - a. If an item is wrong, the team needs to go back and change it.
 - b. Head Table Members can tell them which items are wrong.
5. Once the third mission is completed & approved the Host/ess will record that team's Mission time on the board.
6. The winner of the Marvelous Mission is the team with the lowest time.
7. Are there any questions?

Section 1 (45 Minutes)

Starting the Game –

1. Have each team send a member to the head table to get their first mission. They can't open their envelope until they return to their team. Dismiss the team members back to their teams at the same time.
2. Start the clock once you dismiss the team members from the head table.
3. Once each team has completed a section, (all 3 missions) record their time.

Break 1 (10 Minutes)

1. Let the youth hang out, take bathroom breaks and have a snack.
2. Set-up for section 2 - money, creative & fine arts, wildlife.
 - Set envelopes for each mission on the Head Table
 - Have the next mission's envelopes "ready" to move onto Head Table
 - Have a location off to the side for the paint & paper plates

Section 2 (45 Minutes)

1. Have each team send a member to the head table to get their fourth mission. They can't open their envelope until they return to their team. Dismiss the team members back to their teams at the same time.
2. Start the clock once you dismiss the team members from the head table.
3. Once each team has completed a section, (all 3 missions) record their time.

Break 2 (10 Minutes)

1. Let the youth hang out, take bathroom breaks and have a snack.
2. Set-up for section 3 – foods, animal science, small engines.
 - Set envelopes for each mission on the Head Table
 - Have the next mission's envelopes "ready" to move onto Head Table
 - Have a location off to the side for the food mission

Section 3 (45 Minutes)

1. Have each team send a member to the head table to get their seventh mission. They can't open their envelope until they return to their team. Dismiss the team members back to their teams at the same time.
2. Start the clock once you dismiss the team members from the head table.



3. Once each team has completed a section, (all 3 missions) record their time.
4. Determine the winning team by who had the lowest total time.
5. Congratulate the winning team.
6. Give prizes if available.

Take Break

(15 Minutes)

Talk It Over

Processing the Game

(30 Minutes)

Use the Body Part Debrief bag. Group everyone into small groups by age, so similar ages are together. Have an adult join each group to help facilitate the discussion. You as the facilitator pull an item out of the bag & state the question that goes with the item.

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.

Item & Question

Heart: Name something you felt, or a feeling you experienced during the game. Was everyone included in the activities? Was there anything that made your heart pound? Were any of the feelings similar to the past 60 days as your loved one has come back into your household?

Brain: Tell the group something that you learned. Is there anything you learned that you could apply to your life right now? What is something you have learned during your Service Member's deployment that you would tell another youth to help them with a Service Member that is just starting a deployment?

Stomach: What took guts for you to do, or pushed you outside of your comfort zone. What has been uncomfortable for you in the past 60 days?

Hand: How did the group support you? Is there someone you would like to give a hand to? Who have you gone to when you needed support?

Ear: Describe something you heard, or something that was hard to hear.

Eye: A vision you had for the group, or something you saw. What do you hope to happen in the next 30 days with your family?

Smiley Face: Tell the group something that made you smile, or name some positive attributes of yourself or the group. What is the best thing about having your loved one home again?

- Today you worked on a team with people you didn't know, how is that similar to the past 60 days having your loved one home? How is it different? What did you learn about teams that are similar to families?
- Was everyone included in your team? How did you (or can you) make sure everyone is included?
- The activity today was a competition. How does competition motivate people? How would it have been different if it weren't a race?



Enhancement

Can you create new marvelous missions? Share some of the missions with your family and friends. Talk to your Service Member and ask about some of their missions.

Closing

Thank you for participating today! I hope you enjoyed the Marvelous Missions as much as I did. I hope you learned something about a project you didn't know about before. I hope you learned about working as a team to complete a task. Share with your family the activities we did. Talk about your group and who the leader was and what made that person a good or bad leader.

Credits/Sources

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



Marvelous Missions!

Dear Family,

Today we did several project missions. They included citizenship, youth leadership, clothing, creative arts, small engines, wildlife, foods, financial management, and animal science. Ask your youth about each of the activities.

To complete each project they worked in teams to complete each task. To make it interesting each team was timed to see how quickly they could finish a task. The teams that did well figured out what each person's skill was and utilized it. We talked about what it was like to work in a team where you did not know everyone. We discussed how that was similar and different to having their loved one home now. We also talked about leadership. Who was a leader on their team, were they a good or bad leader. What are skills of a good leader?



You may want to discuss with your youth your experiences of working on a team. Name one team with which you work. When do you like to work on a team? When do you like to work alone? What are qualities of a good group leader?

Thanks for participating in this Operation: Military Kids Deployment Cycle Support Yellow Ribbon Outreach activity. We hope you and your family enjoyed the day. If you have any questions, please contact me at _____.

Sincerely,



Conversation Starters:

- What are qualities of a good leader?
- What qualities does that person have?
- What qualities do you need to be a good team player?
- If you could plan a mission, what would it be?
- What makes our family a team?



Marvelous Mission

Mission 1 CITIZENSHIP

Task 1: Name 10 Presidents of the United States

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Approval Signature



Marvelous Mission

Mission 1 CITIZENSHIP

Task 2: Write word for word the Pledge of Allegiance.

Approval Signature



Marvelous Missions

Mission 2 Youth Leadership

Task 1: Build a Balloon Tower using at least 10 balloons and tape. Balloons must be blown up. Each team member can only use one hand. Each team member must keep one hand behind their back at all times.

Approval Signature



Marvelous Missions

Mission 3 CLOTHING

Task 1: Sew the buttons onto the shirt so that they are in the proper spot and the shirt lays flat.

Approval Signature



Marvelous Mission

Mission 4 Money

Task 1: SUM the coins from the bag and record the amount below.

TOTAL of coins in bag \$ _____

Task 2: Count the number of each type of coin from all of the bags, then figure the \$ amount for each.

How many? Pennies _____ = \$ _____

Nickels _____ = \$ _____

Dimes _____ = \$ _____

Quarters _____ = \$ _____

TOTAL sum of all coins \$ _____

DO YOUR TWO TOTALS MATCH?

YES

NO

Approval Signature



Marvelous Missions

Mission 5 CREATIVE & FINE ARTS

Task 1: Make a color wheel with paint, then answer the questions below. The color wheel must have the primary and secondary colors in it.

Questions:

1. Name the Primary Colors

2. Name the Secondary Colors

Approval Signature



Marvelous Mission

Mission 6 WILDLIFE

Task 1: Match the track to the animal that made it.

Word Bank

Skunk
Beaver
Robin
Raccoon
Gray Squirrel

Mouse
Cougar
Rabbit
Duck
Black Bear

Elk
Turkey
Moose
Porcupine

Answers

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____

I. _____
J. _____
K. _____
L. _____
M. _____
N. _____

Approval Signature



Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.

