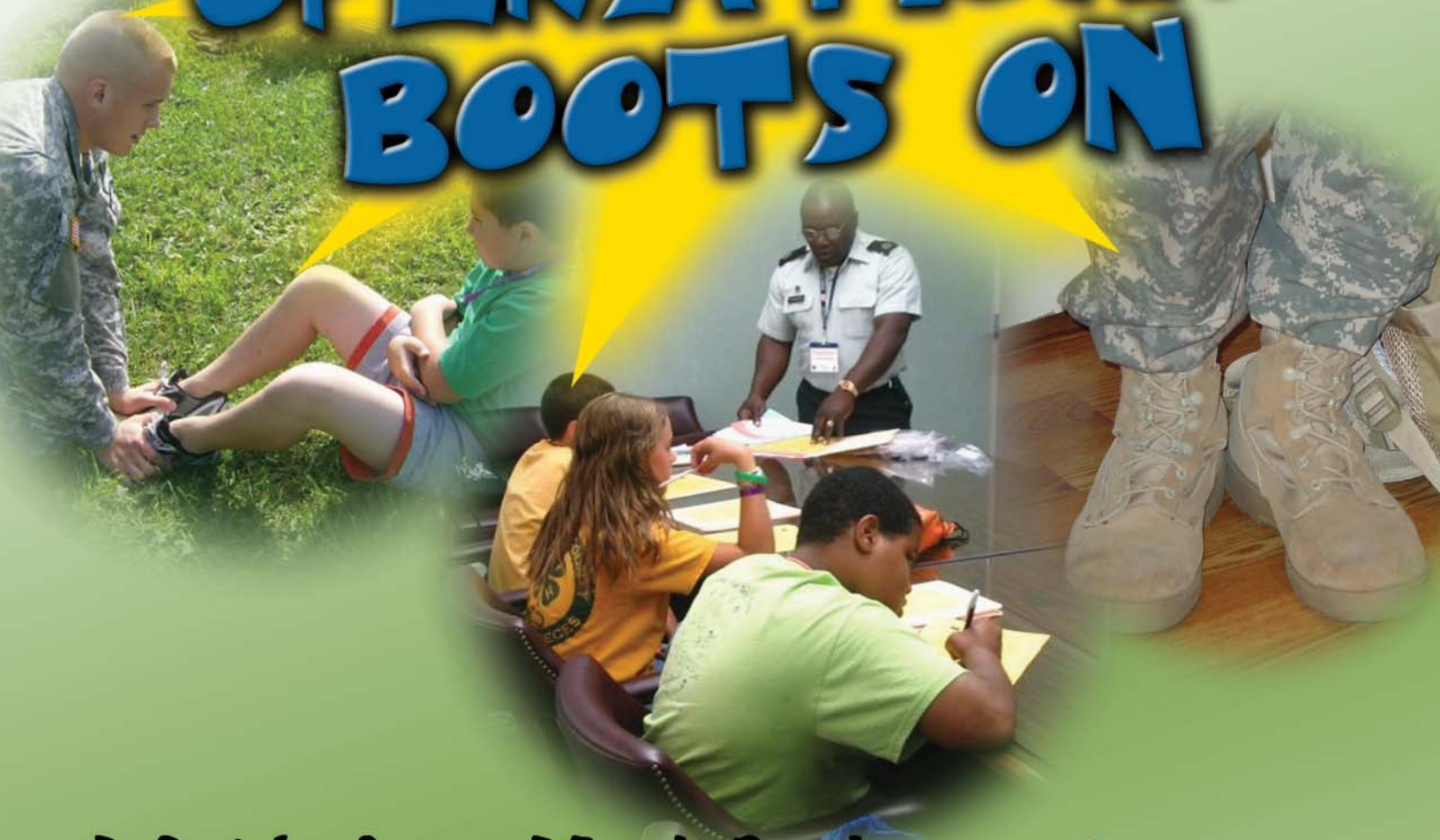




**OPERATION:
Military**



OPERATION: BOOTS ON



A Guide for a Mock Deployment



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Operation: Boots On supports the *Operation: Military Kids* initiative. The material is supported by the 4-H/Army Youth Development Project, a partnership of U.S. Army Child & Youth Services, and National 4-H Headquarters, Cooperative State Research Education and Extension Service, U.S. Department of Agriculture, and Washington State Office of the Superintendent of Public Instruction under special project number 2005-48606-03230.



January 2008

The "BOOTS ON" logo is located in the bottom right corner. It features the words "BOOTS" and "ON" stacked vertically in a bold, blue, sans-serif font. The text is set against a bright yellow, circular glow that fades into the white background.

Operation: Boots On

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Mona Johnson and Linda Bull, Washington State Office of Superintendent of Public Instruction (OSPI)



Dear Participant:

Thank you for implementing the *Operation: Boots On* Experience, which supports the *Operation: Military Kids* initiative. This collaboration of national, state and local *Operation: Military Kids* Partners is an effort to support Active Duty as well as National Guard and Reserve Families living in Military and civilian communities that have been mobilized or deployed due to the Global War on Terrorism.

The objective of the *Operation: Boots On* Experience is to introduce Military Families to the Military deployment cycle. While the deployment cycle is a stressful time for any Military Family, quite often Military children and youth do not understand the events that are taking place. With this in mind, *Operation: Boots On* introduces Military and non-Military youth to the deployment cycle. From the initial orders to deploy, to immunizations, to the mission work, to the homecoming, youth can experience the deployment cycle in a meaningful and educational way. *Operation: Boots On* is designed to reduce the stress experienced by young people during their parent's deployment.

Thank you for your support of the *Operation: Military Kids* initiative.

Sincerely,

M.-A. Lucas
Director, Child & Youth Services
HQ Department of Army

Sharon K.B. Wright
National Program Leader
Cooperative State Research Education
Extension Service/United States
Department of Agriculture

Operation: Boots On Guide Use

Because of the Global War on Terrorism, there has been an increase in the number and frequency of Military deployments. State 4-H Military Liaisons have stepped forward and worked with Army Child & Youth Services and National 4-H Headquarters to develop a coordinated response to the issues that may affect Military children & youth during a deployment.

The *Operation: Boots On* Guide is designed for use with groups of Military and non-Military middle school and teen youth during lock-ins, Family Readiness Group events, special Military days, *Operation: Military Kids* events, to introduce *Speak Out for Military Kids* youth to the Military lifestyle or in other situations where youth may benefit from learning about the Service Member's deployment cycle. *Operation: Boots On* can be used by *Operation: Military Kids* volunteers, Army Child & Youth Services Staff, National Guard or Army Reserve Family & Youth Coordinators or Child & Youth Services Specialists, State 4-H Military Liaisons and others with the background and interest in supporting youth whose loved ones are deployed. The curriculum is written so that the entire Experience can be implemented in a variety of settings such as ½ day, 1 ½ days and 2 ½ days.

The guide contains step-by-step instructions to implement an *Operation: Boots On* Experience. Each chapter contains a variety of activities designed to take the participants through the Service Member's deployment cycle. Each chapter includes:

- A suggested list of materials needed for the *Operation: Boots On* Experience,
- An overview and step-by-step instructions to implement each Stage of the deployment cycle,
- Example forms, handouts, and templates needed to complete an activity are contained in the Tools Section of the appropriate chapter,
- A series of debrief questions for *Operation: Boots On* facilitators to help participants process the experience, and
- The Guide Appendix provides additional resources that may be able to be used to enhance the *Operation: Boots On* Experience.





Introduction



Introduction

What is *Operation: Military Kids*?

Operation: Military Kids is the U.S. Army's collaborative effort with America's communities to support Military children and youth impacted by the stressors of deployment. State 4-H Military Liaisons lead *Operation: Military Kids* State Teams in 39 states in partnership with the National Guard, Army Reserve, the Military Child Education Coalition, Boys and Girls Clubs of America, the National Association of Child Care Resource and Referral Agencies, The American Legion, and Schools. These and other community organizations are joining Army Child & Youth Services to support Military youth before, during, and after the deployment of a parent or loved one.

The *Operation: Military Kids* initiative includes four major core support elements – *Ready, Set, Go! Training*, *Speak Out for Military Kids*, *Mobile Technology Labs*, and *Hero Packs Project*. More information can be found on these *Operation: Military Kids* elements in the Guide Appendix on [page ____](#).

Operation: Boots On is an additional *Operation: Military Kids* support program option. The Goals of the *Operation: Boots On* Experience are:

1. Assist youth in understanding the mission and work of the Military.
2. Depict the stages of the deployment cycle and other topics important to Military Families.
3. Highlight some of the issues and concerns Families experience because of the deployment cycle.

This implementation guide contains “how to” information for incorporating *Operation: Boots On* into your *Operation: Military Kids* initiative. For more information on the *Operation: Military Kids* initiative checkout the web site at www.operationmilitarykids.org



Introduction

What is the Cycle of Deployment?*

A Service Member's deployment cycle is characterized by seven phases which emphasize the human dimension of readiness: Train-Up & Preparation, Mobilization, Deployment, Employment, Re-Deployment, Post-Deployment and Reconstitution.

- 1. Train-up & Preparation.** Service Members complete the reset actions and begin to enter the traditional training cycle. Individual and collective training and readiness activities drive this stage. During the Train-up / Preparation stage, tasks consisting of personnel administrative actions, briefings, training, counseling, and medical evaluations are completed to ensure all Service Members and their Families are prepared for extended deployments.
- 2. Mobilization.** Service Members are alerted for possible deployment and undergo preparation. During the Mobilization stage, tasks consisting of administrative actions, briefings, training, counseling, and medical evaluations are completed to ensure all Service Members and their Families are prepared for extended deployments. The time frame for Mobilization is extremely variable and ranges from several weeks to more than a year.
- 3. Deployment.** Service Members deploy from the installations into the designated theater. Recurring administrative actions are completed during the Deployment stage. This phase is the period of time from the Service Member's departure from home through the first month of the deployment.
- 4. Employment.** During the Employment stage, Service Members perform their assigned mission in theater for a prescribed period of time. Employment stage tasks include recurring administrative actions and briefings, training, and counseling for Service Members departing theater on emergency leave, R&R, and medical evacuation. This phase lasts from the end of the first month to the start of the final month.
- 5. Redeployment.** Service members reposture in-theater; transfer forces and materiel to support other operational requirements; or return personnel, equipment, and materiel to the home station. The Redeployment stage continues the process of reintegrating Service Members into their predeployment environments. Redeployment stage tasks include administrative actions, briefings, training, and counseling for Service Members departing theater and Family members at the home station. This phase is defined as the month before the Service Member is scheduled to return home.
- 6. Post-Deployment.** Personnel, equipment, and materiel arrive at home station. The Post-Deployment stage consists of administrative actions, briefings, training, counseling, and medical evaluations to facilitate the successful reintegration of Service Members into their Families and communities. The time frame is three to six months after returning home.
- 7. Reconstitution.** Service Members are reintegrated into their Families, communities, and civilian jobs. The Reconstitution stage begins after completing post-deployment recovery and administrative requirements. Administrative actions, briefings, training, counseling, and medical evaluations are completed during the Reconstitution stage.

* Adapted from the Army Deployment Cycle Support (DCS) Policy Guidance, 2007.

Introduction

The objective of *Operation: Boots On* is to simulate the deployment cycle for Military and non-Military youth by providing a framework for participants to understand the deployment cycle and the events that Service Members experience.

Please note: For program implementation purposes, *Operation: Boots On* has condensed the cycle from seven phases into three stages – **Before** (Train-Up/Mobilization), **During** (Deployment/ Employment/Rest & Recuperation) and **After** (Re-Deployment/ Post-Deployment/Reconstitution).

Please refer to **page** _____ for a visual of the *Operation: Boots On* cycle.



Facilitator Note

This guide is focused on the Army Deployment Cycle. Planning groups may modify terminology, chain of command, etc. to reflect the branch of the service you are working with.

Introduction

Implementation of *Operation: Boots On*

Purpose

By conducting *Operation: Boots On*, participants are better able to understand the deployment cycle and why it is important to support those Military Families that are in their community. Participants in *Operation: Boots On* get a better understanding of the sense of duty a Service Member has when he or she fulfills a mission.

The Goals of *Operation: Boots On* are:

- Assist participants in understanding the mission and work of the Military.
- Depict the stages of the deployment cycle and other topics important to Military Families.
- Highlight some of the issues and concerns Families experience during the deployment cycle.

***Operation: Boots On* Planning Group**

Operation: Boots On is a complex project to implement. The key to a successful experience is to create a planning group well in advance of the event date. Key planning group members can be State 4-H Military Liaisons, State *Operation: Military Kids* Leadership Team members, and Army Child & Youth Services Staff.

Target Audience

Operation: Boots On is designed for use with groups of Military and non-Military middle school and teen youth during lock-ins, Family Readiness Group events, special Military days, to introduce *Speak Out for Military Kids* youth to the Military lifestyle, or in other situations where youth may benefit from learning about the deployment cycle.

Facilitators

Operation: Boots On can be used by *Operation: Military Kids* volunteers, Army Child & Youth Services staff, National Guard or Army Reserve Family Coordinators, Youth Coordinators or Child & Youth Services Specialists, State 4-H Military Liaisons, and others with the background and interest in supporting youth whose loved ones are deployed.

Format

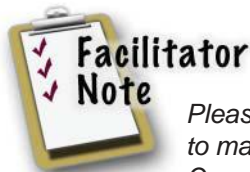
The curriculum is written so that the entire experience can be implemented in a ½ day, full day, 1 ½ day, or 2 ½ day formats (the suggested schedules can be found in Guide Appendix on [page ____](#)). The experience can be conducted with a group as small as 10 with one Squad or as large as 60 with six Squads.

Introduction

Preparations for the community

Prior to planning *Operation: Boots On*, make sure that the *Operation: Boots On* planning group understands the seriousness of the issue. By using the Sample Agenda and Connection Activities 1-7 (located on page ____ in the Introduction Tools Section) you can help potential planning group members to understand the stresses Military Families are experiencing deployment are enduring and the effects of the uncertainty of not knowing if that person or persons will return unharmed. Make sure it is understood that Military Families are having to deal with the very real possibility that their parent, spouse or sibling may not return unharmed.

This is an extremely emotional issue for those with deployed Family members. Family members and youth with deployed parents or siblings may have a difficult time talking about their situation. Everyone involved in *Operation: Boots On* must be mindful of the comments they make about war or the United States' political agenda. Negative comments, although unintentional, can be very hurtful to those who have Family members serving in the Military. In addition, it is advantageous to provide training prior to the event on how to assist the young people and the responses that may be evoked through participation in *Operation: Boots On*.



Please note: Operation: Boots On is NOT intended to be used to make a political statement either for or against war. Instead, Operation: Boots On is an educational tool used to create awareness for Military Families.

It is important to be in contact with mental health professionals to assist the planning group in facilitating the emotions that may be generated as a result of the participation in Operation: Boots On.

Introduction

Operation: Boots On and its connection with Character Education

A child's behavior and attitude can fluctuate greatly during stressful times such as a parent's deployment, the loss of a job, death or divorce. *Operation: Boots On* is an excellent vehicle to help young people understand that regardless of how they might be feeling **character counts—everywhere—all the time.**

Operation: Boots On can support the building of character because it follows these simple guidelines:

Purposeful - Be sure to have clear and explicit objectives for all elements of the program that are purposefully designed to influence values and behavior.

Pervasive - The Six Pillars of Character should pervade all aspects of your planning and in all direct contacts with participants.

Repetitive - The messages about the meaning and importance of the Six Pillars of Character should be frequently and conspicuously repeated in terms of common language and definitions.

Consistent - The attitudes, words and actions of staff and participants should be consistent with the Six Pillars of Character.

Creative - As you plan, the activities that are included consider how you include character.

Concrete – The Six Pillars of Character should be expressed explicitly and directly in the context of each situation.

Above all, encourage the *Operation: Boots On* staff to model good character in their language and actions.

For more information on how to integrate Character Counts! throughout *Operation: Boots On* see the Character Counts! Information included in the Guide Appendix on page ____.

CHARACTER COUNTS! and the Six Pillars of Character are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.
www.charactercounts.org



Introduction

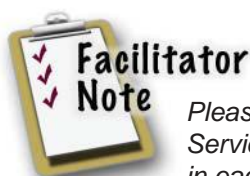
Operation: Boots On Experience Overview

Operation: Boots On simulates a Service Members' deployment cycle for participants. From the initial orders to deploy to immunizations, mission work, and homecoming, participants can experience the deployment cycle in a meaningful and educational way.

Operation: Boots On breaks the deployment cycle into three stages: **Before**, **During** and **After**.

Service Members' Deployment Cycle	Operations: Boots On*
1. Train-Up & Preparation 2. Mobilization	Stage 1 – Before
3. Deployment 4. Employment Rest & Recuperation	Stage 2 – During
5. Re-Deployment 6. Post Deployment 7. Reconstitution	Stage 3 – After

* Please refer to page ____ to review the detailed diagram for *Operation: Boots On*.