A





Marvelous Mission

Mission 6 -WILDLIFE

Task 1: Match the track to the animal that made it.

B



Hind feet



Front feet

C

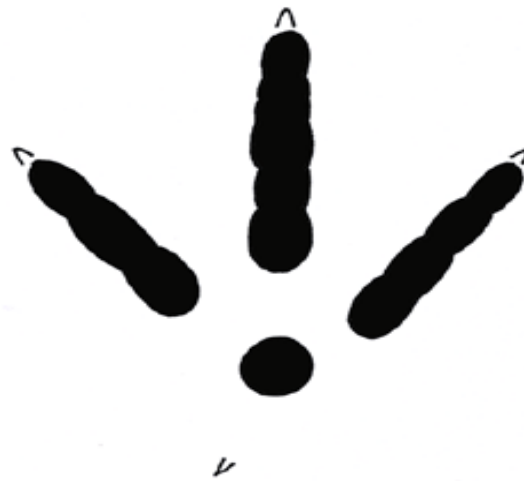


Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.

D



E





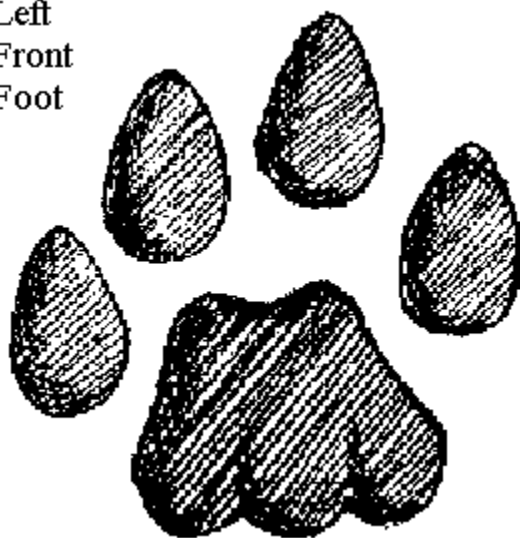
Marvelous Mission

Mission 6 - WILDLIFE

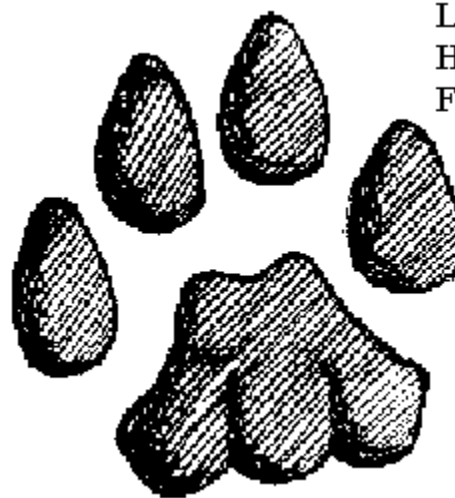
Task 1: Match the track to the animal that made it.

F

Left
Front
Foot



Left
Hind
Foot



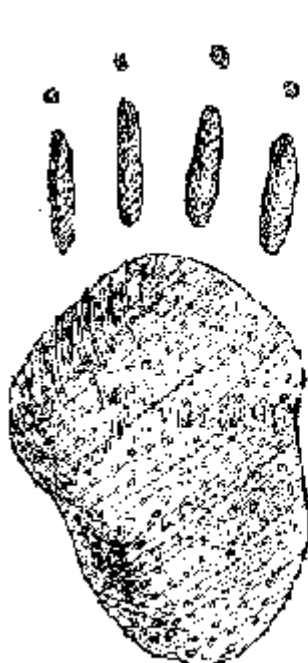


Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.

G



Front foot



Hind foot

H



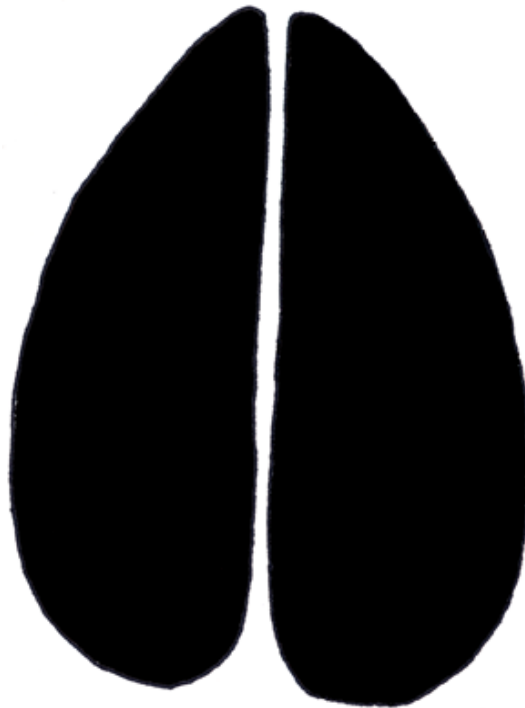
Hind
foot



Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.



I

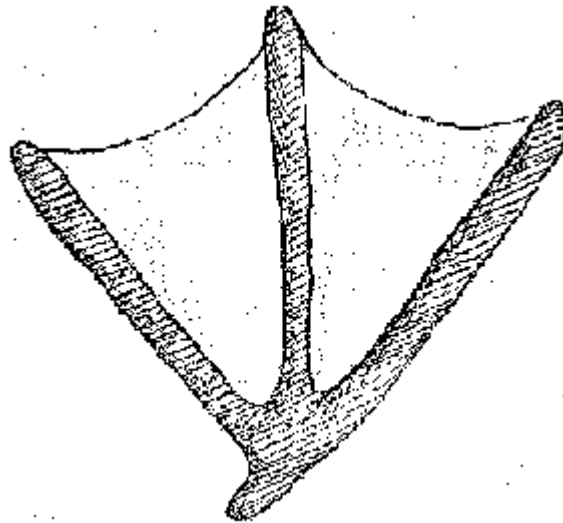


Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.

J





Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.



Hind Feet



Trail Pattern

K



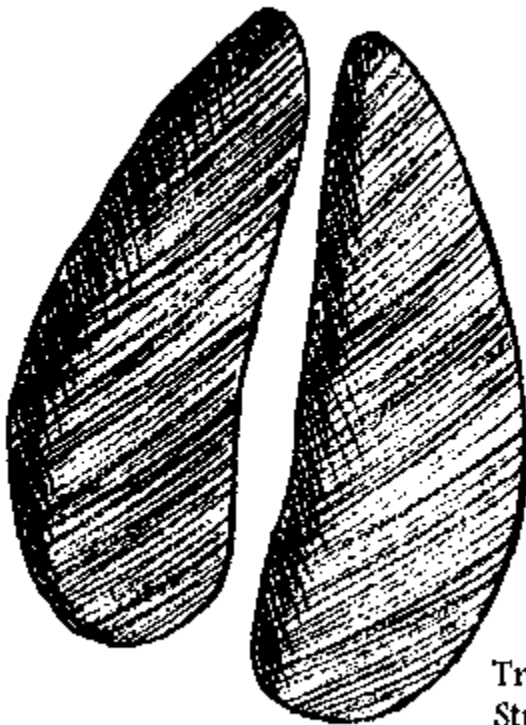
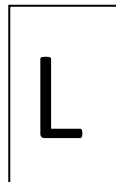
Front Feet



Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.



4³/₄" L x 3" W

Trail width: 8"
Stride length: 26"-28"



Trail Pattern

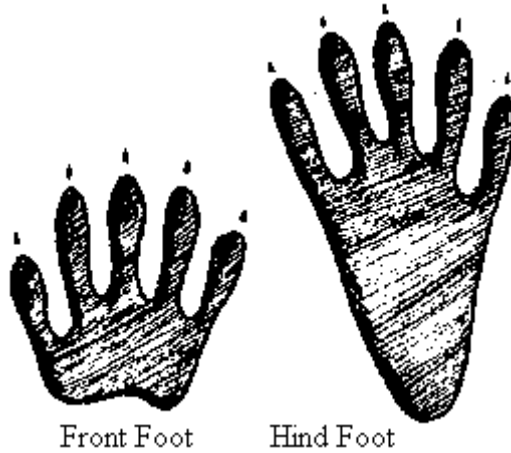


Marvelous Mission

Mission 6 - WILDLIFE

Task 1: Match the track to the animal that made it.

M



Front Foot

Hind Foot

N



Front
Foot

Hind
Foot



Marvelous Mission

Mission 7 FOODS

Task 1: Determine the amount of liquid in container. Fill in the blanks.

_____ cup(s) of water

Task 2: Convert the following food measurements

3 teaspoons = _____ tablespoons

4 tablespoons = _____ cup

16 tablespoons = _____ cup

How many teaspoons in $3 \frac{3}{4}$ cups?

How many ounces in $4 \frac{1}{2}$ cups?

How many quarts in $3 \frac{3}{4}$ gallons?

How many cups in 5 pints?

Approval Signature

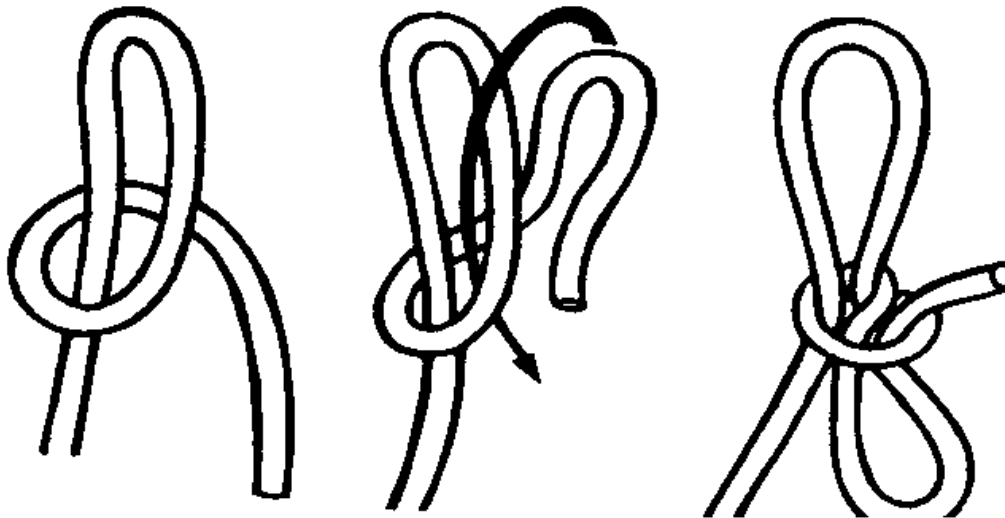


Marvelous Mission

Mission 8

Task 1: Show that someone can tie a slip knot (quick release)

Approval Signature

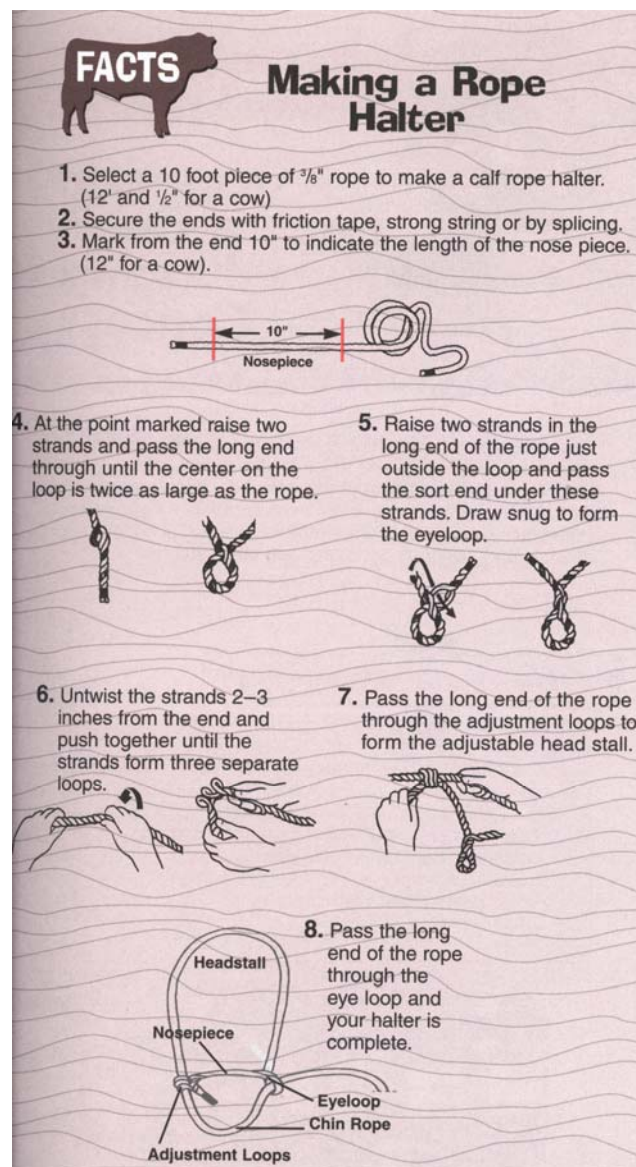




Marvelous Mission

Mission 8 ANIMAL SCIENCE

Task 2: Follow the directions and make a halter.



Approval Signature



Marvelous Mission

Mission 9 SMALL ENGINES

Task 1: Match the parts at the left with their definitions on the right.