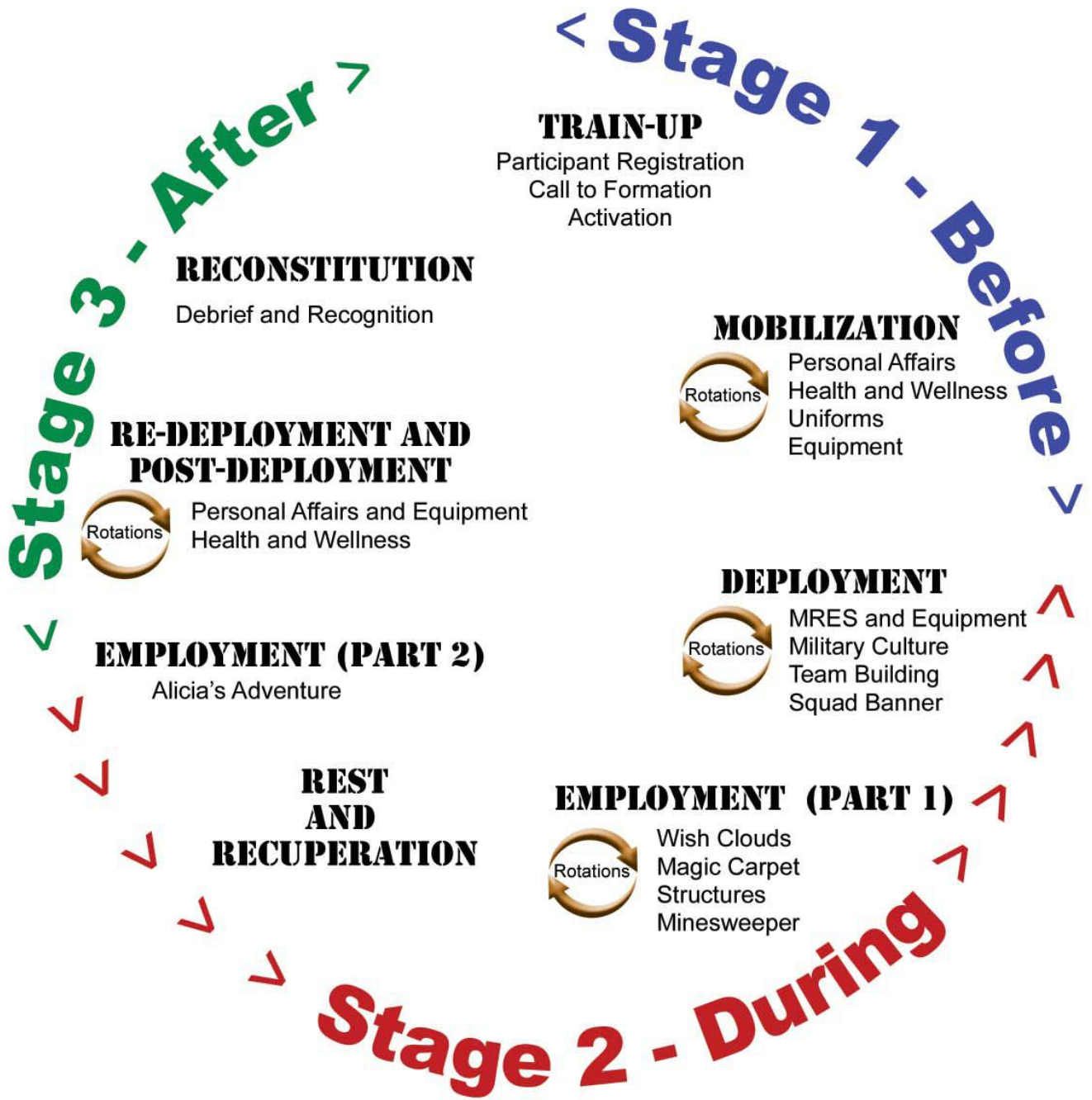


Please Note: The footer of each page denotes the phase of the Service Members' Deployment Cycle for the respective activities in each chapter. Facilitators should ensure participants are aware in which phase of the deployment cycle they are operating in.



OPERATION:

BOOTS ON



Introduction

Operation: Boots On Implementation Chain of Command

Planning

Planning Group

A group of people from the community, connected to the state *Operation: Military Kids* leadership team, which prepares and coordinates the *Operation: Boots On* Experience. (A 5-8 member group is suggested).



Company Commander ■

An adult leader who opens each stage of the deployment cycle during *Operation: Boots On*. This could be a Garrison Commander or a Rear Detachment Commander, or a member of the planning group for example.



1st Sergeant ♠

The Lead Adult Facilitator of the event – a member of the planning group



Platoon Leader ■

Adult leaders (two facilitators per phase session) that coordinate and facilitate the session activities simulating the deployment cycle.

Participants

Participants Group



Squad Leader ♠

Operation: Boots On participants who can serve as a leader/ instructor for certain activities. (Each Squad assigns one Squad Leader).



Squad Members ▲

Operation: Boots On participants. (10 -15 participants are suggested per Squad).



Facilitator Note

Throughout the manual the above-designated symbols denote who is responsible for the tasks outlined/described.

Introduction

Sample Agenda

Friday	Stage 1 – Before
1600 hrs	Arrival – Train-Up Phase
1800	Call the group to formation 🇲
2000	Ice Breaker
	Ground Rules
	Explain the whys of the Experience 🇲
	Show “Until Then” DVD 🇲
	Welcome from the Company Commander 🇲
	Activation 🇲 ^
2200	Bed Check / Lights Out

Saturday	Stage 1 – Before
0600	Wake-up
0700	Breakfast
0745	Formation 🇲
0800	Mobilization Phase 🇲 🇲 ^
	Personal Affairs
	Health & wellness
	Uniforms
	Equipment
1200	Lunch
1300	Stage 2 – During
	Arrival into Staging Area 🇲 for Deployment and Employment Phases
	Deployment Phase 🇲 🇲 ^
	Military Culture
	Meals Ready to Eat & Equipment inventory
	Team building activity
	Squad Banner
	Employment Phase – part 1 🇲 🇲 ^
	Magic Carpet
	Structures
	Wish Clouds
	Minesweeper
1700	Supper
1800	Squad Briefing 🇲 🇲
	Rest & Recuperation 🇲 🇲 ^
2200	Bed Check / Lights Out

Company Commander 🇲
1st Sergeant 🇲
Platoon Leader 🇲
Squad Leader 🇲
Squad Members ^

Introduction

Sample Agenda (cont.)

Sunday	Stage 2 – During
0600	Wake-up
1700	Breakfast
1745	Formation ^
0800	Employment Phase-Part 2 Alicia’s Adventure
	Stage 3 – After
	Re-deployment & Post- Deployment Phases ☹ ^
	Personal Affairs & Equipment
	Health & Wellness
1100	Reconstitution Phase ☹ ^
	Address the final set of Article 15’s and Accommodations
	Debrief & Recognition (entire group)
1200	Lunch to go

Company Commander ■

1st Sergeant ☹

Platoon Leader |

Squad Leader ☹

Squad Members ^



The following lesson plans are meant to give you a starting point for your Operation: Boots On Experience. Each program takes on its own character based on the valuable knowledge and experience of the planning committee.




Each deployment stage requires a great deal of preparation. Familiarize yourself with the lesson plans before implementing an Operation: Boots On Experience. Try to include your Operation: Military Kids Military-affiliated partners as Platoon Leaders (e.g. someone with Military experience to conduct different sessions—as they may have interesting Military-relevant experiences to share).





Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Introduction **TOOLS**

Sample Agenda to Present *Operation: Boots On* To Potential Planning Group Members

Talking Points

The deployment cycle is a stressful time for any Military Family. However, the children and youth may not understand the events that are taking place. With this in mind, *Operation: Boots On* introduces Military and non-Military youth to the deployment cycle. From the initial orders to deploy to immunizations to mission work, youth can experience the deployment cycle in a meaningful and educational way. This workshop will allow community partners to participate in a “mini-Boots On” session to encourage them to work with the State 4-H Military Liaison and State *Operation: Military Kids* Leadership Team to implement *Operation: Boots On* in their community.

Sample Presentation Outline

- Audience Poll (Connection Activity 1)
- What is *Operation: Military Kids*
- Deployment – Before, During, and After
- View DVD – “Until Then” (Connection Activity 2)
- Objective of *Operation: Boots On*
- Target Audiences
- Example Schedules
- Facilities
- Who are the key partners
 - State 4-H Military Liaison
 - Military Partners & Protocol
- Sample *Operation: Boots On* Activities
 - Before
 - During
 - After
- Questions
- Next steps



Introduction

Facilitator Instructions for Connection Activities

Connection Activities are provided to assist the planning group as well as others involved to understand the *Operation: Military Kids* initiative, understand the benefits of implementing *Operation: Boots On* and to explain the emotions experienced during deployment.

What is it like to be a Military Family Experiencing Deployment?

Connection Activities 1-4

Connect Activity 1 Audience Poll

Connection Activity 1

Supplies:

Audience Members

Outcome:

- Visually see that we all have some connection to a Military Family.

Action Steps:

- If the following statements apply to you please stand and remain standing until you are asked to be seated again
 - Who has a parent that was in the Military?
 - Who was in the Military?
 - Who has had an immediate Family member deploy?
 - Who has had an extended Family member deploy?
 - Who has had a friend or neighbor deploy?

Debrief:

- How close was your Military connection?
- Were you surprised at how far we did or did not have to go to touch all of the participants?
- How often do you think about Military connections to you?

Introduction **TOOLS**

Connect Activity 2 Video

Connection Activity 2

Supplies:

- “Until Then” video
- LCD Projector

Outcome:

- Gain sensitivity for sacrifices that Military Families make.

Action Steps:

- View “Until Then” DVD (available online through your state’s *Operation: Military Kids* Point of Contact)

Debrief:

- What was your reaction to the video clip?



Connect Activity 3 Walk this Way...

Connection Activity 3

Supplies:

- Pens
- Walk this Way sheets
- Walk this Way prize

Outcome:

- Participants will be able to reflect on what it may be like to be a Military kid.
- Participants will be able to better understand the challenges that Military youth face.

Action Steps:

- Ask if anyone has ever heard of the expression, “Walk a mile in my shoes?”
- Inform the group that they are going to participate in an activity that is similar to the game “bingo”.
- Pass out the bingo square sheet. Template can be found on page ____.
- Have Participants read the bingo squares to themselves.
- Ask everyone to mingle and find someone who has experienced the situations depicted on the card and obtain his or her signature on the line provided.
- Participants mingle and gather signatures until the first person gets a “bingo” and earns a prize!

Debrief:

- What happened when you completed the “Walk this Way” Activity?
- Were you surprised at how many participants did/didn’t have similar experiences in the activity?
- How can you use this information to help Military Families who are affected by the deployment of a parent or loved one?
- How can you use this information to make your *Operation: Boots On* Experience successful?



WALK THIS WAY

Have you ever heard of the expression, “Walk a mile in my shoes?” This activity helps you understand the challenges that Military youth face.

Instructions: Find someone who has personally experienced these situations. Get his/her signature on the line. The first person to get a “bingo” gets a prize!

<p>...ever had to move because of a parent or guardian’s job</p> <p>_____</p>	<p>...ever had a sudden major reversal of family income</p> <p>_____</p>	<p>...ever known the joys of a flexible schedule because you have to live life “spur of the moment”</p> <p>_____</p>	<p>...felt upset or angry because you do not get enough time to spend with your parents or guardians</p> <p>_____</p>	<p>...communicates frequently with friends by either letters or emails</p> <p>_____</p>
<p>...had the fear of a sibling or parent or guardian getting a serious disease or illness</p> <p>_____</p>	<p>...experienced stress or anxiety over the last year</p> <p>_____</p>	<p>...ever had to quit a sports team or a club because you had to move away</p> <p>_____</p>	<p>...born outside of the state you are currently living in</p> <p>_____</p>	<p>...ever felt like your parent or guardian has missed a major milestone in your life</p> <p>_____</p>
<p>...had a Pen Pal outside of the United States of America</p> <p>_____</p>	<p>...ever enjoyed spending time with others who share similar experiences</p> <p>_____</p>	<p>FREE SPACE!</p> <p><i>Operation: Boots On Makes a Difference!</i></p> <p>FREE SPACE!</p>	<p>...had to stay with Family members or friends while a parent or guardian went away for an extended time period</p> <p>_____</p>	<p>...not had communication with a parent or guardian for over two weeks when they were away from home</p> <p>_____</p>
<p>...ever been confused as to where “Home” really is</p> <p>_____</p>	<p>...attended more than two different schools</p> <p>_____</p>	<p>...gotten a letter or email from a parent or guardian while they were away from home</p> <p>_____</p>	<p>...had to complete the housework by yourself</p> <p>_____</p>	<p>...has a parent or guardian who is currently in the Military</p> <p>_____</p>
<p>...has traveled internationally</p> <p>_____</p>	<p>...listened to taped stories from parents or guardians because they were away from home</p> <p>_____</p>	<p>...dreaded listening to the news or reading the newspaper for fear of bad news</p> <p>_____</p>	<p>...had to celebrate the holidays or birthdays without parents or guardians</p> <p>_____</p>	<p>...ever lived outside of the state that you are currently living in</p> <p>_____</p>

Introduction **TOOLS**

Connect Activity 4 If the Shoe Fits ...

Connection Activity 4

Supplies:

- Shoes
- Markers
- Easel pad paper

Outcome:

- Participants will be able to demonstrate to one another that it is much harder than what they think to “walk in someone else’s shoes.”

Action Steps:

- Have Participants sit in a circle.
- Have each Participant to take off both of their shoes and put them in the middle of the circle.
- Have each student find two shoes that are not their own and put them on.
- Have each student stand up and have them try to walk around the room.

Debrief:

- What was it like to wear someone else’s shoes?
- If you didn’t, why were you unwilling to put their shoes on?
- What was easy about it?
- What was hard?
- What would have made it easier?
- How can we be supportive of Military youth?

Adapted from the Lesson plan created by Dona Leonhard, Janel Dingy, and Jessica Rice, Ohio State University, Course AGR EDUC 643.

Introduction **TOOLS**

Understand the Emotions of Deployment

Connect Activity 5

Thinking Like a Military Family...

Connection Activity 5

Supplies:

- Pens
- Bubble clouds (Template can be found on next page (1 per member))
- Sticky Wall (please refer to the Guide Appendix for directions)
- Family member signs

Outcome:

- Participants will gain an understanding of what members of a Military Family are thinking and feeling.
- Participants will gain an understanding of the challenges that exist within a Military Family during deployment.

Action Steps:

- Divide into three groups.
- Each group will have the role of a member of a Military Family (deployed parent, spouse of the deployed parent, and child of the deployed parent).
- Each group should brainstorm what they believe their Family member is thinking or feeling.
- Write the thoughts in the thought bubbles. (See thought bubble template)
- Post the thought bubbles on the sticky wall.
- Ask each group to share their thought bubbles.
- Repeat the steps by adding more members of a Military Family such as grandparents, close friends, or neighbors to modify this activity.

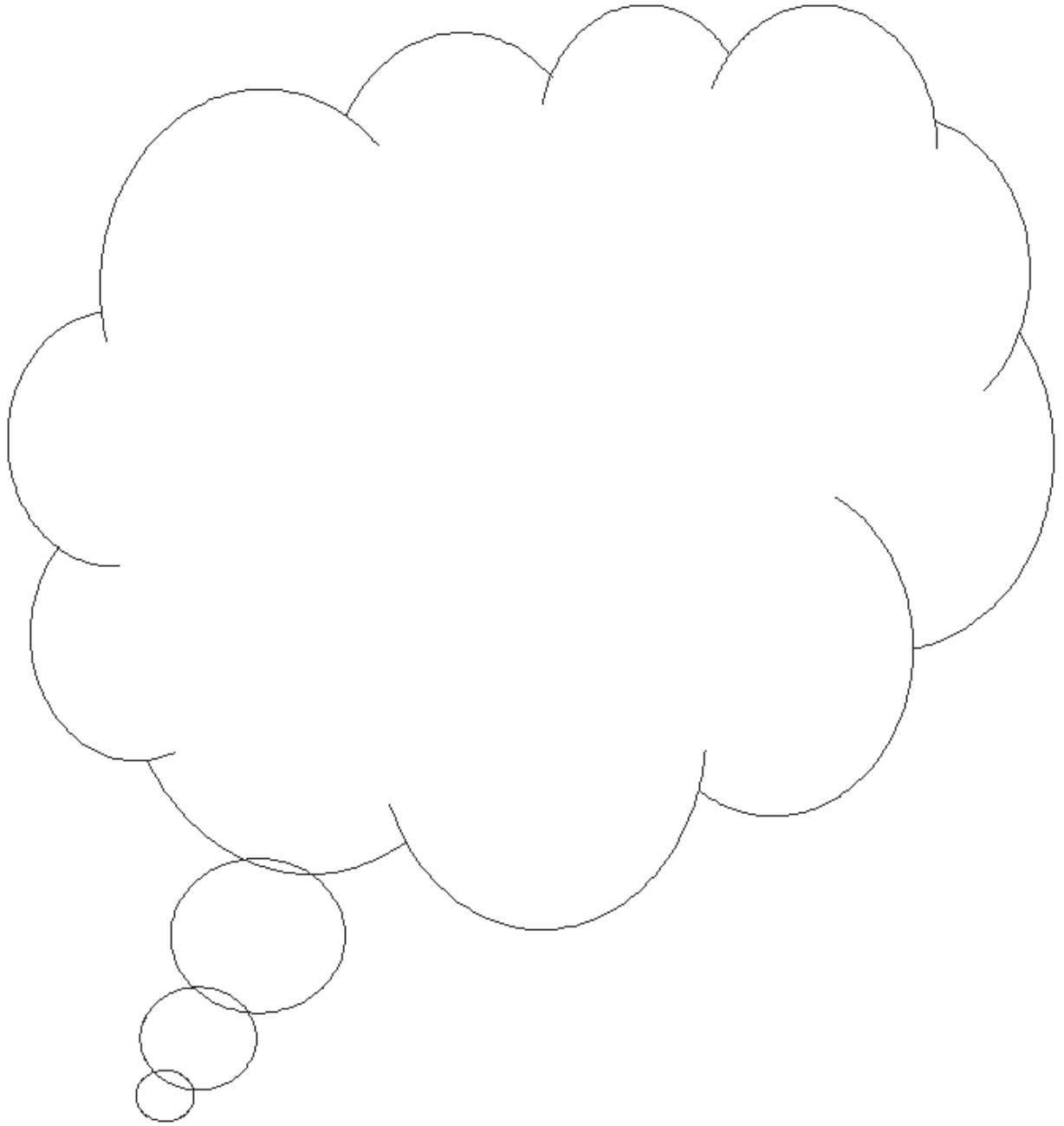
Debrief:

- What are some other challenges of a Military Family that we have not talked about?
- What would change in your house if your parent was deployed?
- How can your group help Military children feel supported while they have a parent gone and after they have returned?