Parts

1. ____ Camshaft
2. ____ Crankcase
3. ____ Crankshaft
4. ____ Connecting rod
5. ____ Cylinder block
6. ____ Cylinder Head
7. ____ Exhaust Valve
8. ____ Flywheel
9. ____ Intake valve
10. ____ Piston
11. ____ Piston rings
12. ____ Timing gear
13. ____ Valve spring

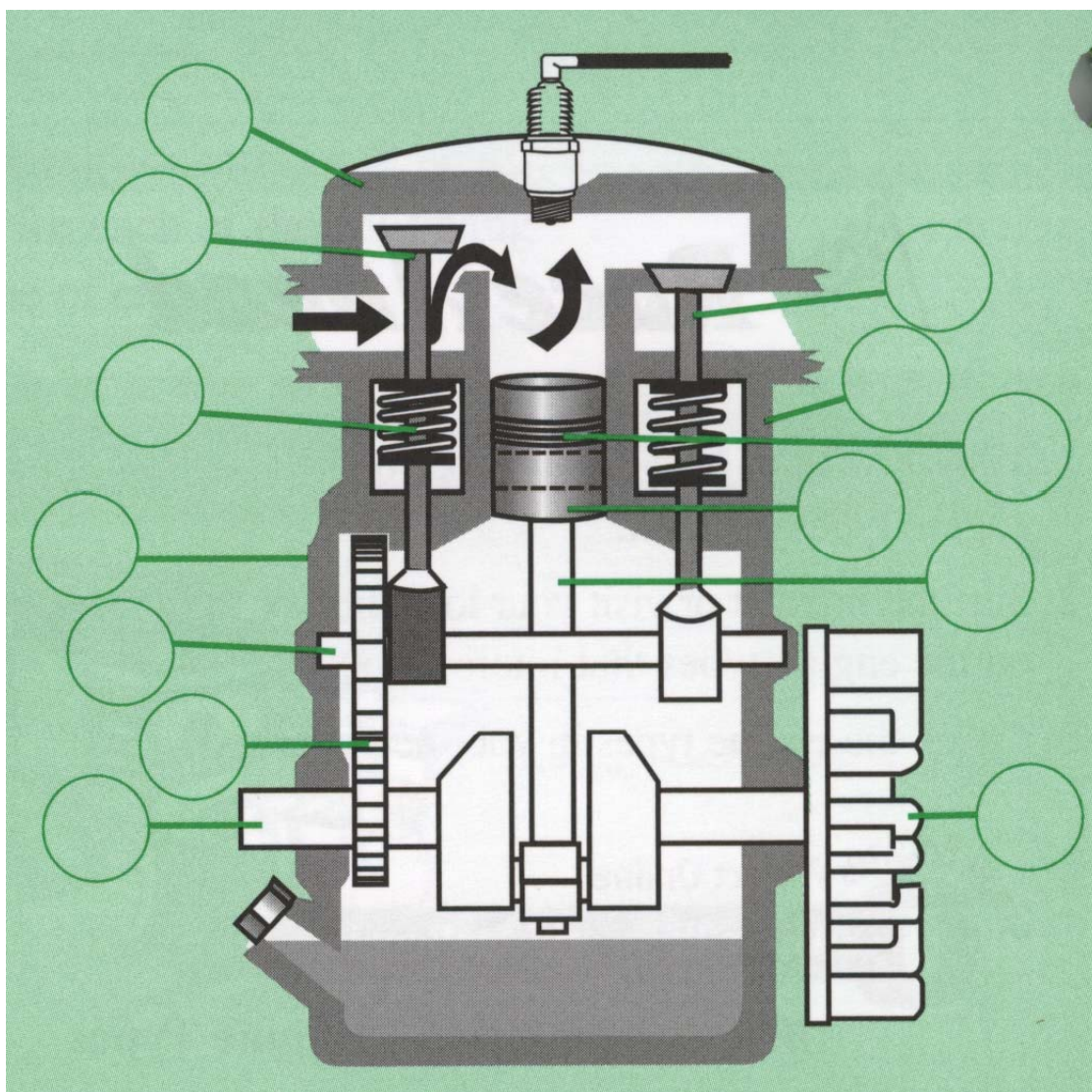
- A. Opens engine valves and includes cam gear, cam lobes, and bearing surfaces.
- B. Valve through which burned gases are removed from the combustion chamber
- C. Spring that closes the valve.
- D. Seals combustion chamber and wipes excess oil from the cylinder.
- E. Houses and supports the crankshaft.
- F. Drives the camshaft and keeps proper synchronization.
- G. Transfers motion from the piston to the crankshaft.
- H. Slides back and forth in the cylinder bore by forces produced in the combustion chamber.
- I. Converts linear motion into rotary motion.
- J. Fastened to the end of the cylinder block.
- K. Contains cylinder bore, cooling fins, and valve train components.
- L. Disc mounted at one end of the crankshaft to provide inertia.
- M. Provides a path from the carburetor to the cylinder.



Marvelous Mission

Mission 9 SMALL ENGINES

Task 2: Label the parts of an engine, use the word bank from Task 1.



Approval Signature



Marvelous Mission

The ANSWERS!



Marvelous Mission

Mission 1 CITIZENSHIP

Task 1: Name 10 Presidents of the United States

George Washington (1789-1797)
John Adams (1797-1801)
Thomas Jefferson (1801-1809)
James Madison (1809-1817)
James Monroe (1817-1825)
John Quincy Adams (1825-1829)
Andrew Jackson (1829-1837)
Martin Van Buren (1837-1841)
William Henry Harrison (1841)
John Tyler (1841-1845)
James K. Polk (1845-1849)
Zachary Taylor (1849-1850)
Millard Fillmore (1850-1853)
Franklin Pierce (1853-1857)
James Buchanan (1857-1861)
Abraham Lincoln (1861-1865)
Andrew Johnson (1865-1869)
Ulysses S. Grant (1869-1877)
Rutherford B. Hayes (1877-1881)
James A. Garfield (1881)
Chester Arthur (1881-1885)
Grover Cleveland (1885-1889)
Benjamin Harrison (1889-1893)
Grover Cleveland (1893-1897)
William McKinley (1897-1901)
Theodore Roosevelt (1901-1909)

William Howard Taft (1909-1913)
Woodrow Wilson (1913-1921)
Warren G. Harding (1921-1923)
Calvin Coolidge (1923-1929)
Herbert Hoover (1929-1933)
Franklin D. Roosevelt (1933-1945)
Harry S Truman (1945-1953)
Dwight D. Eisenhower (1953-1961)
John F. Kennedy (1961-1963)
Lyndon B. Johnson (1963-1969)
Richard Nixon (1969-1974)
Gerald Ford (1974-1977)
Jimmy Carter (1977-1981)
Ronald Reagan (1981-1989)
George Bush (1989-1993)
Bill Clinton (1993-2001)
George W. Bush (2001-2008)
Barack Obama (2009-)



Marvelous Mission

Mission 1 CITIZENSHIP

Task 2: Write word for word the Pledge of Allegiance.

I pledge Allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



Marvelous Mission

Mission 2 Youth Leadership

Task 1: Build a Balloon Tower using at least 10 balloons and tape. Balloons must be blown up. Each team member can only use one hand. Each team member must keep one hand behind their back at all times.

Add 5 seconds to time for each time someone uses both hands.

Team must bring their tower to the Head Table to assure that ten balloons were used



Marvelous Mission

Mission 3 CLOTHING

Task 1: Sew the buttons onto the shirt so that they are in the proper spot and the shirt lays flat.

The buttons must be attached well—can't pull them off.

The shirt must be able to be buttoned and lay flat.



Marvelous Mission

Mission 4 Money

Task 1: SUM the coins from the bag and record the amount below.

TOTAL of coins in bag \$ **8.00**

Task 2: Count the number of each type of coin from all of the bags, then figure the \$ amount for each.

How many? Pennies 60 = \$.60
Nickels 20 = \$ 1.00
Dimes 34 = \$ 3.40
Quarters 12 = \$ 3.00

TOTAL sum of all coins \$ **8.00**

DO YOUR TWO TOTALS MATCH?

YES

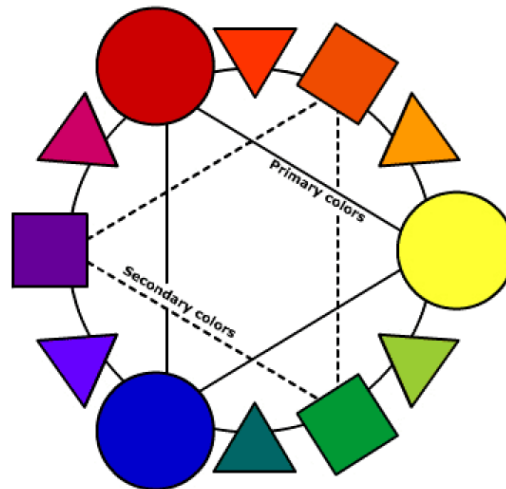
NO



Marvelous Mission

Mission 5 CREATIVE & FINE ARTS

Task 1: Make a color wheel with paint, then answer the questions below. The color wheel must have the primary and secondary colors in it.



Questions:

1. Name the Primary Colors

Blue, Red, Yellow

2. Name the Secondary Colors

Purple, Green, Orange



Marvelous Mission

Mission 6 WILDLIFE

Task 1: Match the track to the animal that made it.

Answer Sheet

- A Black Bear**
- B Robin**
- C Gray Squirrel**
- D Turkey**
- E Mouse**
- F Cougar**
- G Porcupine**
- H Skunk**
- I Moose**
- J Duck**
- K Rabbit**
- L Elk**
- M Raccoon**
- N Beaver**



Marvelous Mission

Mission 7 FOODS

Task 1: Determine the amount of liquid in container. Fill in the blanks.

$\underline{1\frac{1}{2}}$ cup(s) of water

Task 2: Convert the following food measurements

3 teaspoons = $\underline{1}$ tablespoons

4 tablespoons = $\underline{\frac{1}{4}}$ cup

16 tablespoons = $\underline{1}$ cup

How many teaspoons in $3\frac{3}{4}$ cups? 180

How many ounces in $4\frac{1}{2}$ cups? 36

How many quarts in $3\frac{3}{4}$ gallons? 15

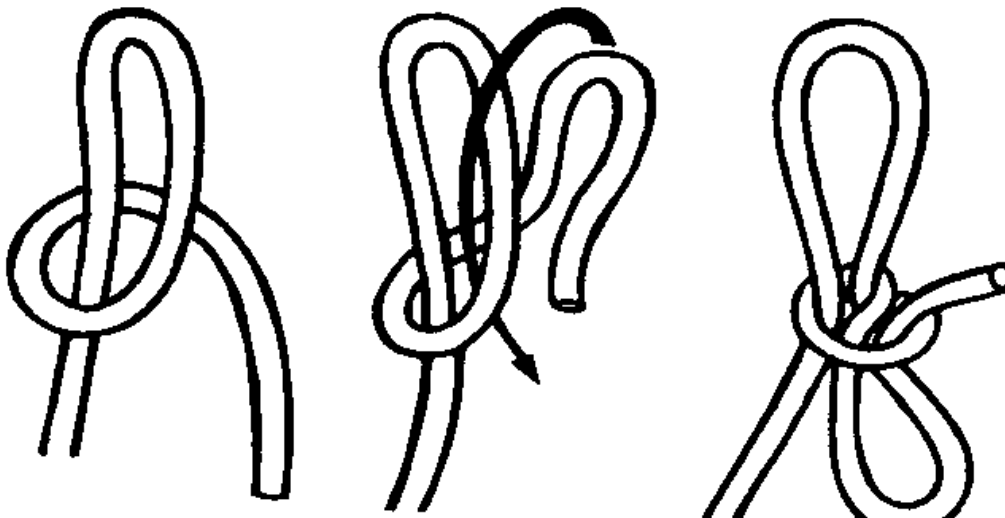
How many cups in 5 pints? 10



Marvelous Mission

Mission 8

Task 1: Show that someone can tie a slip knot (quick release)

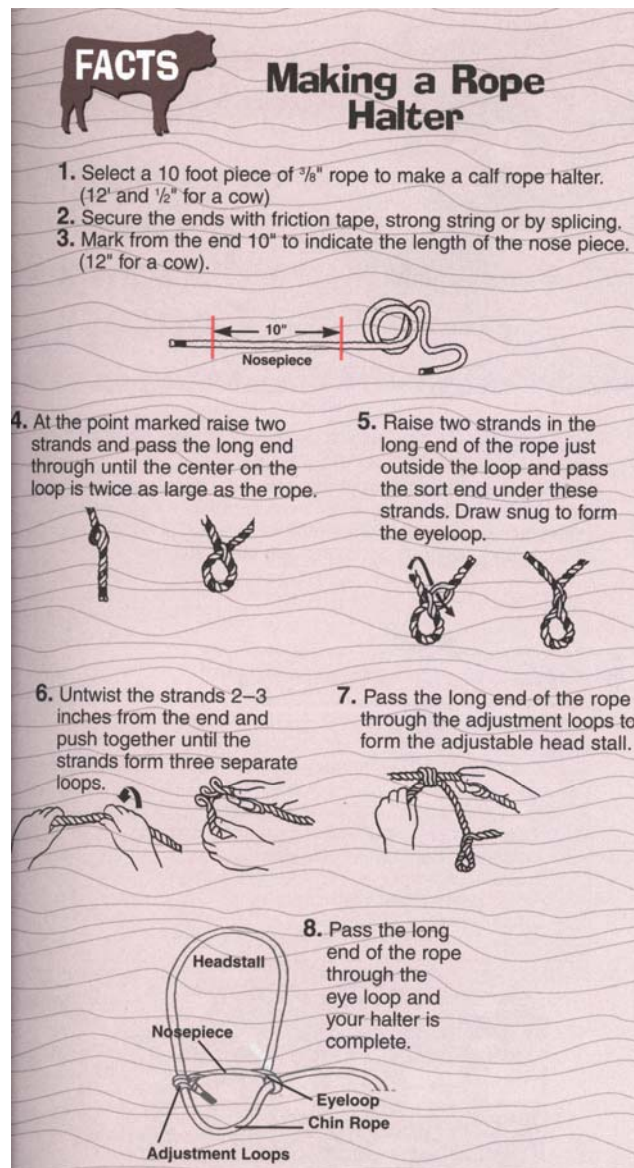




Marvelous Mission

Mission 8 ANIMAL SCIENCE

Task 2: Follow the directions and make a halter.