Adapted from the Lesson plan created by Dona Leonhard, Janel Dingy, and Jessica Rice, Ohio State University, Course AGR EDUC 643.



Thinking Like a Military Family - Bubble Cloud Template



Introduction **TOOLS**

Connect Activity 6 Milestones

Connection Activity 6

Supplies:

- Pens
- 3x5 cards
- Box to put cards in
- Sticky Wall *

Outcome:

- Participants will identify events that Military parents or siblings may miss because of their deployment.

Action Steps:

- Have Participants write down on a 3" x 5" card their age, and an important event that will happen within the next 6-8 months: at School, in sports, during after-School activities, church, etc. (think about birthdays, first day of School, holidays, and anniversaries)
- Have Participants drop their cards into a box and mix their responses up.
- Have Participants choose a card and share the event listed with the group.
- Have Participants place card in the appropriate month on the sticky wall.

Debrief:

- What are some milestones that a parent would miss if they were deployed?
- How would you feel if your parent missed such events?
- How can we help Military youth capture these special moments to share with their parent while they are gone or after they have returned?

* Sticky Wall directions are found in the Guide Appendix on page ____



Connect Activity 7

A Blanket Community...

Connection Activity 7

Supplies:

- Blanket/tarp/tablecloth
- Several small objects to represent the children in the community - balls, bean bags, empty plastic water bottles, other lightweight objects with different shapes textures
- Civilian/Military Occupational Specialty Cards from the Train-up Activity – “Activation” which can be found in Chapter 2 on page _____.
- Box for cards

Outcome:

- Participants will recognize the strengths of all community members.
- Participants will recognize how we need to support the youth and Families from our Military units.

Action Steps:

- Give each Participant a Civilian/Military Occupational Specialty Card.
- Have each Participants place the Civilian/Military Occupational Specialty Card on the floor at their feet.
- Place a blanket or tarp on the floor.
- Have the Participants line-up on the edges of the blanket.
- Each person picks up an edge of the blanket and holds it tightly.
- Add objects, such as small beach balls which represent the children in the community, to the center of the blanket.
- As the objects are added, the group leader will talk about how several community members have been called to serve in their National Guard or Army Reserve unit or an Active Duty Service Member.
- The group leader will randomly call a Civilian/Military Occupational Specialty Role.
- When the participant with this Civilian/Military Occupational Specialty Role is called, they move away from the blanket.
- The remaining Participants and community members must try to keep all the objects on the blanket.

Debrief:

- Who or what did the objects represent? (The Military children)
- What happened as people started leaving their spots on the blanket?
- How did you feel in trying to keep all the objects on the blanket?
- How did your role/responsibility change as others left the blanket?
- How can we help the Military Youth and Families in our community?

Appendix 3 page 89, A blanket community - Adapted from *Operation: Military Kids Ready, Set, Go Training Manual*, 2nd Edition, Chapter 5, page 28.



Stage 1 – Before



Stage 1 – Before Introduction

Train-up & Preparation Phase*:

Service Members complete the reset actions and begin to enter the traditional training cycle. Individual and collective training and readiness activities drive this stage. During the Train-up & Preparation stage, tasks consisting of personnel administrative actions, briefings, training, counseling, and medical evaluations are completed to ensure all Service Members and their Families are prepared for extended deployments.



Mobilization Phase*:

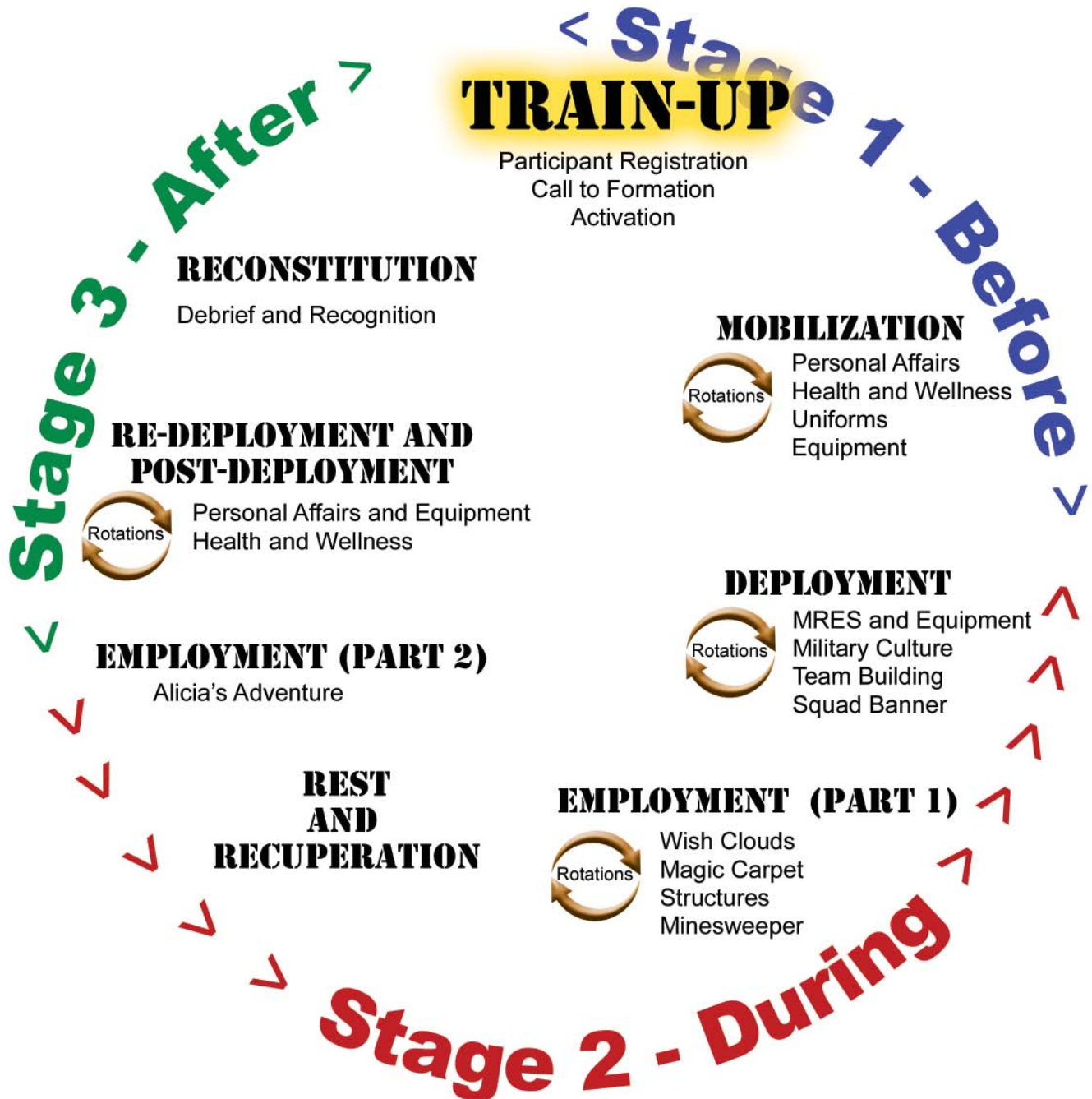
Service Members are alerted for possible deployment and undergo preparation. During the mobilization stage, orders consisting of administrative actions, briefings, training, counseling, and medical evaluations are completed to ensure all Service Members and their Families are prepared for extended deployments. The timeframe for Mobilization is extremely variable and ranges from several weeks to more than a year.



*Adapted from Army Deployment Cycle Support (DCS) Policy Guidance, 2007.

OPERATION:

BOOTS ON



This section will explore [Stage 1 - Before](#) the Train-up phase of the Deployment Cycle.

Stage 1 – Before Train-Up

Tasks to be accomplished:

This is the first opportunity to immerse the young people into the process of the deployment cycle. The Train-Up Phase takes the Squad Members through a rigorous training regiment of skill- and team-building exercises that directly relates to their role in the Squad.

At registration, the Squad Members:

- receive their Squad assignment
- begin in-processing by taking two passport-sized photos (i.e., photos for deployment ID cards)
- receive their Civilian/Military Occupational Specialty Cards
- receive uniforms
- receive their Squad’s deployment orders.

Call to Formation provides an opportunity for the group to participate in:

- icebreakers
- set the ground rules for the Experience
- discuss appropriate attire
- set the tone for the Experience.



Facilitator Note

This is also the perfect time to have a current Active Duty, National Guard or Army Reserve Service Member welcome the “troops”.

Friday

Stage 1 – Before

1600
1800
2000

2200

Arrival – Train-Up Phase
Participation Registration ■
Call the group to formation ●
Ice Breaker ●
 Ground Rules ●
 Explain the whys of the Experience ●
 Show “Until Then” DVD ●
 Welcome from the Company Commander ■■
 Activation ■ ▲
Bed Check / Lights Out

Company Commander ■■
1st Sergeant ●
Platoon Leader ■
Squad Leader ○
Squad Members ▲



Stage 1 – Before Train-Up

Set-Up for Participation & Call to Formation

Note: The Planning Group tasks all must be accomplished in advance of the event registration.

Planning Group Tasks 📌:

1. **Determine the # of Squads** (10 -15 members per Squad).
2. **Assign a name to each Squad.** The name could be a color/letter/symbol designation (e.g., Red Squad, Delta Squad, Devil Dogs, Warriors of the Sky, etc.).



This is a good time to introduce the Military alphabet which is located in the Guide Appendix on page ____.

3. **Assign Squad mascot**--one for each Squad (mascots could be stuffed animals) that is stored in the Squad backpack.
4. **Assign “buzz” or “code” words** that can be used to indicate their Squad’s activation (these can be anything--e.g. “Franklin”, “Bluebirds”, “Bookworm”).
5. **Create activation cards** that serve as communication tools for their Commander to identify the “buzzword” for activation and announce that the Squad is deploying sometime in the near future. The activation cards should be small business cards that identify the Squad’s name on the front and the “buzzword” on the back. These business cards should be made out of the colored paper. A separate color should be assigned to each Squad. The template is found on page ____ of the Tools Section, which is located at the end of this chapter.
6. **Create deployment orders and determine distribution process.**
 - Orders should be on Squad-specific colored paper.
 - Orders in a letter-style format – a 5-paragraph order (situation, mission, execution, service & support, command & signal - See example letter/template on page ____ of the Tools Section).
 - Distribution process - An individual order can be given to the Squad Leader or all Service Members can receive a copy of the orders.
7. **Create two Military ID cards** (one white/one in Squad color) for each “Service Member”. Each Squad Member receives a colored card for deployment and a white card for re-deployed status and they will be stored in the Squad backpack. Each Squad has a different color (i.e., red, blue or green dot stickers or colored cardstock). Squad Members complete a white card during re-deployment to indicate “returned” status. Utilize a Polaroid i-Zone camera or the Mobile Technology Lab digital camera for headshots. The template is found on page ____ of the Tools Section, which is located at the end of this chapter.

Stage 1 – Before Train-Up

8. **“Activation” - Create Civilian/Military Occupational Specialty Roles** for the Squad Members and create Military roles/jobs for Squad Members: Squad Leader, communication, intelligence, security, medic, transportation, or equipment. The roles will be stored in the Squad backpack. See page ____ of the Tools Section for prepared cards or create your own.
9. **Create Squad Member compliance report sheets** to indicate their successful completion of each session during the stages of *Operation: Boots On*. The sheets will be stored in the Squad backpack. The template is found on page ____ of this chapter’s Tools Section.
10. **Create Squad compliance report sheets** to indicate their successful completion of each session during the stages of *Operation: Boots On*. The sheet will be stored in the Squad backpack. The template is found on page ____ of the Tools Section, which is located at the end of this chapter.



Platoon Leaders mark participants’ completion of each session.

11. **Choose the style of uniform** (i.e., *Operation: Military Kids* dog tags, bracelets, lanyards; pinnies). Background information on the Soldier’s uniform can be found on page ____ of this Chapter’s Tools Section.



The inspection criteria are located in the Guide Appendix on page ____.

12. **Assign Participants to Squads**– these assignments generate Squad attendance sheets for the Platoon Leaders’ clipboards.
13. **Identify a Company Commander** - It would be helpful if the “Commander” for the Experience were an Active Duty, National Guard or Army Reserve Service Member or Spouse or a retired Service Member- the more authentic, the more realistic the Experience will become. A Garrison Commander or a Rear Detachment Commander could, for example, be the Commander of the Squads).
14. **Identify at least 1-2 Adult Platoon Leader(s)** to serve as the session host and facilitators. An ideal pairing is a Military Representative and an Adult Volunteer or Youth Development Professional.
15. **Contact a mental health professional** to be available and/or onsite during the Experience. A mental health professional could be a part of the initial planning team.

Stage 1 – Before Train-Up



Please check with your Garrison Social Work Services Department on the Standard Operating Procedure with regards to mental health professionals and work with children.

16. Identify the ice-breakers.
17. Designate the welcome roles.
18. Secure the technology equipment needed to show the “Until Then” Video.
19. Identify the ground rules process.

Company Commander Tasks ■ :

- Agrees to introduce the stages of *Operation: Boots On* and serve as a program resource.

Platoon Leader Tasks ■ :

- Set up tables – 1 per Squad.
- Organize the registration tables and Squad Member materials as provided by the planning group.

Squad Leader ♪ and Squad Members ▲ Tasks:

- Commit to attending *Operation: Boots On*.

Stage 1 – Before Train-Up

Participation Registration

Company Commander Tasks ■ :

- Meet and greets the Squad Members.

1st Sergeant Tasks ♠ :

- Oversee the Platoon Leaders.

Platoon Leader Tasks ■

- Register the Squad Members to their assigned “Squads.”
- Distribute the Squad activation cards that serve as the communication tool from their Commander that identifies the “buzzword” for activation and that they are deploying sometime in the near future.
- Distribute the Civilian/Military Occupational Specialty Cards (i.e., jobs, Family info, etc.) to the Squad Leader. The Platoon Leader should give the Squad Leader the Squad backpack (1 per Squad) and mascot (1 per Squad).
- Distribute Service Member “personnel” folders and compliance reports.



Squad Members should give their labeled paperwork to their Squad Leader to be stored in the Squad backpack.

- Take two passport-size photos for their Military ID cards.
- Distribute the colored Military ID cards for each “Service Member”. Each Squad Member receives a colored card for deployment. The cards are coded by Squad color.
- Distribute uniforms.

Squad Leader ♠

- Receive Squad backpack which will hold the:
 - Mascot
 - Squad Members “personnel” folders
 - Other essential equipment the Squad will need.

Stage 1 – Before Train-Up

Squad Members ▲

- Register and receive their Squad assignment.
- Receive the Squad Activation Cards.
- Receive their Service Member “personnel” folders and compliance reports.
- Choose a Civilian/Military Occupational Specialty Card. The role needs to be shared with the Platoon Leader and filed in their “personnel” folder.
- Have two passport-size photos taken for their Military ID cards and filed in their “personnel” folders.
- Receive their deployment/re-deployment Military ID cards and file in their “personnel” folders. Squad Members should give the incomplete ID cards to their Squad Leader for storage in the Squad backpack.
- Receive uniform.



Stage 1 – Before Train-Up

Call to Formation

1st Sergeant Tasks 📌 :

- Convene the entire group.
- Conduct the ice-breakers.
- Set ground rules (ground rules should be distributed to session Platoon Leaders) following Activation of the Squads.
- Show the “Until Then” video.

Company Commander Tasks 🏢 :

- Welcome the group.
- Few words of inspiration.
- Calls the Platoon Leaders forward to hand them orders to be distributed to the Squad Leaders and/or members.

Platoon Leader Tasks 🏠 :

- Platoon Leader calls out their buzzword and orders the Squad Leaders and Members to fall into formation (Proper formation guidelines can be found in the Guide Appendix on page ____).
- Platoon Leaders can facilitate the “Activation” activity with their Squad. Have the Squad Members share their roles with their Platoon Leaders. Their roles should be filed in their “personnel” folder. This process will identify the Squad Leader.
- Group welcome.
- Distribute deployment orders either to the Squad Leader or to each Squad Member.
Mission: Your mission supports the nationwide initiative by actively participating in a mock deployment, simulating a Service Member’s deployment.

Squad Leader 🏠 :

- Distribute deployment orders, if not already done so by the Platoon Leader.
- Collect and store each Squad Members “personnel” folders should contain their Civilian/Military Occupational Specialty roles, passport photos, activation cards, Military ID cards and store them in the Squad backpack.




Squad Members 🧑 :

- Actively participate in the Train-Up Phase.
- Are responsible for their uniform and any other *Operation: Boots On* materials received.