Marvelous Mission

Mission 9 SMALL ENGINES

Task 1: Match the parts at the left with their definitions on the right.

Parts

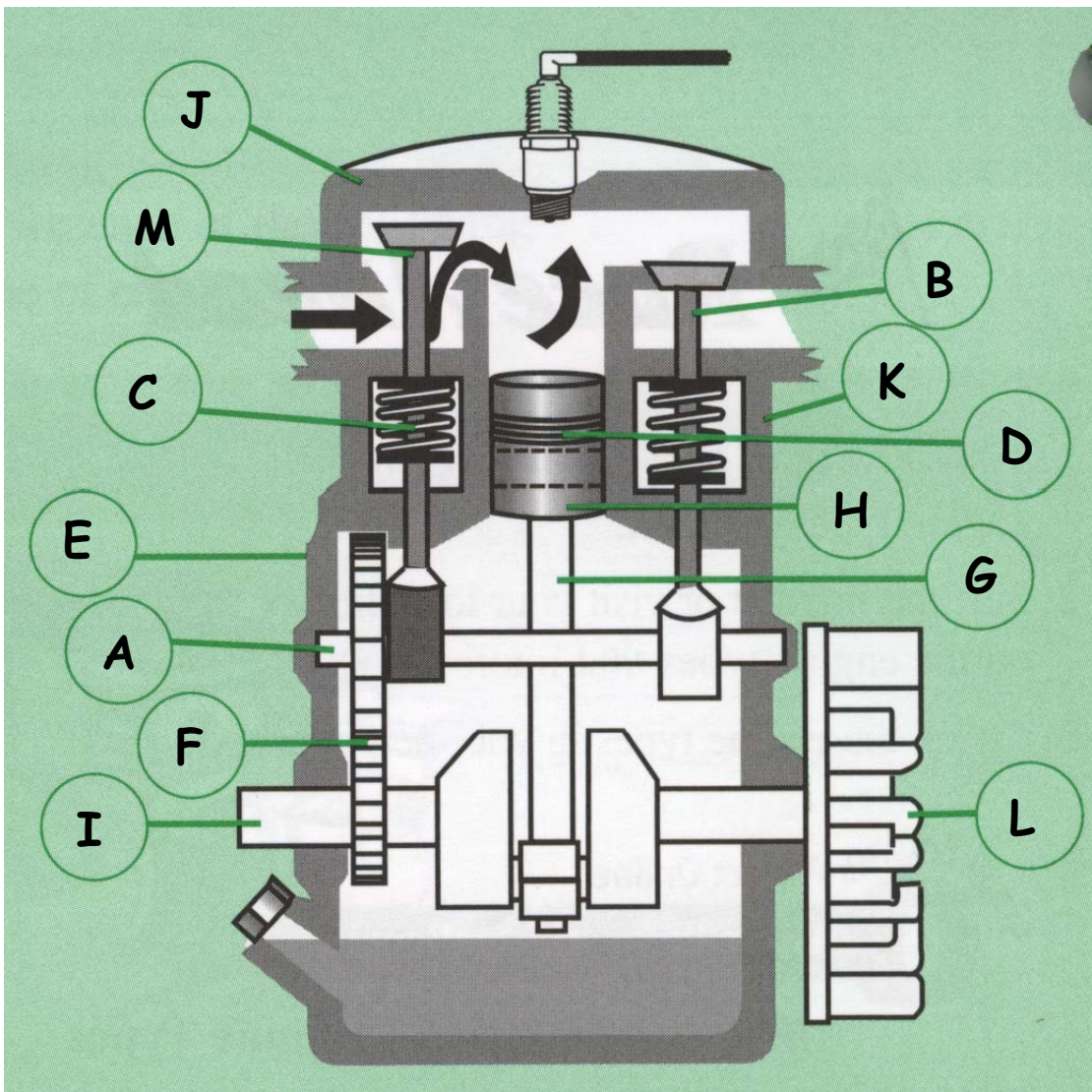
1. __A__ Camshaft
2. __E__ Crankcase
3. __I__ Crankshaft
4. __G__ Connecting rod
5. __K__ Cylinder block
6. __J__ Cylinder Head
7. __B__ Exhaust Valve
8. __L__ Flywheel
9. __M__ Intake valve
10. __H__ Piston
11. __D__ Piston rings
12. __F__ Timing gear
13. __C__ Valve spring



Marvelous Mission

Mission 9 SMALL ENGINES

Task 2: Label the parts of an engine, use the word bank from Task 1.





Military Kids Rock!

Lesson Time: 4 hours

Grade Level: K-12th

Number of Youth: 20-30

Deployment Segment: Reintegration-60 Day

Project/Life Skills

- ★ Empathy
- ★ Self-motivation

Activity Overview

Youth will celebrate being Military Kids by testing their knowledge at Military Kids Trivia and learning about Military equipment like tanks, rockets, and submarines.



Shout out!

Military Kids are so cool! Spend the day with other Military Kids and make a submarine, rocket and tank! Test your knowledge of the Military with a game of trivia!

Get Ready

Roles for Uniformed Service Member

- Explain how the Military uses rockets, submarines, and tanks
- Put the weights on the tanks to test their strength

Roles for Volunteers

- Assist, as needed, with the construction of the rockets, submarines, and tanks
- Help set-up and clean-up the area
- Help keep youth away from the rocket launch so no one gets hurt

Activity Orientation for Volunteers: 1 ½ Hours

- Familiarize the volunteers with the set-up of the Military Kids Trivia Game
- Have volunteers review the rocket, submarine, and tank directions and look at examples

Preparation time: 1 hour

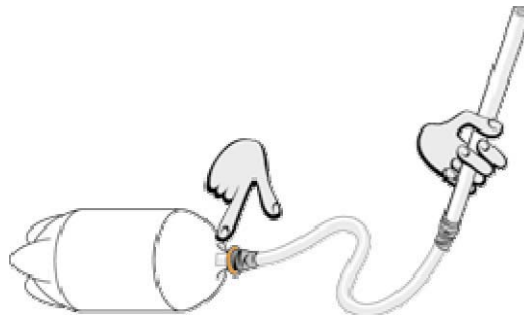
Space: You will need tables in a circle with chairs clustered around for the Military Kids Trivia Game. Make sure that all the tables can see the wall where the Military Kids Trivia questions are hung in a circle. Push the tables together to make the rockets, submarines, and tanks. Have an outside or high ceiling/long room for the licorice relay, and to shoot the rockets off; and an open area to test the tanks strength.