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Stage 1 – Before Train-Up **TOOLS**

Facilitator Supply List

General Supplies

- Tables for Registration (1 per squad)
- Registration Signs (i.e., A-G, H-N, O-U, V-Z template on page ____ in the Tools Section)
- Registration Sheets (template on page ____ in the Tools Section)
- ID photos - Designate a photo center to take and print two passport-size photos for the ID cards
- Pens
- Laptop computer, LCD projector
- “Until Then” video
- Ice-breaker - suggested examples & supplies
- Ground rule identification process & supplies (easel pad paper, markers)

Squad Supplies

- Squad Name (i.e., color, letter, symbol)
- Squad sign
- Squad attendance sheets (1 per session) (template on page ____ in the Tools Section)
- Squad mascot (1 per Squad)
- Squad backpack (1 per Squad)
- Squad deployment orders (template on page ____ in the Tools Section)
- Squad activation code/buzz word (1 per Squad) on a Squad Activation card (1 per member, template on page ____ in the Tools Section)
- Squad Member “personnel” folders (to file the activation cards, Military ID cards, compliance report, session paperwork) – these will be stored in the Squad backpack
- Squad Members Military ID Cards (2 per member – Deployed status (colored) & re-deployed status (white) (template on page ____ in the Tools Section)
- Squad Civilian/Military Occupational Specialty Cards – (1 per member, template on page ____ in the Tools Section)
- Squad Member Compliance Report (1 per member) (template on page ____ in the Tools Section)
- Squad Compliance Report (1 per Squad) (template on page ____ in the Tools Section)
- Uniform (complete set for each Squad Member)
- “Activation” Activity supplies: easel pad paper, markers, whistle

BOOTS BOON

Registration



Front
Squad Name/Color

Back
Buzzword



Deployment Orders

Date

Dear *Operation: Boots On Squad* Member:

Your Squad is deploying on a mission in XX hours. Your task is to prepare your Squad and yourself for the required mission. You begin preparation at XXXX hours on DATE. Your mission is to be completed by XXXX hours on DATE.

The initiative you are involved in is *Operation: Military Kids*. *Operation: Military Kids* is a nationwide effort designed to provide support to the children and youth of Families, impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically dispersed.

Your mission supports this nationwide initiative by actively participating in a mock deployment to simulate a Service Member's deployment cycle experience.

Good luck to you as you embark on your journey and strive to achieve success in your mission.

Commander Signature – Name Here



Civilian/Military Occupational Specialty Cards



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Your Civilian Role is:

Town Mayor



Your MOS is:

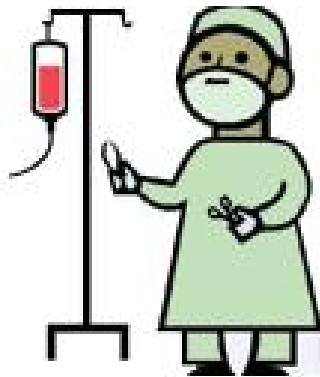


Squad Leader

You are ultimately responsible for the safety, well being and discipline of the men and women in your squad.

Your Civilian Role is:

Doctor



Your MOS is:



Mechanic

You are responsible for the upkeep and maintenance of various types of machinery. This may include vehicles, generators, tanks or helicopters.

Your Civilian Role is:

School Teacher



Your MOS is:



Medic

You provide both basic and advanced on the spot medical assistance to members of your platoon as well as civilians and enemy combatants.

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Your Civilian Role is:

Soccer Coach



Your MOS is:



Infantry

As a front line combatant, you will spend a great deal of time studying weapons and tactics.

Your Civilian Role is:

Librarian



Your MOS is:



Fire Person

You provide fire, rescue and medical support both on and off installation.

Your Civilian Role is:

Bowling Alley Owner



Your MOS is:



Chaplain

You will be providing spiritual guidance to both Military and family members. Quite often you will act as a counselor and work directly with leadership.

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Your Civilian Role is:

Lawyer



Your MOS is:



Cook

You will be responsible for preparing up to 600 meals 3 to 4 times per day. To prevent illness, exceptional sanitary conditions must be maintained for the dining hall.

Your Civilian Role is:

Stay at Home Dad



Your MOS is:



Supply Technician

It is your responsibility to account for every item in the Army's inventory. This means keeping track of every vehicle, every piece of uniform, and every bolt.

Your Civilian Role is:

Boys & Girls Club Director



Your MOS is:



Veterinarian

You will be responsible for the health and safety of Military working dogs as well as ensuring that all food and living areas are sanitary.

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Your Civilian Role is:

Skate Park Owner



Your MOS is:



Military Police

You are responsible for providing security for personnel and equipment as well as upholding the law.

Your Civilian Role is:

Restaurant Owner



Your MOS is:



Judge Advocate General (JAG)

As a Military lawyer, you will provide legal counsel to Military members as well as oversee the application of the Uniform Code of Military Justice (UCMJ).

Your Civilian Role is:

College Student



Your MOS is:



Public Affairs

You will be responsible for conducting all interactions with the media as well as documenting events using various forms of media.

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for duplication purposes

Your Civilian Role is:

Artist



Your MOS is:



Helicopter Pilot

You will fly either combat or support aircraft. You may be responsible for transporting troops and equipment in adverse conditions.

Your Civilian Role is:

Accountant



Your MOS is:



UAV Pilot

You are responsible for operating an Unmanned Aerial Vehicle. You may accomplish this from thousands of miles away.

Your Civilian Role is:

Hotel Concierge



Your MOS is:



Linguist

You will be responsible for translating information for use by colleagues and superiors. This will entail both written and verbal translation.

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for duplication purposes

Your Civilian Role is:

Policeman



Your MOS is:

Engineer



You will be in charge of building facilities for use by other Military members. A combat engineer works with explosives to destroy buildings, mountains and bridges.

Stage 1 – Before **TOOLS**



Facilitator Note

Platoon Leaders must designate completion of deployment cycle activities on the Squad Member's form.

Operation: Boots On Squad Member Compliance Report

Before:

Registration

Mobilization

- Personal Affairs
- Health & Wellness
- Uniforms
- Equipment

During:

Deployment

- MREs/Equipment
- Military Culture
- Team Bldg
- Squad Banner

Employment

- Magic Carpet
- Minesweeper
- Structures
- Wish Clouds
- R&R
- Alicia's Adventure

After:

Re-Deployment/Post-Deployment

- Health & Wellness
- Personal Affairs and Equipment

Reconstitution

- Debrief
- Recognition

Stage 1 – Before **TOOLS**



Facilitator Note

Platoon Leaders must designate completion of the Squad's deployment cycle activities on the Squad Leader's form.

Operation: Boots On Squad Compliance Report

Before:

- Registration
- Mobilization
 - Personal Affairs
 - Health & Wellness
 - Uniforms
 - Equipment

During:

- Deployment
 - MREs/Equipment
 - Military Culture
 - Team Bldg
 - Squad Banner
- Employment
 - Magic Carpet
 - Minesweeper
 - Structures
 - Wish Clouds
 - R&R
 - Alicia's Adventure

After:

- Re-Deployment/Post-Deployment
 - Health & Wellness
 - Personal Affairs and Equipment
- Reconstitution
 - Debrief
 - Recognition

Stage 1 – Before Train-Up **TOOLS**

Uniforms

Military uniforms are standardized dress worn by members of the Armed Forces. Military uniforms in the form of standardized and distinctive dress, are intended for identification and display, are typically a sign of organized Military forces equipped by a central authority

Battle dress uniforms (BDUs), also known as “fatigues”, is any Military uniform worn into combat, as opposed to ‘display’ dress or formal uniform worn at parades and functions. It may be either be in monochrome (often a shade of green or brown) or in camouflage colors.

The Army Combat Uniform, or ACU, is the new combat uniform (battle dress) to be worn by the United States Army. It uses a new camouflage pattern called universal camouflage pattern, or UCP (commonly called ACUPAT). It blends green, tan, and gray to work effectively in woodland, desert, and urban environments. It also features numerous design improvements based on input from Soldiers. It is inspired by the Marine Corps pattern, which, in itself was inspired by Canadian uniforms.

The ACU

- Patrol cap: a straight-sided, flat-topped soft cap, with a double thick bill and internal pocket. Name tapes are now worn on the back of the patrol cap. The ACU, like the BDU, is worn with the black beret in Garrison; the patrol cap may be authorized for the field by the Unit Commander when wear of the helmet is not necessary.
- Jacket:
 - Hook fastener-backed U.S. Army and last-name tapes
 - Hook fastener-backed rank insignia over the breastbone.
 - Loop fastener-faced shoulder pockets for unit patches, skill tabs, and recognition devices, such as the Infrared (IR) Feedback American flag - this provides day and night recognition for Identification Friend or Foe (IFF).
 - Permanent Infrared (IR) IFF squares are sewn to each shoulder for nighttime identification.
 - Mandarin collar, worn up in combat to fit with the Outer Tactical Vest (OTV) body armor, worn in the down position otherwise.
 - Zippered front closure, reinforced with hook and loop fasteners, and designed for use with OTV.
 - Tilted chest pockets with hook-and-loop closure, to fit with the OTV.
 - Blouse bellows for increased mobility.
 - Hook-and-loop cuff closures.
 - Three-slot pen pocket on the left arm for use with the OTV.
 - Elbow pouches for elbow pad inserts.
- Moisture-wicking tan T-shirt or brown T-shirt.
- Two-inch tan nylon web belt (Rigger’s Belt)

Stage 1 – Before Train-Up **TOOLS**

- Trouser:
 - Knee pouches for knee pad inserts.
 - Two forward-tilted thigh storage pockets with elastic drawstring and hook-and-loop tape for closure during movement.
 - Two calf storage pockets with hook-and-loop closure, one on each leg; the pockets are bellowed.
- Moisture-wicking socks
 - Tan suede combat boots, either hot weather or temperate weather versions. Commercial versions of this boot are authorized without limitation other than that they must be at least 8 inches in height.
 - Infrared identification squares. These reflect IR and can be seen with night-vision devices. They can be protected by Velcro tabs when not in use.

A suggested *Operation: Boots On* uniform would be:

- Hat or visor
- Dog tags
- Lanyard
- Military ID Card
- Bandana or pinnie to represent the squad color
- *Operation: Military Kids* bracelet
- Right Shoulder “patch” with a flag on it...a flag is worn on the right shoulder to give the effect of the flag flying in the breeze as the wearer moves forward
- Appropriate foot attire



Stage 1 – Before Train-Up **TOOLS**

Inspection Process

Step 1

Squad Members are called to attention in formation.

To ready Squad Members in formation the Platoon Leader must call “fall in” and ask the Squad Members to make up to 3 rows. Once the Squad Members are in rows the Platoon Leader will address the Squad and ask “if you’re taller tap the person in front of you and advance to the front of the line”. Once completed the Platoon Leader will ask “right face” and then repeat the “if your taller tap”.



The whole object of these commands is the taller people are leading and it is “more formal” as each person is lined up by size tallest to shortest. Both front to back and left to right.

Review for – Squad Members are in formation (i.e., three straight rows of five members each - based on fifteen members). Squad Members are standing at attention with eye contact forward.

Step 2

Attendance is taken for Squad Members.

Review for – Full attendance, including the mascot and “egg” Squad Members (once they have joined the Squad).

Step 3

Squad Members are reviewed for uniform completeness.

Review for – Squad Members must all be wearing the agreed uniform components and the components must be displayed the same way. Squad Members must have appropriate foot attire.

Step 4

Squad Members are reviewed for cleanliness.

Review for - Squad Members are well-groomed and the uniform components are clean and well taken care of.

Step 5

Squad Members have all appropriate equipment.

Review for – Squad Leader backpack present and mission equipment bag present (once it has been packed for [Stage 2](#)).

Any infractions must be noted as Article 15s.

Stage 1 – Before Train-Up **TOOLS**

Article 15

Definition: An Article 15 is a non-judicial punishment which can be awarded for minor disciplinary offenses by a commanding officer or officer in charge to members of his/her command.

Examples of Individual Offenses

- A Squad member leaves behind a piece of his/her uniform or paperwork.
- A Squad member is disrespectful to the Platoon Leader
- A Squad member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad members
- As a group not actively participating in the session activity

Awarded at the conclusion of **Stage 1**

Individual Offenses

- 1 – 7 jumping jacks
- 2 – The Squad member must sing a round of Row, Row Your Boat
- 3 – Run in place for a minute
- 4 – The Squad member must recite the alphabet backwards

Squad Offenses

- 1 – The whole Squad does 10 jumping jacks together
- 2 – The whole Squad runs in place for a minute together
- 3 – The whole Squad has to sing 1 verse of Twinkle Little Star
- 4 – Assign a Crack to one of the egg Squad members

Stage 1 – Before Train-Up **TOOLS**

Accommodations

Definition: An Accommodation is an acknowledgement which can be awarded for behaviors and/or actions that go above and beyond expectations by a Squad Member or by the entire Squad.

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS BOON

Squad Name: _____



Stage 1 – Before Train-Up **TOOLS**

“Activation”

Platoon Leader Instructions

Activity time:

10 minutes

Supplies:

- Civilian/Military Occupational Specialty Cards
- Easel pad paper
- Markers
- Whistle

Outcome:

- Squad Members will be able to experience what it is like to be “activated” and have to begin preparing for a Military mission.

Action Steps:

- Have the Squad sit in a circle.
- Blow a whistle and ask participants to find others who have the same buzzword.
- Have the participants sit in a circle with those that have the same buzzword.
- Have Squad Members select a Civilian/Military Occupational Specialty Card (i.e., mayor, doctor, teacher, house dad, etc.).
- Have Squad Members open up their Civilian/Military Occupational Specialty Card and share what is now their Military role.
- Have Squad Members share who they are in the Military and write down their role in the community on the easel pad

Debrief:

- What was your non-Military role vs. your Military role?
- Were the roles similar? Were the roles different?
- What changes do you think will happen in your home if your non-Military role changes?
- What can we do as a community to support Military Families with these changes?

Stage 1 – Before Train-Up **TOOLS**

Ice Breaker Examples

Activity time:
10 minutes

Supplies:

- 3-4 balls
- 1 odd object (ex., small stuffed animal)

Toss-A-Name Game (Group Juggle)

Outcome:

Squad Members will become familiar with their Squad Members names and bond as a team.

Action Steps:

- Ask all the participants to get into a circle.
- Pass a small ball around the circle and ask each Member to introduce themselves when they get the ball.
- Ask them to briefly talk about their interest or experience with Military Families or deployment issues
- Ask everyone to raise one hand
- Announce that you are going to call someone's name in the circle and then throw the ball to them. This will continue until everyone has received the ball. Note: Once a participant has received the ball, they should fold their hands.
- Emphasize that they must say the person's name and they must remember to whom they threw it (no one should get it more than one time)
- Once everyone has received the ball, it should be tossed back to the Platoon Leader.
- Announce that now that they have the pattern down, you are going to time the transaction.
- Let them try several times to improve their time.
- After they have made several attempts, ask them if they can think of anything they could do to improve (they'll come up with things like: stand next to the person who is throwing it to you, move closer etc.). It is important that when they come up with solutions, you encourage them to implement them but not tell them how (e.g. do not start rearranging them if they want to stand next to the person they are throwing it to---wait and let the group initiate the movement and solution).

Stage 1 – Before Train-Up **TOOLS**

- When this is done, ask them to go back to their original spots.
- Tell them they are going to repeat the pattern.
- As the ball starts going around, start adding more and more balls to the juggle.
- Initiate the game one more time with the multiple balls, and then add the odd object to the mix. It is not to follow the original pattern. This will visually show the Squad Members how rumors can be disruptive to the team.

Debrief:

- What were you asked to do?
- What thoughts or feelings did you have about this instruction?
- How did those thoughts/feelings change when more toys were added to the juggle?
- What kind of strategies did you use to make sure you caught the toys?
- During the *Operation: Boots On* Experience, it may feel like we are asking you to juggle a lot of information and roles. Can you think of ways that the strategies you used to keep the toys in the air can also help us work together as a team during *Operation: Boots On*? Describe them.
- How can we apply what we are learned about working together and juggling our roles to the rest of this training?

Stage 1 – Before Train-Up **TOOLS**

Ice Breaker Examples

Activity time:
10 minutes

Supplies:

- Easel Pad paper
- Markers

Ground Rules

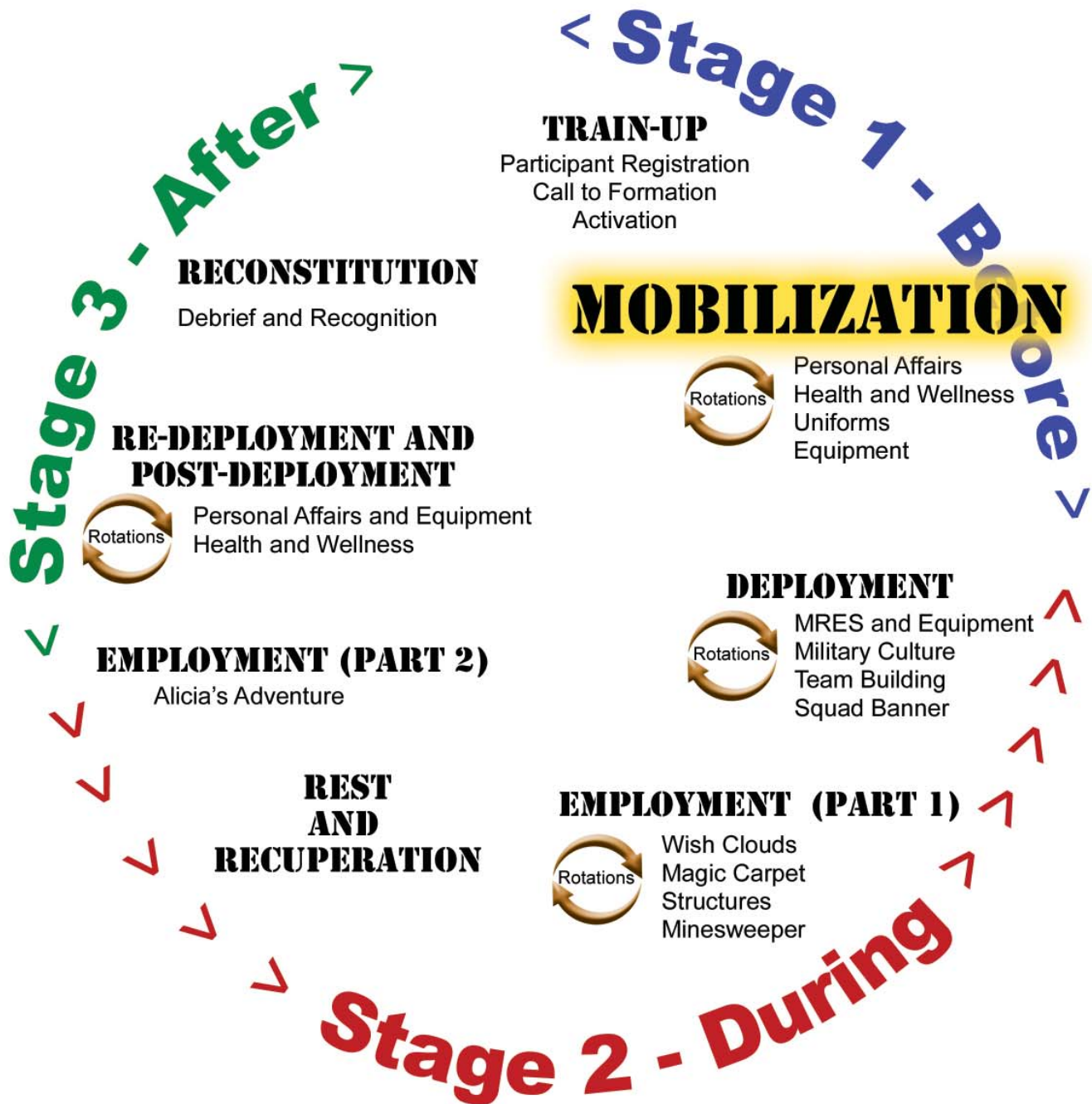
Outcome:

Set clear boundaries and acceptable behavior for the participants of the *Operation: Boots On* Experience.

Action Steps:

- Write up the list of non-negotiable ground rules (e.g. no alcohol, tobacco, drugs or weapons).
- Review the non-negotiable rules with the group.
- Work with the group to brainstorm a list of other ground rules to refer to throughout the training.
- A copy of the ground rules should be given to each Platoon Leader to set the boundaries for the small group sessions.

OPERATION:



This section will explore [Stage 1 – Before](#) the Mobilization phase of the Deployment Cycle.



Stage 1 – Before Mobilization

This Phase begins with the warning order for deployment and ends when the Soldier actually departs from the home station. To this end, the sessions for this Phase represent tasks that they must complete prior to their deployment.

Tasks to be accomplished:

Four 35 minute sessions





- Personal Affairs,
- Health & Wellness,
- Uniforms, and
- Equipment.




Facilitator Note

Each “Squad” rotates through each of the four sessions in 35 minute segments plus transition time. A Platoon Leader is present at each station. (Inviting a Service Member to co-facilitate the stations is a great way to legitimize the experience.) The first two rotations take longer than the final two.

Friday Stage 1 – Before Schedule

0600	Wake-up
0700	Breakfast
0745	Formation 
0800	Mobilization Phase   
	<ul style="list-style-type: none"> ■ Personal Affairs ■ Health & wellness ■ Uniforms ■ Equipment
1200	<ul style="list-style-type: none"> ■ Lunch

Company Commander 
1st Sergeant 
Platoon Leader 
Squad Leader 
Squad Members 



Stage 1 – Before Mobilization

Set-Up for the Mobilization Phase

Planning Group Tasks 🔦 :

- The Mobilization Phase will have four 35 minute sessions: Personal Affairs, Health & Wellness, Uniforms and Equipment.
- Each session will require a Platoon Leader to be a session host and perhaps a session facilitator.
- Identify and designate, with room appropriate room signs, session hosts rooms (i.e., 4 classrooms, a large gym with each corner designated a session area).
- Prepare four session supply kits. Kit contents are in the Tools Section at the end of this chapter (i.e., Personal Affairs on page ____, Health & Wellness on page ____, Uniforms on page ____, Equipment on page ____).

Company Commander Tasks 🏠 :

- Prepare to bring the group together as a Company and brief on the Mobilization Phase.

Platoon Leader Tasks 🏠 :

- Inspects and inventory the session kit for all supplies.
- Reviews the session instructions.



Stage 1 – Before Mobilization

Execution of the Mobilization Phase

Planning Group Tasks 📌 :

- Session support.

Company Commander Tasks 🏢 :

- Session resource.
- Bring the group together as a Company and brief on the Mobilization Phase.

Platoon Leader Tasks 🏠 :

- Each session will last approximately 35 minutes (it is a timed session).
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must have a meeting with the Squad Leader to:
 - Distribute the session orders (it is recommended that the session orders be in the Squad's corresponding color) to the Squad Leader who will in turn read the orders to his/her Squad,
 - Reviews the session orders with Squad Leader.
- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Assists or facilitates the Squad orders. Squad completes orders. Either the Squad Leader or Platoon Leader will facilitate the sessions.



The Platoon Leader role during the session will depend upon the age of the group. It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

- Platoon Leader will debrief the session and stamp the Squad Leader's Compliance report to indicate the Squad has successfully completed the session.
- At transition, Platoon Leader should inspect the area to gather "left behind" items that the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s). Also, the Platoon Leader should tally any individual or squad recognitions on the accommodation tally sheet.

Squad Leader Tasks 🏠 :

- Have Squad Members fall into formation for session instructions.
- Read session instructions and then Platoon Leader begins the session time.
- Ensure Squad completes the session orders.
- Distributes compliance stickers/stamp on Service Members' compliance reports.
- Ensure Squad's compliance report is complete.

Squad Members Tasks 🧑 :

- Completed the assigned orders.
- Receive a compliance sticker.






Stage 1 – Before Mobilization **TOOLS**



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Stage 1 – Before Mobilization **TOOLS**

Facilitator Supply List

General Session Supplies

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) pens, (e) Master copies for the Session (f) Platoon Leader clipboard, (g) Session Supply Kit, (h) next stage deployment orders for each room (to be distributed in the last rotation).
- Personal Affairs - General Supplies
 - Scissors
 - Masking Tape
- Health & Wellness - General Supplies
 - Scissors
 - Masking Tape
 - Hand Sanitizer
 - Garbage bags
- Uniforms - General Supplies
 - Scissors
 - Masking Tape
 - Spare uniform components
- Equipment - General Supplies
 - Scissors
 - Masking Tape
 - Markers
 - 1 large duffle bag per Squad

Personal Affairs Session Supplies Box

- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Squad Leader Instructions Example (1 per Squad)*
 - Personal Affairs Example - Form 1 (1 per member)*
 - Power of Attorney Example – Form 2 (1 per member)*
 - Last Will and Testament Example - Form 3 (1 per member)*
 - Debrief Questions
 - Session Compliance Labels (1 per member, 1 per Squad)
 - Article 15s Tally Sheet (1 per Squad)
- Session Supply Box contains copies of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)*

Stage 1 – Before Mobilization **TOOLS**

- *Operation: Military Kids* lanyards (1 per member)
- Laminator/Contact Paper/ Name tag Holders for the Military IDs
- “Notary” Stamp
- Compliance Stamp for Squad Compliance report
- Squad will supply:
 - Passport Photo
 - Deployment (colored) Military ID cards
 - Civilian/Military Occupational Specialty roles
 - Compliance reports for Squad Members and Squad Leader
 - Personnel Folder
 - Squad backpack

Health & Wellness Session Supplies Box

- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Squad Leader Instructions Example (1 per Squad)
 - Health Form - Form 4 (1 per member)*
 - Debrief Questions
 - Session Compliance Labels (1 per member, 1 per Squad)
 - Article 15s Tally Sheet (1 per Squad)

*Session Supply Box contains copies of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
- Dot Stickers (5 per member)
- Sugar cubes (2 per member)
- Mouth wash
- Small cups (2 per member)
- Tape measure
- Stopwatch
- Compliance Stamp for Squad Compliance report
- Squad will supply
 - Civilian/Military Occupational Specialty roles & biographies
 - Personnel Folder
 - Compliance Reports
 - Squad backpack



Stage 1 – Before Mobilization **TOOLS**

Uniform Session Supplies Box

- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Squad Leader Instructions Example (1 per Squad)*
 - Debrief Questions
 - Session Compliance Labels (1 per member, 1 per Squad)
 - Article 15s Tally Sheet (1 per Squad)
- *Session Supply Box contains copies of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
- Mascot uniform
- Inspection Guidance
- Markers/Paint
- Easel Pad Paper
- Banner
- Eggs (3/Squad)
- Rubber bands
- Straws
- Masking Tape
- Sandwich bags (3 per Squad)
- Compliance Stamp for Squad Compliance report (1 per Squad)
- Squad will supply:
 - Mascot
 - Personnel Folder
 - Compliance Reports
 - Squad backpack



Stage 1 – Before Mobilization **TOOLS**

Equipment Session Supplies Box

- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Squad Leader Instructions Example (1 per Squad)*
 - Equipment Packing List – Form 5 (1 per Squad)
 - Debrief Questions
 - Session Compliance Labels (1 per member, 1 per Squad))
 - Article 15s Tally Sheet (1 per Squad)

*Session Supply Box contains copies of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
- Large tarp
- 4 noodles
- 50-foot ropes
- 24-foot ropes
- 10 X 10 boards (“All Aboard” boards) or tablecloths
- Bandannas
- Rubber chicken
- Water Bottles
- Meals Ready to Eat
- Pack of markers
- Rolls of masking tape
- Bag of structures
- Bag of colored candies
- Pieces of easel pad paper
- Mini-Marshmallows (5 per member)
- Marshmallow shooters
- Targets
- Compliance Stamp for Squad Compliance report (1 per Squad)
- Squad will supply:
 - Personnel Folder
 - Compliance Report
 - Squad backpack



Stage 1 – Before Mobilization **TOOLS**

Rotations

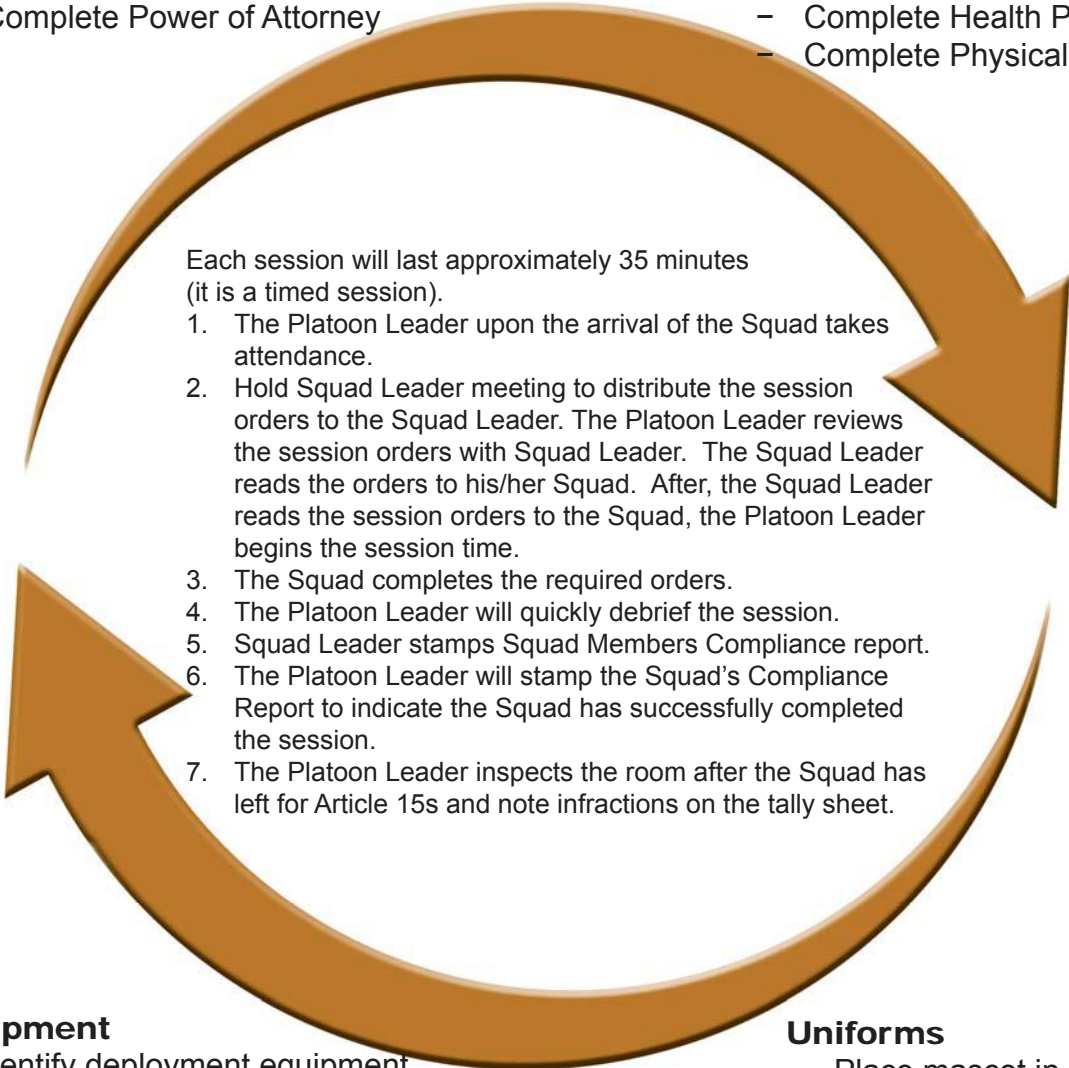
These four rotations simulate the steps needed to prepare a Service Member for deployment.

Personal Affairs

- Complete Military ID
- Complete Personal Affairs Paperwork
- Complete Power of Attorney

Health & Wellness

- Complete Immunizations
- Complete Dental Screening
- Complete Health Papers
- Complete Physical Training Test



Each session will last approximately 35 minutes (it is a timed session).

1. The Platoon Leader upon the arrival of the Squad takes attendance.
2. Hold Squad Leader meeting to distribute the session orders to the Squad Leader. The Platoon Leader reviews the session orders with Squad Leader. The Squad Leader reads the orders to his/her Squad. After, the Squad Leader reads the session orders to the Squad, the Platoon Leader begins the session time.
3. The Squad completes the required orders.
4. The Platoon Leader will quickly debrief the session.
5. Squad Leader stamps Squad Members Compliance report.
6. The Platoon Leader will stamp the Squad's Compliance Report to indicate the Squad has successfully completed the session.
7. The Platoon Leader inspects the room after the Squad has left for Article 15s and note infractions on the tally sheet.

Equipment

- Identify deployment equipment
- Build and target practice with your marshmallow shooter
- Pack the equipment bag

Uniforms

- Place mascot in uniform
- Squad formation inspection
- Create 3 egg safety transport structures



Facilitator Note

It is recommended that the session orders be in the Squad's corresponding color.

The first two rotations will take more time than the last two rotations.

The Platoon Leader's role during the session will depend upon the age of the group. If it is a younger group – the Squad Leader may not be able to facilitate the orders and in this case the Platoon Leader should take the role on. Furthermore, it is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.



BOOTS ON

Mobilization Phase Personal Affairs



Stage 1 - Before

Stage 1 – Before Mobilization **TOOLS**

Personal Affairs

Platoon Leader Instructions

General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) pens, (e) Master copies for the Session (f) Platoon Leader clipboard, (g) Session Supply Kit, (h) next stage deployment orders for each room (to be distributed in the last rotation).
- Personal Affairs - General Supplies
 - Scissors
 - Masking Tape
- Personal Affairs Session Supplies Box
- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Squad Leader Instructions Example (1 per Squad)*
 - Personal Affairs Example - Form 1 (1 per member)*

Activity Time:

35 minutes

Talking Points:

- The key to a successful deployment is advanced preparation and direct communication with your family.
- Keeping personal affairs in order at all times is important to the individual's and family's welfare.
- Squad Members are directly responsible for their personal affairs. Planning can help family members have access to all the information they need and can give the Service Member the peace of mind that their family has the resources and support needed during separation.



Stage 1 – Before Mobilization **TOOLS**



- Power of Attorney
Example – Form 2 (1 per member)*
- Last Will and Testament
Example - Form 3 (1 per member)*
- Debrief Questions
- Session Compliance
Labels (1 per member,
1 per Squad)
- Article 15s Tally Sheet
(1 per Squad)
Session Supply Box
contains copy of each
form on the Platoon
Leaders Clipboard
equal to the number of
Squad Members (i.e.
40 participants 40 of
each form)
- *Operation: Military Kids*
lanyards (1 per member)
- Laminator/Contact Paper/
Name tag Holders for
Military ID
- “Notary” Stamp
- Compliance Stamp for
Squad Compliance report
- Squad will supply
 - Passport Photo
 - Deployment (colored)
Military ID cards
 - Civilian/Military
Occupational Specialty
roles
 - Compliance Reports for
Squad Members and
Squad Leader
 - Personnel Folder
 - Squad backpack



The Platoon Leader role during the session will depend upon the age of the group – if the Squad Leader is too young to lead the orders the Platoon Leader will facilitate the entire session. It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group. Upon completion of the orders by the entire Squad, the Platoon Leader will quickly debrief the session and stamp the Squad’s Compliance report to indicate the Squad has successfully completed the session.

Squad Members are to complete each form utilizing their Civilian/Military Occupational Specialty roles and their personal information.