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. Purchase supplies.
7. Mark off a start and eating line for the Licorice Relay in the open area.
8. Be familiar with the Trivia categories and questions.
9. Copy the Trivia questions onto the colored index cards, making sure to put the questions from the same category onto the same colored card.
10. Put the trivia cards on a circle on the wall. Have signs next to the trivia card circle indicating each color's category.
11. Make the rocket launcher and an example rocket and submarine. To make the launcher, stretch about an inch of the 12" bicycle tire over the bottle opening. (Take the cap off first.) Tape it in place with duct tape making the connection between the tire tube and the bottle airtight. Then pull the other end of the 12" tire over the PVC pipe. (Do not try to insert the tubing into the PVC pipe.) Tape the tubing and the PVC pipe together with duct tape. Again, trying to make the connection airtight.
12. On index cards, put one instruction per card for Activity 5, "All Hands On Deck", so that they can be shuffled and used many times.



13. Copy the Parent Letter.

Get From OMK Tool Kit

- Dice
- Scissors
- Pens/pencils

Procure Supplies

• Hand sanitizer or baby wipes	• 12" piece of 3/4 " PVC pipe - one per youth
• Licorice	• Card stock or construction paper
• Plastic cups	• Duct tape
• Colored index cards (5 colors)	• Markers
• 2 Liter bottles (one per youth and 5-7 for the stomp rockets)	• Yard stick
• One 12" piece of 1/2" PVC pipe	• Scotch tape
• 12" bike inner tube	• Eye droppers (one per youth)



- Water (either access to a sink or a 5 gallon bucket)
- 12 cm bamboo skewers
- Weights, bricks, books, etc. for testing the tanks' strength (try and have the objects be of a uniform weight or always test the tanks by putting the objects on in the same order to make it a fair contest)
- Whistle
- Commander's hat

Background

Military Kids are amazing. They are resilient, have a strong sense of civic pride and more empathy than many of their non-Military peers. We are going to have a fun day playing Military Kids Trivia and making a working rocket and submarine. We're also going to test our engineering prowess by trying to make the strongest tank.

Set Up Your Space

- You will need tables in a circle with chairs clustered around for the Military Kids Trivia Game. Make sure that all the tables can see the wall where the Military Kids Trivia questions are hung in a circle
- Push the tables together to make the rockets, submarines, and tanks
- 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. 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
- Post Captains orders for Activity 4 on a wall using large Post-It paper

WHAT TO DO

Military Kids Rock!

Icebreaker

Licorice Relays (15 Minutes)

1. Break group into teams of 5-7. (If short on youth, have Service Members and volunteers compete against the youth.)
2. Have youth do a quick hand wash/sanitize and then hand each team a cup with one piece of licorice per youth.
3. Explain that the licorice cup is going to stay at the start line.
4. After **GO**, one-at-a-time, each member of the team will grab a piece of licorice and run to the eating line.
5. Once they have crossed the eating line, the youth needs to stop and eat their licorice. Volunteers should check to see that youth have swallowed the licorice before running back to the start line.
6. When they are done eating, they run back to the start line and tag the next member of their team who then does the same thing.
7. Repeat until everyone has had a turn and the licorice is gone.
8. The winners get the first turn at Military Kids Trivia.

Activity 1

Military Kids Trivia (40 Minutes)

1. Have the youth sit together in the Licorice Relay teams and hand each team one die. (If a smaller group, have youth compete in ones, twos, or threes.)
2. Explain that the first team to answer one question correct in each category is the winner.



3. The team that won the Licorice relay gets to choose the first question. Ask the question and if they answer it correct, let them roll and go to another question. If they get it wrong, go to the next team.
4. Repeat asking questions until one team has answered one question in each category correctly. The winners get a standing ovation from everyone else.

Activity 2

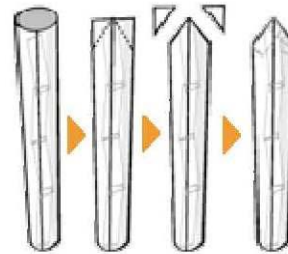
Stomp Rockets (70 Minutes)

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

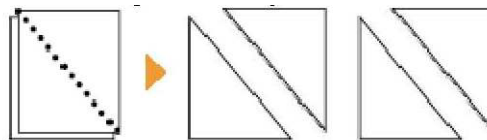
2. With scissors, clip to make it pointed. Use tape to seal the point so it's airtight. This will be the "nose" of the rocket.



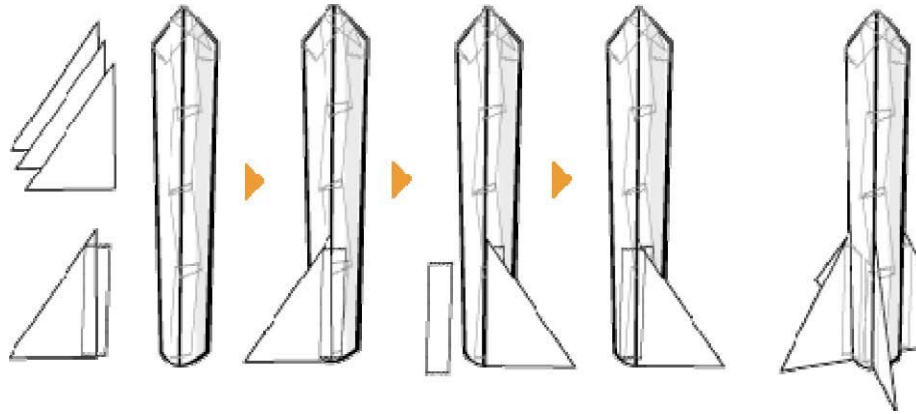
the end of the paper tube



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



4. Just as rockets have the logo on the fins, design your own Military kid logo.
5. Tape the fins to the sides of the rocket at the base. Be sure to tape both sides of the fin to the rocket.



6. Use a marker to write your name on the side of your rocket.
7. To launch the rockets, put the rocket on top of the ½" PVC pipe attached to the two-liter bottle. Point the rocket in a safe direction (make sure not to hit anyone or break anything and have the youth stomp (or jump) on the two liter bottle. The rocket will shoot off.