Stage 1 – Before Mobilization **TOOLS**

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session orders (it is recommended that the session orders be in the Squad's corresponding color) to the Squad Leader. Platoon Leader inspects the session orders with Squad Leader, after which the Squad Leader will read the orders to his/her Squad.
- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Personal Affairs Orders:
 - **Task 1** is to complete the Military ID card. Each Service Member received two ID cards – a color-coded card indicates deployment status and a white card indicated redeployment status. The white card should be stored in their personnel folder for the **Stage 3**. (template on page ____). Each Squad Member is to attach one of their passport photos to their Military ID card and place in a protective cover. The Military ID card is then attached to their *Operation: Military Kids* lanyard.
 - Materials for task 1 – Pens, Scissors, *Operation: Military Kids* lanyards (1 per member), Laminator/Contact Paper/ Name tag Holders, Passport Photo, Deployment (colored) Military ID cards, Civilian/Military Occupational Specialty roles Personnel Folder.
 - **Task 2** is to complete the following personal affairs paperwork: Personal Affairs (Form 1), Power of Attorney (Form 2), and Will (Form 3) to insure that all personal matters are in order prior to departure. A Notary (i.e., Platoon Leader) is on hand to notarize necessary materials.
 - Materials for task 2 – Pens, Personal Affairs - Form 1 (1 per member), Power of Attorney - Form 2 (1 per member), Last Will and Testament - Form 3 (1 per member), “Notary” Stamp.
 - Participants should pull personal information to complete the forms from their family life.
- Debrief.
- Squad Leaders must insure that all Squad Members have completed their task and received a compliance sticker before moving on to the next session.
- Squad Compliance Stamp for the Squad - Platoon Leader will stamp and initial when all orders are completed.
- At transition, the Platoon Leader should make an inspection of the area to gather “left behind” items that the Platoon Leader can use as Squad infractions/ consequences (i.e., Article 15s). Note infractions accommodations on the appropriate Session Tally Sheet (template on page ____).

Stage 1 – Before Mobilization **TOOLS**

Debrief:

- What did you think a Service Member needed to do to have their personal affairs in order?
- Are there any things in your life that you would want taken care of if you were to leave for a long period of time?
- Why do you think this is important to do?
- How will you look at your personal affairs differently?
- Completing all of the Personal Affairs paperwork in a timely and accurate way shows you are responsible. Why does this step also show caring?

Note for Debrief

- Paperwork is necessary for the family and completed paperwork will assist the family members in supporting the Service Member.
- This is a key time for Military personnel to share their experiences.



Stage 1 – Before Mobilization **TOOLS**



Squad Leader Instructions

Activity Time:

35 minutes


Talking Points:


- The key to a successful deployment is advanced preparation and direct communication with your family.
- Keeping personal affairs in order at all times is important to the individual's and family's welfare.
- You are directly responsible for your own personal affairs. Planning can help family members have access to all the information they need and can give you the peace of mind that your family has the resources and support needed during your separation.


Action Steps:


- Task 1 is to complete your Military ID card.
- Task 2 at this station is to please complete the following personal affairs paperwork: Personal History (Form 1), Power of Attorney (Form 2), and Will (Form 3). (The Civilian/Military Occupational Specialty cards will assist with the paperwork information).
- Debrief the session with the Platoon Leader.
- Squad receives its compliance sticker.
- Receive your Compliance sticker.
- Transition.





Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date

Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date

Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date

Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date

Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date

Boots On!	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Date Issued
	Expiration Date



PERSONAL AFFAIRS

Boots On! Participant Deployment Checklist

The key to a successful deployment is advance preparation and direct communication with your family. Keeping personal affairs in order at all times is important to the individual's and family's welfare. You are directly responsible for your own personal affairs. Planning ahead can help family members have access to all the information they need and can give you the peace of mind that your family has the resources and support needed during your separation. Everyone needs an efficient system of maintaining records. It is best to maintain a file system of important papers and store them in a safe-deposit box. It is also essential to compile a personal inventory of all-important documents and where they are kept.

Participants should NOT provide their real SSN, bank account numbers, or other personal information that could be subject to identity theft.

Personal History

NAME		BIRTHDATE
SCHOOL		GRADE
LOCATION - CITY	COUNTY	STATE
COUNTRY	LOCATION OF BIRTH CERTIFICATE	

ADOPTION (IF APPLICABLE)	
COURT OF ADOPTION	DATE OF ADOPTION

HOME ADDRESS		
TELEPHONE	CELL PHONE	EMAIL
SOMK PLATOON	SOMK ROLE	RELIGION (IF APPLICABLE)

FATHER'S NAME		DATE OF BIRTH	
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL
MOTHER'S NAME		DATE OF BIRTH	
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL

Your Marital Status: Single Married Divorced Widowed

Personal History Form (cont.)

Immediate Family (in addition to your parents)

Full Name	Address	Telephone No.	Relation

Other Family Members

Full Name	Address	Telephone No.	Relation

Pets

Name	Type

NAME OF A TRUSTED FRIEND WHO MAY BE CONSULTED REGARDING MY PERSONAL OR BUSINESS AFFAIRS			
ADDRESS			
HOME PHONE	WORK PHONE	CELL PHONE	EMAIL

Employment Records

Current Employer

COMPANY		
NAME OF IMMEDIATE SUPERVISOR	WORK PHONE	HOME PHONE
ADDRESS	CELL PHONE	
	EMAIL	

Jobs Prior to Present Employment

Company	Address	Dates of Employment	Position(s) Held	Full-time or Part-time

Miscellaneous Data and Notes

Squad Member Activities

What activities are you involved in?

At school: _____

After school: _____

At your YS Program: _____

In 4-H: _____

Church/others: _____

Automobiles

Car problems can be very aggravating if you don't know who to contact to remedy them. Here are some suggestions for the spouse on the home front:

- Make certain you have the name of a trusted mechanic or automotive garage where you or a friend has taken a car for service. Repair costs can mount rapidly if you simply select a repair shop out of the phone book.
- Be sure to keep a record of the correct type of battery, tires, oil, windshield wipers, etc., for the car.
- Keep track of when automotive registration, insurance, emissions inspections, or oil changes are due.

Pertinent Information	Automobile	Automobile
Make, Model, Year		
Registered to		
State Inspection expires		
Insured with		
Insurance agent		
Policy number		
Telephone number of Insurance Agents		
Lien holder, if any		
Automobile papers location (car title)		
Driver's license (state)		
Expiration date of license		
State of registration		
Expiration of registration		

Name and Address of Dealer or Repair Service

Financial Information

Participants should NOT provide their real SSN, bank account numbers, or other personal information that could be subject to identity theft.

Do you have a checking account? Yes No

Do you have a savings account? Yes No

Do you have a safety deposit box? Yes No

Other financial information: _____

Insurance

Personal

Type of Insurance	Insurance Company	Policy Number	Amount of Monthly/Quarterly Payments	Beneficiary
Life				
Property				
Accident				
Medical				
Rental				
Other				



POWER OF ATTORNEY
For

I. PRINCIPAL AND ATTORNEY-IN-FACT

I, _____ who resides at _____, appoint the following person to serve as my attorney-in-fact, to act for me in my lawful way with respect to the subjects indicated below.

NAME:
ADDRESS:

If _____ resigns or is unable or unwilling to serve as my attorney-in-fact, I appoint the following person to serve as my successor attorney-of-fact:

NAME:
ADDRESS:

If _____ resigns or is unable or unwilling to serve as my attorney-in-fact, I appoint the following person to serve as my successor attorney-of-fact:

NAME:
ADDRESS:

II. EFFECTIVE TIME

This Power of Attorney shall become effective in the event that I am unable to perform any responsibilities due to a disability as a result of an injury, illness, or death.

_____ Name

_____ Date



**LAST WILL AND TESTAMENT
OF**

I, _____ a citizen and resident of _____, being of sound and disposing memory, do hereby make, publish and declare this instrument as my **Last Will and Testament**, hereby revoking and all Wills, Codicils and letters of testamentary import I formerly may have made.

ARTICLE I

TAXES, DEBTS AND EXPENSES OF ADMINISTRATION

I direct all debts which I am legally obligated to pay at the time of my death, including my last illness and funeral expenses, taxes and costs of administration of my estate, shall be paid as soon as practicable after my death.

ARTICLE II

DISPOSITION OF RESIDUE

I devise and bequeath all the rest, residue and remainder of my property of whatsoever kind of character and wheresoever situate, whether presently owned or hereafter acquired by me, to

_____.

In the event that _____ should not survive me, then in that event, I devise and bequeath all the rest, residue and remainder of my property of whatsoever kind or character and wheresoever situate, whether presently owned or hereafter acquired by me, to

_____.

**ARTICLE IV
EXECUTOR INFORMATION**

I designate in the event of my death, _____, as Executor (trix) of my will and estate. In the event he is unwilling or unable to carry out such responsibilities, I designate _____ as **Executor (trix) of my will and estate**.

**ARTICLE V
GUARDIANSHIP**

If my _____ does not survive me, I nominate _____ as guardian of my pets. I request that any guardian named in this Will be permitted to serve without bond, but if a bond is required for any guardian so named, I direct that it be set at a nominal amount.

Name

Date



Stage 1 – Before Mobilization **TOOLS**

Personal Affairs Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 1

Individual Offenses

- 1 – 7 jumping jacks
- 2 – The Squad Member must sing a round of Row Your Boat
- 3 – Run in place for a minute
- 4 – the Squad Member must recite the alphabet backwards

Squad Offenses

- 1 – The whole Squad does 10 jumping jacks together
- 2 – The whole Squad runs in place for a minute together
- 3 – The whole Squad has to sing 1 verse of Twinkle Little Star
- 4 – Assign a Crack to one of the egg Squad Members

Stage 1 – Before Mobilization **TOOLS**



Personal Affairs Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of **Stage 1**

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS ON

Mobilization Phase Health and Wellness



Stage 1 - Before

Stage 1 – Before Mobilization **TOOLS** Health and Wellness

Platoon Leader Instructions



General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- **Each Session** will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) pens, (e) Master copies for the Session (f) Platoon Leader clipboard, (g) Session Supply Kit, (h) next stage deployment orders for each room (to be distributed in the last rotation).
- **Health & Wellness - General Supplies**
 - **Scissors**
 - Masking Tape
 - Hand Sanitizer
 - Garbage bags

Health & Wellness

Session Supplies Box

Platoon Leader Clipboard - holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Squad Leader Instructions Example (1 per Squad)*

Activity Time:

35 minutes



The Platoon Leader role during the session will depend upon the age of the group – if the Squad Leader is too young to lead the orders the Platoon Leader will facilitate the entire session. It is healthy for the

group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

** It is helpful to have at least two volunteers at this session. After the orders are read, the Squad is divided into two groups. Half will complete the check-up/paperwork orders and the other half will complete the Physical Training test. After 15 minutes, switch the groups.*

** Before proceeding – check for allergies with regard to the sugar cubes or mouthwash.*

Squad Members are to complete the form utilizing their Civilian/Military Occupational Specialty roles and biographies and their personal information.



Stage 1 – Before Mobilization **TOOLS** Health and Wellness

- Health Form - Form 4 (1 per member)*
- Debrief Questions
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
Session Supply Box contains copy of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
- Dot Stickers (5 per member)
- Sugar cubes (2 per member)
- Mouth wash
- Small cups (2 per member)
- Stopwatch
- Compliance Stamp for Squad Compliance report
- Tape Measure

Squad will supply:

- Civilian/Military Occupational Specialty roles
- Personnel Folder
- Compliance Reports
- Squad backpack

Talking Points:

* The key to a successful deployment is advance preparation and direct communication with your family.

* Keeping personal affairs in order at all times is important to the individual's and family's welfare.

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session orders (it is recommended that the session orders be in the Squad's corresponding color) to the Squad Leader who will in turn read the orders to his/her Squad. Platoon Leader inspects the session orders with Squad Leader.
- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Health & Wellness Orders:
 - a. **Task 1** is to complete your immunizations. Each Service Member should receive five dot stickers for their topical vaccines and one sugar cube for their oral vaccine. Each Squad Member should receive the "topical" vaccines by placing the stickers on the arm near the shoulder. Each Squad Member should receive the "oral" vaccine by eating 1 sugar cube.
 - Materials for Task 1 - Dot Stickers (5 per member), Hand Sanitizer, Small cups (1 per member for sugar cubes), Sugar cubes, Garbage bag for waste.
 - b. **Task 2** is to complete a dental screening by rinsing with mouthwash. Each Squad Member should rinse his/her mouth out with a splash of mouthwash.
 - Materials for Task 2 - Mouth wash, Small cups (1 per member), garbage bag for waste.

Stage 1 – Before Mobilization **TOOLS** Health and Wellness

- c. **Task 3** is to complete the health papers (Form 4). Each Squad Member should complete the health form based on their Civilian/Military Occupational Specialty roles and their own personal information. If they do not know the information that is ok, they may make a guess or create a realistic answer.
 - Materials for Task 3 – Pens, Form 4 (1 per member), Civilian/Military Occupational Specialty roles, measuring tape, scale, Personnel Folder.
- d. **Task 4** is to successfully complete the Physical Training test. The Physical Training test can be as difficult or as simple (10 jumping jacks, 5 sit-ups & run in place for 1 minute) as the Platoon Leader would like. It is important to challenge the Squad member to complete the test but we do not want to discourage them. The facilitator can assign an Article 15 individually or to the entire Squad if the Physical Training test is not successfully completed.
 - Materials for Task 4 – Form 4, Stopwatch, Personnel Folder
 - Answers to scrambled words: Army, Fitness, Healthy, Pushups
 - Facilitator note: the PT test can be completed either as a Squad or in pairs.
- Debrief Questions.
- Squad Leaders must insure that all Squad Members have completed their task and received a compliance sticker before moving on to the next session.
- Compliance Stamp for the Squad - Platoon Leader will stamp and initial when all have completed the orders.
- At transition, the Platoon Leader should make an inspection of the area to gather “left behind” items that the Platoon Leader can use as Squad infractions/ consequences (i.e., Article 15s). Note infractions accommodations on the appropriate Session Tally Sheet (template on page ____).

Stage 1 – Before Mobilization **TOOLS** Health and Wellness

Debrief:

1. What did you think a Service Member needed to do to make sure that he/she will not have any health concerns that would hurt his/her performance?
2. Why do think a Service Member needs to have so many health exams and immunizations?
3. Are there any health issues in your life that you think would interfere with your duties as a Soldier?
4. Why do you think this is important to do?
5. Why is it important to be completely honest in completing all the paperwork?

Notes for Debrief:

- Paperwork is necessary for the Service Members' family and the completed paperwork will assist the family members in supporting the Service Member's health.
- Furthermore, it is important for Service Members to be in excellent health and protected from as many health issues as possible. This is a key time for Military personnel to share their experiences.



Stage 1 – Before Mobilization **TOOLS** Health and Wellness



Squad Leader Instructions

Activity Time:

35 minutes

Talking Points

- The key to a successful deployment is advance preparation and direct communication with your family.
- Keeping personal affairs in order at all times is important to the individual's and family's welfare.
- After you read the orders to the Squad, help the Platoon Leader divide the Squad into 2 groups. One group will participate in the medical details and the remaining group will participate in the Physical Training test. At the midpoint of the session, the groups will switch

Action Steps:

- Task 1 is to complete your immunizations (topical (i.e., stickers) and oral (i.e., sugar cubes).
- Task 2 is to complete a dental screening by rinsing with mouthwash.
- Task 3 is to complete the health papers (Form 4).
- Task 4 is to successfully complete the Physical Training test.
- Debrief the session with the Platoon Leader.
- Squad receives its compliance sticker.
- Receive your Compliance sticker.
- Transition.



Health History

1. General Physical Data

- a. Date of last physical
- b. Date of last dental
- c. Blood type and RH factor (such as A+, B-)
- d. Height
- e. Weight
- f. Color of Hair
- g. Color of Eyes
- h. Wear Glasses or Contact Lenses Yes No

2. Location of medical records:

3. Location of dental records:

4. Location of immunization record:

5. Specify any adverse reactions to medications (name):

6. Allergies:

7. Medication (name and dosage):

8. Any other medical conditions:

Physical Training (PT) Test

Operation: Boots On Squad Members must complete the following successfully to be prepared for the mission:

1. **Sit-ups – 15**
Time to complete: _____

2. **Sing one verse of Twinkle Little Star**

3. **Pushups – 5**
Time to complete: _____

4. **Write your full name using your non-writing hand**

5. **Hop on one foot continuous – 25**
Time to complete: _____

6. **Unscramble the following words:**
+ YRAM
+ TIFSENS
+ YTEALHH
+ SPUHPUS

7. **Run in place for a minute**

8. **Jumping jacks – 30**
Time to complete: _____



Stage 1 – Before Mobilization **TOOLS**

Health & Wellness Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 1

Individual Offenses

- 1 – 7 jumping jacks
- 2 – The Squad Member must sing a round of Row Your Boat
- 3 – Run in place for a minute
- 4 – the Squad Member must recite the alphabet backwards

Squad Offenses

- 1 – The whole Squad does 10 jumping jacks together
- 2 – The whole Squad runs in place for a minute together
- 3 – The whole Squad has to sing 1 verse of Twinkle Little Star
- 4 – Assign a Crack to one of the egg Squad Members



Stage 1 – Before Mobilization **TOOLS**



Health & Wellness Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Stage 1

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS ON

Mobilization Phase

Uniforms



Stage 1 – Before

Stage 1 – Before Mobilization **TOOLS**

Uniforms

Platoon Leader Instructions



General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) pens, (e) Master copies for the Session (f) Platoon Leader clipboard, (g) Session Supply Kit, (h) next stage deployment orders for each room (to be distributed in the last rotation).
- Uniforms - General Supplies
 - Scissors
 - Masking Tape
 - Spare uniform components

Uniform Session Supplies Box

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Squad Leader Instructions Example (1 per Squad)*
- Debrief Questions
- Session Compliance Labels (1 per member, 1 per Squad)

Activity Time:

35 minutes

Talking Points:

- The safety of your Squad will require them to work as a team.



The Platoon Leader role during the session will depend upon the age of the group – if the Squad Leader is too young to lead the orders the Platoon Leader will facilitate the entire session. It is healthy for

the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Action Steps:

- The Platoon Leader upon the arrival of the Squad takes attendance.
- The Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session orders (it is recommended that the session orders be in the Squad's corresponding color) to the Squad Leader who will in turn read the orders to his/her Squad. The Platoon Leader inspects the session orders with Squad Leader.
- After, Squad Leader reads session instructions; the Platoon Leader begins the session time.

Stage 1 – Before Mobilization **TOOLS**

Uniforms

- Article 15s Tally Sheet (1 per Squad)
*Session Supply Box contains copy of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
 - Mascot uniform
 - Inspection Guidance
 - Eggs (3/Squad)
 - Rubber bands
 - Straws
 - Masking Tape
 - Sandwich bags (3 per Squad)
 - Compliance Stamp for Squad Compliance report (1 per Squad)
- Squad will supply:
 - Mascot
 - Personnel Folder
 - Compliance Report
 - Squad backpack

- Uniform Orders
 - a. **Task 1** is to place your mascot in uniform. The Squad mascot needs to be outfitted to match its Squad Members. This is also a good time to inspect the Squad Members uniforms and supplement if necessary.
 - Materials for Task 1 – Squad Member Spare uniform components, Mascot, Mascot uniform.
 - b. **Task 2** is to have the Squad fall into formation for inspection. (Guidelines for inspection may be found in Guide Appendix on page ____). Upon outfitting the mascot, the Squad should fall into formation and have inspection by the Platoon Leader. Squad Members need to be wearing all the pieces of the uniform (i.e., lanyards, id tags, bracelets, t-shirts, etc.).
 - Materials for Task 2 - Inspection Guidance
 - c. **Task 3** is to create a safe egg transport structure for the three new egg Squad Members. Instructions on page ____.
 - Materials for Task 3 – Egg transport instructions, Eggs (3 per Squad), Rubber bands, Straws, Masking Tape, Sandwich bags to hold the new platoon member and their structure (3 per Squad), Squad backpack.
- Debrief.
- Squad Leaders must insure that all Squad Members have completed their task and received a compliance sticker before moving on to the next session.
- Compliance Stamp for the Squad Leader - Platoon Leader will stamp and initial when all have completed the orders.
- At transition, the Platoon Leader should make an inspection of the area to gather “left behind” items that the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s). Note infractions accommodations on the appropriate Session Tally Sheet (template on page ____).

Stage 1 – Before Mobilization **TOOLS** Uniforms

Debrief:

- Why did you think Service Member's need to have consistency in their look?
- Why do think a mascot is important?
- How hard was it to bring on new Squad Members?
- Do you feel the new Service Members are prepared?
- Do you feel you Squad is performing as a team?

Note for Debrief:

Squad Members need to have an equal feeling with each other, they need to be willing to help one another and they need to feel pride and a part of a team. This is a key time for Military personnel to share their experiences.



Stage 1 – Before Mobilization **TOOLS** Uniforms



Squad Leader Instructions

Activity Time:
35 minutes

Talking Points

- The safety of your Squad will require the Squad to work as a team.

Action Steps:

- Task 1 is to place your mascot in uniform.
- Task 2 is to have the Squad fall in formation for inspection.
- Task 3 is to create a safe egg transport structure for the three new egg Squad Members. Instructions are attached.
- Task 4 the Squad will need to create a banner which represents their Squad.
- Debrief the session with the Platoon Leader.
- Squad receives its compliance sticker.
- Receive your Compliance sticker.
- Transition.

Stage 1 – Before Mobilization **TOOLS**



Egg Transport

Supplies per Squad:

- 45 straws (15 per egg)
- 12 rubber bands (4 per egg)
- 144 inches of masking tape (36 inches per egg)
- 3 raw eggs
- 3 ziploc bags

Instructions

Activity Time:

15 minutes

Action Steps:

- As a team, use **ONLY** the following materials to build a transport device that will protect and safely deliver three eggs through your mission and return home from deployment.
- Each team must develop a 15-30 second Out brief on the transport design to share with your commanding officer upon your return. (**Stage 3**).
- Every member of the Squad must play a role – those roles are outlined in your Outbrief.
- No other materials may be used than those listed below.
- When you have safely packaged your three eggs, please place in a Ziploc bag and give to the Squad Leader to transport in the Squad backpack.

Note: Remember, no other materials can be used!



Stage 1 – Before Mobilization **TOOLS**

Uniforms Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of **Stage 1**

Individual Offenses

- 1 – 7 jumping jacks
- 2 – The Squad Member must sing a round of Row Your Boat
- 3 – Run in place for a minute
- 4 – the Squad Member must recite the alphabet backwards

Squad Offenses

- 1 – The whole Squad does 10 jumping jacks together
- 2 – The whole Squad runs in place for a minute together
- 3 – The whole Squad has to sing 1 verse of Twinkle Little Star
- 4 – Assign a Crack to one of the egg Squad Members



Stage 1 – Before Mobilization **TOOLS**



Uniforms Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of **Stage 1**

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS ON

Mobilization Phase Equipment



Stage 1 – Before

Stage 1 – Before Mobilization **TOOLS**

Equipment

Platoon Leader Instructions

General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) pens, (e) Master copies for the Session (f) Platoon Leader clipboard, (g) Session Supply Kit, (h) next stage deployment orders for each room (to be distributed in the last rotation).
- Equipment - General Supplies
 - Scissors
 - Masking Tape
 - Markers
 - 1 large duffle bag / Squad

Equipment Session Supplies Box

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Squad Leader Instructions Example (1 per Squad)*
- Equipment Packing List – Form 5 (1 per Squad)
- Debrief Questions

Activity Time:

35 minutes



The Platoon Leader role during the session will depend upon the age of the group – if the Squad Leader is too young to lead the orders the Platoon Leader will facilitate the entire session.

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

It is helpful to have at least two volunteers at this session. After the orders are read, the Squad is divided into two groups. Half will complete the equipment test and half can identify the equipment to be packed in the equipment bag. After 15 minutes, switch the groups.

Talking Points:

- The key to a successful deployment is advance preparation and having all equipment necessary to complete your mission.

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session orders (it is recommended that the session orders be in the Squad's corresponding color) to the Squad Leader who will in turn read the orders to his/her Squad. Platoon Leader inspects the session orders with Squad Leader.

Stage 1 – Before Mobilization **TOOLS**

Equipment

- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- *Session Supply Box contains copies of each form on the Platoon Leaders Clipboard equal to the number of Squad Members (i.e. 40 participants 40 of each form)
- large tarp
- noodles
- 50-foot ropes
- 24-foot ropes
- 10 X 10 boards (“All Aboard” boards) or tablecloths
- bandannas
- rubber chicken
- Water Bottles
- Meal Ready to Eat
- pack of markers
- rolls of masking tape
- bag of structures
- bag of colored candies
- pieces of easel pad paper
- Marshmallows (5 per member)
- Marshmallow shooters
- Targets
- Human Knot Activity supplies
- Compliance Stamp for Squad Compliance report (1 per Squad)

Squad will supply

- Personnel Folder
- Compliance Report Form
- Squad backpack

- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Equipment Orders
 - **Task 1** is to identify all the equipment. It is the Squad Leader’s role to identify any missing equipment and report to the Commander. No equipment bag should be complete to add a little “stress” to the Squad (Form 5).
Materials for Task 1 - Equipment packing list (Form 5), Pens



Facilitator Note

It works well to assign each Squad Member a particular item from the equipment list. Once their item has been assigned they need to obtain the item from the supply pile and bring to their table for packing step.

- **Task 2** is to select your marshmallow shooter, build and complete target practice (Form Each Squad Member must build and attempt to hit the target 5 times.
 - Materials for Task 2 – mini-Marshmallows (5 per member), Marshmallow shooters, Targets, Form 5, Pens.
- **Task 3** is to pack the equipment bag. After the equipment has been confirmed, Squad Members must pack it to be “shipped”.
 - Materials for Task 3 - 1 large duffel bag / Squad, 1 large tarp, 4 noodles, 2 50-foot ropes, 2 24-foot ropes, 2 10 X 10 boards (“All Aboard” boards) or tablecloths, 10 bandannas, 1 rubber chicken, 1 Water Bottles, 1 Meals Ready to Eat, 1 pack of markers, 2 rolls of masking tape, 1 bag of structures, 1 bag of colored candies, 2 pieces of easel pad paper,

Stage 1 – Before Mobilization **TOOLS**

Equipment

- Debrief Questions.
- Squad Leaders must insure that all Squad Members have completed their task and received a compliance sticker before moving on to the next session.
- Compliance Stamp for the Squad Leader - Platoon Leader will stamp and initial when all have completed the orders.
- At transition, the Platoon Leader should make an inspection of the area to gather “left behind” items that the Platoon Leader can use as Squad infractions/ consequences (i.e., Article 15s).
Note infractions accommodations on the appropriate Session Tally Sheet (template on page ____).

Debrief:

- What other items do you think a Service Member needs to take with them for their mission work?
- What personal items would you need to take with you?
- Why are those items important to you?
- Responsibility is one of the Pillars of character. How could one person acting irresponsibly affect the platoon when preparing equipment for deployment?



Note for Debrief

- Service Members need to have their equipment ready and need to be familiar with how it works.
- This is a key time for Military personnel to share their experiences.

Stage 1 – Before Mobilization **TOOLS**

Equipment



Squad Leader Instructions

Activity Time:

35 minutes

Talking Points

- The key to a successful deployment is advance preparation and having all equipment necessary to complete your mission.

After you read the orders, divide the Squad into two groups. One group will participate in the equipment test and the remaining group can identify the equipment to be packed in the equipment bag. At the midpoint of the session, the groups will switch. The latter group can pack the identified mission equipment.

Action Steps:

- Task 1 will be to identify all the necessary equipment. It is the Squad Leader's role to identify any missing equipment and report to the Commander (Form 5).
- Task 2 is to test equipment for function ability and Service Member hand-eye coordination. (i.e., select your marshmallow shooter, build and complete target practice and paddleball) (Form 5).
- Task 3 is to pack the equipment bag in preparation for shipping to the mission site.
- Debrief the session with the Platoon Leader.
- Squad receives its compliance sticker.
- Receive your Compliance sticker.
- Transition.

Stage 1 – Before Mobilization **TOOLS**

Form 5



Equipment Packing and Qualify List

Hand-Eye Coordination Test _____

Squad Member Name:

Target Practice _____

Members must hit the bulls-eye 5 times in a row to pass the test.

Time to complete:

Paddle ball _____

Members must hit the paddleball continuously for 25 seconds

Number of attempts before success achieved:

Equipment for mission:

- 1 - large tarp
- 4 - noodles
- 2 - 50-foot ropes
- 2 - 24-foot ropes
- 2 - 10 X 10 boards (“All Aboard” boards) or tablecloths
- 10- bandannas
- 1 - rubber chicken
- 1 - Water Bottles
- 1 - Meals Ready to Eat
- 1 - pack of markers
- 2 - rolls of masking tape
- 1 - bag of structures
- 1 - bag of colored candies
- 2 - pieces of easel pad paper

Stage 1 – Before Mobilization **TOOLS**



Equipment Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 1

Individual Offenses

- 1 – 7 jumping jacks
- 2 – The Squad Member must sing a round of Row Your Boat
- 3 – Run in place for a minute
- 4 – the Squad Member must recite the alphabet backwards

Squad Offenses

- 1 – The whole Squad does 10 jumping jacks together
- 2 – The whole Squad runs in place for a minute together
- 3 – The whole Squad has to sing 1 verse of Twinkle Little Star
- 4 – Assign a Crack to one of the egg Squad Members





Stage 1 – Before Mobilization **TOOLS**

Equipment Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Stage 1

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members



Stage 2-During



Stage 2 – During Introduction

Deployment Phase*:

Service Members deploy from the installations into the designated theater. Recurring administrative actions are completed during the Deployment stage. This Phase is the period of time from the Service Member's departure from home through the first month of the deployment.



Employment Phase*:

During the Employment stage, Service Members perform their assigned mission in theater for a prescribed period of time. Employment stage tasks include recurring administrative actions and briefings, training, and counseling for Service Members departing theater on emergency leave, R&R, and medical evacuation. This Phase lasts from the end of the first month to the start of the final month.



For the purposes of *Operation: Boots On* we have combined the Deployment and Employment Phases of the deployment cycle into **Stage 2** and the Phases will operate in the following manner.

*Adapted from Army Deployment Cycle Support (DCS) Policy Guidance, 2007.

OPERATION:

BOOTS ON

< Stage 1 - Before >

TRAIN-UP

Participant Registration
Call to Formation
Activation

MOBILIZATION



Personal Affairs
Health and Wellness
Uniforms
Equipment

DEPLOYMENT



MRES and Equipment
Military Culture
Team Building
Squad Banner

EMPLOYMENT (PART 1)



Wish Clouds
Magic Carpet
Structures
Minesweeper

REST AND RECUPERATION

EMPLOYMENT (PART 2)

Alicia's Adventure

RE-DEPLOYMENT AND POST-DEPLOYMENT



Personal Affairs and Equipment
Health and Wellness

RECONSTITUTION

Debrief and Recognition

> Stage 3 - After <

> Stage 2 - During <



Stage 2 – During Deployment

The purpose of this Phase is to simulate the in-theater briefing of the deployment cycle. Initially the Squads collectively represent a Company, as one-group travels together, and participate in deployment exercises. The deployment exercises give them the final preparation tools needed to accomplish their mission. Each “Squad” rotates through four 30 minute sessions. Platoon Leader instructions and handouts for each session are located in the Tools Section at the end of this chapter on page ____.

- Meal Ready to Eat (MRE) & Equipment
- Military Culture
- Team building
- Squad Banner

Stage 2 – During Schedule

1300

- Deployment
- Arrival into Staging Area ■
- Deployment Sessions ■ ● ▲
 - Military Culture
 - Meals Ready to Eat/Equipment Inventory
 - Team Building - All Around the World activity/Human Knot
 - Squad Banners

Company Commander ■
1st Sergeant ●
Platoon Leader ■
Squad Leader ◊
Squad Members ▲

Stage 2 – During Deployment

Set-Up

Planning Group Tasks 📌 :

- Each segment requires Platoon Leaders as session facilitators.
- Identify Platoon Leaders rooms (i.e., 4 classrooms, a large gym with each corner designated a session area) with corresponding room signs.
- Prepare session supply kits for:
 - Deployment (Pages XX-XX)
 - Meals Ready to Eat & Equipment
 - Military Culture
 - Team Building
 - Squad Banner

Supply lists can be found in the Tools section on page ____.

Company Commander Tasks 🏢 :

- Prepare to bring the group together as a Company and brief on [Stage 2](#).

Platoon Leader Tasks 🏠 :

- The Platoon Leader should review the session kit for all supplies.
- The Platoon Leader should review the session instructions.

Squad Leader Tasks 🏠 :

- The Squad Leader needs to take the time to get the Squad assembled into formation for inspection.
- The Squad Leader at this point should review any Article 15s received in [Stage 1](#) with the Squad, reconcile the infractions and discuss how they to address in the next stage.

Squad Members Tasks 🧑 :

- Squad Members should be ready for direction from their Squad Leader






Stage 2 – During Deployment **TOOLS**



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Stage 2 – During Deployment **TOOLS**

Facilitator Supply List

General Supplies

- 1 Room per session
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Deployment Phase Session Specifics:

Platoon Leader Clipboard - holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad))
- Article 15s Tally Sheet (1 per Squad)

Deployment Specific Supplies (supplies not included in the Squad equipment bag)

- Team Building
 - Around the World Activity – full size bed sheet with an outline of a world map, index cards, sheets of 3 different colored star stickers.
 - Human Knot – 2 bandanas per Squad Member
- Military Culture – acronym beach ball, Acronym letter, answer key, small candy bites/prizes, pen & paper.
- Meal Ready to Eat & Equipment - packing list (Form 5), paper plates, hand sanitizer, plastic utensils, small drinking cups, spare mission equipment.
- Squad Banner – easel pad paper, banner, pencils, crayons, paint, paint brushes

Squad will supply

- Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
- Meals Ready to Eat
- A Bottle of water