Activity 3

Submarines (40 Minutes)

1. Give each youth an empty 2-liter bottle.
2. Have the youth fill the bottle to almost overflowing.
3. Give each youth an empty eyedropper and have them place it inside the bottle.
4. Have the youth screw on their bottle's cap.
5. Just like a submarine, as you change the pressure in the bottle, the eyedropper will sink or float. Have youth squeeze the bottle and see if their eyedropper submarine rise and fall.

Activity 4

Tanks (75 Minutes)

1. Have youth break up into new groups of 3 or 4. Make sure no one is left out.
2. Give each team 100-bamboo skewers, 3 meters of duct tape, and 7 sheets of paper. Explain that they are going to build a tank. They have 40 minutes to work and then their tanks are going to be tested to see whose is the strongest. The only rules are that they can only use what they've been given and the winner is the tank that breaks last. (I.e. the tank that can hold the most weight.)
3. After 40 minutes bring all the tanks together and make sure no one cheats and keeps working. Have the Service Member gently load the tanks with the weights. Make sure to keep track of how much weight a tank can take before it breaks. The team with the strongest tank gets big thumbs up from the group.

Activity 5

All Hands On Deck! (30 Minutes)

- Make a large masking tape enclosure on the floor to represent the ship. Triangles should be made in every corner so that they are large enough for 6 youth to stand. You might want to consider multiple colors of masking tape
- Choose an older youth to be Commander to wear the Commander's hat
- If there are many older youth, have them rotate the Commander's hat

Introduction

This is your Military ship. (Point to the rectangular masking taped area) This is your first voyage and your commander needs you to follow directions while on board. He will say a



command and you must know what to do. All aboard! (Blow whistle. Everyone moves into the taped area.)

Your Commander 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 Commander reads them, before it is too late, and then we will set sail. Rrrrr.... (pirate noise).

1. Blow the whistle and the Commander 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 Commander 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 Commander's right
- **To the island:** run to the Commander'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 Commander!" -- players may not move now until the Commander gives the order of, "At ease!" (i.e. even if the Commander 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
- **Commander's Quarters:** everyone run towards the Commander
- **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

Talk It Over



Reflect:

What was the most fun thing about today?

What was the most successful thing you did today? Why?

Was it easy or hard to make the submarine sink?

What were the critical elements in getting your rocket to fly successfully?



- ★ **Process:** What made your tank strong?
What made your submarine rise and fall?
- ★ **Generalize:** How did the deployment change you? Did your family change?
When did you first see yourself as a Military kid?
What gives you strength when you're under pressure?
How might your family be like your rocket?
- ★ **Apply:** What has made you stronger through your Service Member's deployment?
What motivates you onward through difficult situations? How can you motivate others?
What do you know now about going through deployment that you wish you had known earlier? Why?
How can you share what you've learned to help others?

Enhancement

- Find more trivia questions and fast facts
- Gather Military objects and visuals and have kids identify what they are and how they are used.
- Have service member talk about pressure, before, during and after deployment. (Only with older youth)

Closing

You are an amazing group of youth. Military Kids have a strong sense of community and empathy. Thank you for serving your country just like your Service Member.

Credits/Sources

Experience Operation: Military Kids. Jump Into Space. University of Minnesota 4-H Extension, 2007

Making Rockets, Rocket Launcher, The Exploratorium, 2009 <www.exploratorium.edu>

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



Military Kids Rock!

Dear Family,

Today we played Military Kids Trivia and learned about some of the more famous Military Kids, Shaquille O'Neal, Bill Cosby, etc. We also talked a bit about the Military and made a stomp rocket, bottle submarine, and tank. We wanted the youth to see their strong heritage with the Military and other Military youth.

Ask your youth to share what we did today, what they liked or disliked and start a conversation with your Service Member about what equipment and rank they use/are. The more youth know, the more empowered they are.

Thank you for coming today and bringing your youth.

Sincerely,



Conversation Starters:

- How did you do in Military Kids Trivia? Did you know a lot about Military Kids or were you surprised about many of the answers?
- How is our family like a rocket ship?
- What makes our family strong?
- How have you changed through this deployment? How has our family changed?



Military Kids Trivia

Category	Question	Answer
Famous Military Kids	She was the invisible Susan Storm from the <i>Fantastic Four</i> .	Jessica Alba (Air Force)
	He was the Supreme Allied Commander of the Pacific in WWII.	Douglas MacArthur (Army)
	A famous basketball player who was the number one draft pick in 1992. He started with Orlando Magic and currently plays for the Phoenix Suns.	Shaquille O'Neal (Army)
	Actress who was in <i>Dynasty</i> , <i>Melrose Place</i> , and <i>Spin City</i> .	Heather Locklear (Marines)
	He created <i>Fat Albert and the Cosby Kids</i> and starred in <i>The Cosby Show</i> .	Bill Cosby (Navy)
Military Jargon	What's an MRE?	A Meal Ready to Eat; a meal that is ready to eat as soon as the package opens; used when there is no kitchen facility
	How do you say 'A' in the Military? How do you say 'Z' in the Military?	Alpha Zulu
	What is OMK?	Operation Military Kids-a national organization that works with Military Kids
	What does 'Hooah' mean?	It means I understand in the Navy. The Marines use Oorah, the Navy Hooyah, and the Air Force uses either Hooah or Hooyah.
	What do AD, R, and NGB stand for in the Military?	Active Duty Reserve National Guard Bureau
Ranks	What rank does the President of the United States have?	Commander-in-Chief
	What is the highest rank a Sailor can earn?	Master Chief Petty Officer of the Navy or Fleet Admiral
	What is the highest rank a Marine can earn?	Sergeant Major of the Marine Corps or Commandant of the Marine Corps



	What is the highest rank a Soldier can earn?	Sergeant Major of the Army or General of the Army
	What is the highest rank an Airman can earn?	Chief Master Sergeant of the Air Force or General (General of the Air Force during times of war)
Deployment	What is OIF/OEF?	Operation Iraqi Freedom or Operation Enduring Freedom (for Afghanistan)
	What are the three stages of a deployment?	Pre-deployment, Deployment, and Reintegration
	Who are Hidden Heroes?	Military Kids who serve their country just like their Service Member.
	Where do Service Members go before they deploy out of country?	A US fort or installation called a MOB station.
	True or False: The US Military is only in Iraq and Afghanistan.	False. The US Military is also in Kosovo, Germany, Japan, Korea, etc.
Misc.	Whom do you salute?	If you're in the Military, you salute any higher-ranking officer.
	What is the American flag's nickname?	, Old Glory, Stars and Stripes or the Star Spangled Banner.
	Who was the first President of the US? Who is the current President of the US?	George Washington Barrack Obama
	Which component of the Military can be called to active duty by both the President and the Governor?	The National Guard
	Name the five branches of the Military.	Air Force Army Coast Guard Marines Navy