Stage 2 – During Deployment **TOOLS**

Rotations

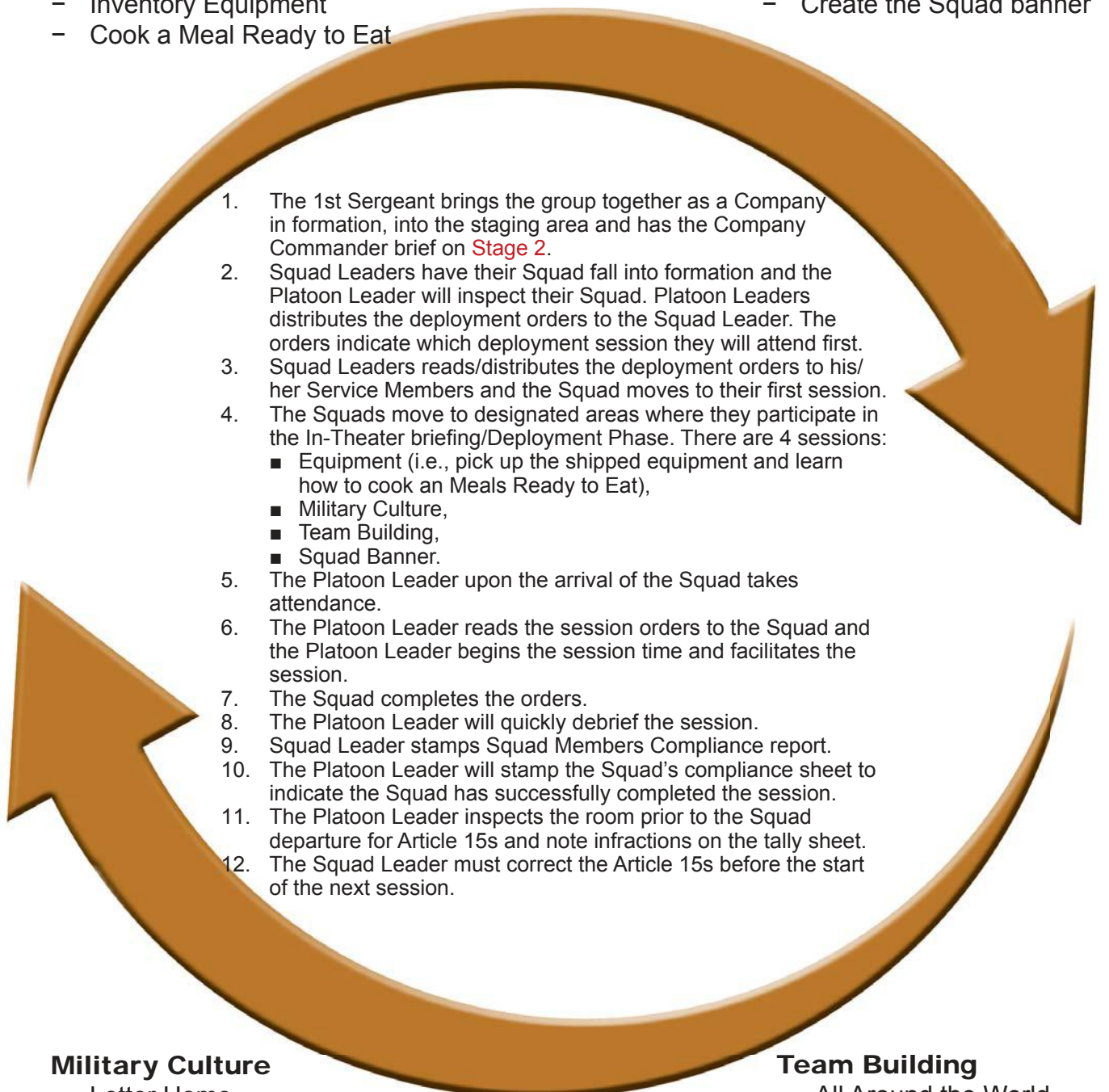
Each session will last approximately 30 minutes (it is a timed session)

Meal Ready to Eat & Equipment

- Pick up Equipment
- Inventory Equipment
- Cook a Meal Ready to Eat

Squad Banner

- Draft a flag/motto idea
- Create the Squad banner

- 
1. The 1st Sergeant brings the group together as a Company in formation, into the staging area and has the Company Commander brief on **Stage 2**.
 2. Squad Leaders have their Squad fall into formation and the Platoon Leader will inspect their Squad. Platoon Leaders distributes the deployment orders to the Squad Leader. The orders indicate which deployment session they will attend first.
 3. Squad Leaders reads/distributes the deployment orders to his/her Service Members and the Squad moves to their first session.
 4. The Squads move to designated areas where they participate in the In-Theater briefing/Deployment Phase. There are 4 sessions:
 - Equipment (i.e., pick up the shipped equipment and learn how to cook an Meals Ready to Eat),
 - Military Culture,
 - Team Building,
 - Squad Banner.
 5. The Platoon Leader upon the arrival of the Squad takes attendance.
 6. The Platoon Leader reads the session orders to the Squad and the Platoon Leader begins the session time and facilitates the session.
 7. The Squad completes the orders.
 8. The Platoon Leader will quickly debrief the session.
 9. Squad Leader stamps Squad Members Compliance report.
 10. The Platoon Leader will stamp the Squad's compliance sheet to indicate the Squad has successfully completed the session.
 11. The Platoon Leader inspects the room prior to the Squad departure for Article 15s and note infractions on the tally sheet.
 12. The Squad Leader must correct the Article 15s before the start of the next session.

Military Culture

- Letter Home
- Alphabet Soup

Team Building

- All Around the World
- Human Knot

BOOTS ON

Deployment Sessions

Stage 2 – During



Stage 2 – During Deployment **TOOLS**

TEMPLATE

Example mission orders

Date

Dear Squad Member:

Your Squad has embarked on its mission. Your task is to safely and effectively complete your magic carpet, wish cloud, minesweeper and structures missions.

The initiative you are involved in is *Operation: Military Kids*. *Operation: Military Kids* is a nationwide effort designed to provide support to the children and youth of Families that are impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically dispersed.

Your mission supports the nationwide initiative by actively participating in and providing feedback to the training segment that simulates a Service Member's deployment experience.

Good luck to you as you embark on your journey and strive to achieve success in your mission.

Commander Signature – Name Here



Stage 2 – During Deployment **TOOLS**

In-Theater Briefing

Platoon Leader Instructions

General Session needs:

- 1 Room per session
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation). Equipment

Deployment Phase Session Specifics

- Platoon Leader Clipboard - holds the master for the following:
 - Platoon Leader Instructions
 - Squad Attendance Sheet
 - Session Compliance Labels (1 per member, 1 per Squad)
 - Article 15s Tally Sheet (1 per Squad)
 - Deployment Specific Supplies (supplies not included in the Squad equipment bag)
 - Around the World Activity – full size bed sheet with an outline of a world map, index cards, sheets of 3 different colored star stickers.
 - Human Knot – 2 bandanas per Squad Member
 - Military Culture – acronym beach ball. Acronym letter, answer key, small candy bites/prizes, pen & paper.
 - Meals Ready to Eat & Equipment - packing list (form 5), paper plates, hand sanitizer, plastic utensils, small drinking cups, spare mission equipment.
 - Squad Banner – crayons, pencils, easel pad paper, paint, brushes, banner
 - Squad will supply
 - Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.

Stage 2 – During Deployment **TOOLS**

In-Theater Briefing

Platoon Leader Instructions

1. Each session lasts approximately 30 minutes (it is a timed session).
2. Platoon Leader upon the arrival of the Squad takes attendance.
3. Platoon Leader reads session orders, begins the session time and facilitates the session (i.e., Meal Ready to Eat & Equipment, Military Culture, Squad Banner and Team building)
4. Squad completes the orders.
5. Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
6. The Squad Leader stamps the Squad Members compliance report.
7. The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
8. Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).



It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.



**BOOTS
ON**

Deployment Session Military Culture



Stage 2 – During

Stage 2 – During Deployment **TOOLS**

Military Culture

Platoon Leader Instructions

General Session needs:

(a) Session Sign, (b) timer, (c) Squad compliance stamp (d) next stage deployment orders (to be distributed in the last rotation).

Deployment Phase Session Specifics

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)

Activity 1 Supplies

Marker, Beach Ball, Acronym list, Small candy bites for correct answers

Activity 2 Supplies

Acronym Letter, Pens & Paper, Decoded acronym letter (i.e., answer key), Small candy bites for correct answers

Activity Time:

30 minutes

Talking Points:

- Squads need to learn the culture of the Military (alphabet soup, letter home, protocol).



The Platoon Leader will facilitate the Military 101 acronym beach ball activity and the Letter home acronym activity.

Action Steps:

- Each session lasts approximately 30 minutes (it is a timed session).
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session

Stage 2 – During Deployment **TOOLS**

Military Culture

Activity 1

- Prior to the activity beginning, with a marker, place the acronyms (see-attached list) on the beach ball.
- Have Squad Members stand in a circle.
- Toss the ball around the circle – when one catches the ball they must guess the meaning of the acronym (reward if they can guess the acronym) that is under or near their right thumb.
- Toss the ball around so that each Squad Member has an opportunity.

Activity 2

- Have the group sit in a circle on the ground.
- Have the group break into groups of 3.
- Distribute the acronym letter (template is found on page ____).
- Give the group few minutes to decipher the acronyms.
- Platoon Leader reads the deciphered letter.
- Have the groups score the number of correct acronyms.
- Recognize the group with the most correct answer with a small prize.
- Squad completes the orders.
- Debrief
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).

Stage 2 – During Deployment **TOOLS**

Military Culture



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- Does anyone have a Family member speak two languages or know a Family that does?
- How do you communicate with the Family member if you do not speak the language?
- How would you feel if that was the language, you needed to talk in now?
- How could you help the Military Family members cope with the new language they have to know?
- How is the Pillar of Caring shown in this Phase of deployment?

Stage 2 – During Deployment **TOOLS**



AAFES	Army/Air Force Exchange Service
ACS	Army Community Service
ACU	Army Combat Uniform
AFTB	Army Family Team Building
AER	Army Emergency Relief
ANG	Air National Guard
ARNG	Army National Guard
APO	Army Post Office
AOR	Area of Operational Responsibility
AUSA	Association of the United States Army
BAH	Basic Allowance for Housing
BDU	Battle Dress Uniform
CDR	Commander
CONUS	Continental US
CYS	Child & Youth Services
DCU	Desert Combat Uniform
DFAC	Dining Facility
DOD	Department of Defense
EML	Environmental and Morale Leave
ETS	Estimated Time of Separation
FORSCOM	Forces Command
FRG	Family Readiness Group
HQ	Headquarters
LES	Leave and Earnings Statement
MEDDAC	Medical Department Activity
MIA	Missing in Action
MOS	Military Occupational Specialty
MRE	Meals Ready to Eat
MWR	Morale Welfare Recreation
NCO	Non-Commissioned Officer
OCONUS	Outside Continental US
OPSEC	Operational Security
PAC	Personnel Administration Center
PCS	Permanent Change of Station
POA	Power of Attorney
POC	Point of Contact
PT	Physical Training
PX	Post Exchange
QTRS	Quarters (housing)
R&R	Rest and Recuperation
RNLTD	Return No Later Than Date

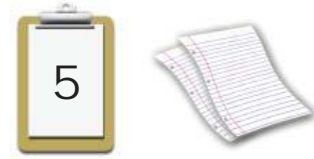


Stage 2 – During Deployment **TOOLS**

SAS	School Age Services
SD	Staff Duty
SDNCO	Staff Duty Non Commissioned Officer
SDO	Staff Duty Officer
SGLI	Servicemen's Group Life Insurance
SSN	Social Security Number
TAG	The Adjutant General
TDY	Temporary Duty
USAR	United State Army Reserve
VA	Veterans Affairs (Department of)
XO	Executive Officer



Stage 2 – During Deployment **TOOLS**



Original Letter

Dear Family,

Greetings from Iraq! This morning I got up at 0500 and reveille was an hour later. The Lt. Col said we would start this morning with some Physical Training. The NCOIC said that TAG was coming tomorrow to talk about SRB and the new ACU's. He promised we would get them ASAP.

It was a good day today... we didn't have KP because we had MRE. Life in the ARNG is good! After lunch at 1300 I went to AAFES to my APO and received your letter. Don't tell mom, but the Dallas Cowboys Cheerleaders are coming here with the USO. YEAY!

Mom said that there was a meeting at the FAC, with the RDC, where all of the FRG's got to meet the SYC and talk about OMK. It sounds like a great program!

Well, it is about time for retreat, and lights out at 2200. I am hoping that we will get that two week R&R they keep promising us. Have a great week, and remember I miss you, and I love you!

Love, Dad

Decoded - Letter

Dear Family,

Greetings from Iraq! This morning I got up at 0500 (5:00 a.m.) and reveille (bugle call in the morning) was an hour later. The LtCol (Lieutenant Colonel) said we would start this morning with some PT (Physical Training). The NCOIC (Non-Commissioned Officer in Charge) said that the TAG (The Adjutant General) was coming tomorrow to talk about SRB (Selective Reenlistment Bonus) and ACU's (Army Combat Uniform).

It was a good day today... we didn't have KP (Kitchen Patrol) because we had MRE (Meal Ready to Eat). Life in the ARNG (Army National Guard) is good! After lunch, at 1300 (1:00 p.m.) I went to AAFES (Army and Air Force Exchange Service) to my APO (Army Post Office) and received your letter. Don't tell mom, but the Dallas Cowboys Cheerleaders are coming here with the USO (United Service Organization). YEAY!

Mom said that there was a meeting at the FAC (Family Assistance Center), with the RDC (Rear Detachment Commander), where all of the FRG's (Family Readiness Groups) got to meet the SYC (State Youth Coordinator) and talk about OMK (*Operation: Military Kids*). It sounds like a great program!

Well, it is about time for retreat, and lights out at 2200 (10:00 p.m.). I am hoping that we will get that two week R&R (Rest and Recuperation) they keep promising us. Have a great week, and remember I miss you, and I love you!

Love, Dad





Stage 2 - During Deployment **TOOLS**

Military Culture Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of **Stage 2**

Individual Offenses

- 1- Silent for a session
- 2- Cannot use left hand for a session
- 3- Is blindfolded for a session
- 4- Must sit out a session

Squad Offenses

- 1- One person is silent for the entire stage
- 2- One person has a broken arm for the entire stage
- 3- Assign a crack to each egg Squad member
- 4- The Squad has to sing three rounds of Row Your Boat

Stage 2 – During Deployment **TOOLS**



Military Culture Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of **Stage 2**

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members



BOOTS ON

Deployment Session Team Building



Stage 2 – During

Stage 2 – During Deployment **TOOLS**



Team Building

Platoon Leader Instructions

General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Deployment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- Deployment Specific Supplies (supplies not included in the Squad equipment bag)

Activity Time:

15 minutes

Outcome:

To observe the diverse travel opportunities life in the Military may provide.

Action Steps:

- Each session lasts approximately 15 minutes (it is a timed session).
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- On each index card, write the name of a state or country (stick to countries the kids may lived in or had a parent travel/deploy to).
- Pick one Squad Member to stand up front and hold the card so that the others can read it but he/she cannot. Then, instruct the standing Squad Member to ask the other participants yes or no questions.
- Using the idea of the game “20 questions” the Squad Member has to determine what country or state has been chosen. After 20 questions, the other Squad Member may take turns giving clues. Once their turn is over, they may pick another Squad Member they don’t know to play the next time.
- Have an open/controlled discussion about some of the places these kids have lived. Have them talk about what they liked about moving, how they stayed in touch with friends or deployed parents, their favorite places to live, etc. The idea is to keep things positive.

Stage 2 – During Deployment **TOOLS**

Team Building

- Around the World Activity – full size bed sheet with an outline of a world map, index cards, sheets of 3 different colored star stickers.

Squad will supply

- Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
- Meals Ready to Eat
- Bottle water

- Designate star sticker colors for
 - All the places the kids have lived.
 - All the places their parents have been without them.
 - All the places they hope to one-day visit.

You have to limit this last set to ensure they all get a chance at the map, but do not limit the stars for the number of places they have lived or had a parent travel/deploy to.

- Distribute the star stickers and have the kids place them on the map.

The point is, these kids have been all over the world and their parents have been deployed all over the world. While the map is slightly different with Active Duty kids versus National Guard and Reserve youth, they have still had a variety of experiences to share. Share away!



Stage 2 – During Deployment **TOOLS**

Team Building

- Hang the map on a wall for kids/friends/Families/guests to enjoy!
- Squad completes the orders.
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- Where is or where was your favorite place to live?
- Where is the neatest place your parent has/had been deployed to?
- Would you like to go there someday with your parent(s)?
- Would you want to travel for your job?
- How does citizenship relate to visiting or living in other parts of the world?

Stage 2 – During Deployment **TOOLS**

Team Building



Human Knot Instructions *

Supplies:

2 Bandanas / Squad
Member

Activity Time:

10 -15 minutes



Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.

However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - its usually a bit harder second time around. Occasionally, the task seems too hard and Squad Members seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and reclasp - they need to discuss and decide what unclasp-reclasp would be most useful.

Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

Stage 2 – During Deployment **TOOLS**

Team Building

Action Steps:

- Platoon Leader should facilitate this activity
- Distribute 2 bandanas to each Squad Member
 - Ask Squad Members to form a circle, shoulder-to-shoulder.
 - Ask Squad Members to each place their right hand and bandana in the middle of the circle and to grasp another hand/bandana. They should NOT take the hand of the person right next to them.
 - Then ask Squad Members to put their left hand/bandana in the middle and grasp a different person's hand/bandana. They should NOT take the hand of the person right next to them, nor should they take the hand of the person they are already holding hands with.
 - Explain to Squad Members that what you would like them to do is untangle themselves, without letting go of hands, into a circle.
 - There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this does not really matter, each time the task is unique.
 - Squad Members may change their grip to more comfortable, but they are not to unclasp and re-clasp to undo the knot.
 - Stand back and see what happens.

* adapted from <http://www.wilderdom.com/games/descriptions/HumanKnot.html>

Stage 2 – During Deployment **TOOLS**



Team Building Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of **Stage 2**

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat





Stage 2 – During Deployment **TOOLS**

Team Building Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
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Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
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Awarded at the conclusion of **Stage 2**

Individual Recognition

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Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members



BOOTS ON

Deployment Session Equipment



Stage 2 – During

Stage 2 – During Deployment **TOOLS**

Equipment and MRE

Platoon Leader Instructions

General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Deployment Phase Session Specifics

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- Deployment Specific Supplies (supplies not included in the Squad equipment bag)

Activity Time:

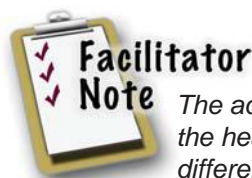
30 minutes

Outcome:

To Sample a Meal Ready to Eat.

Talking Points:

1. MRE stands for Meal Ready to Eat and is currently the main individual operational ration for the U.S. Military.
2. Meal Ready to Eat are meant to be completely self-contained meals that provide all the nutrition a Soldier-on-the-go needs to sustain him/herself.
3. The full bag is lightweight and fits easily into Military field clothing pockets.
4. Typical contents include entree, side dish, crackers, peanut butter/cheese spread, desert, instant coffee/tea, matches, toilet paper, spoon, and a heater to heat the main entree.
5. While everything in a Meal Ready to Eat can be eaten cold, it usually tastes better warm.
6. Self-contained heaters are included with every meal.



The adult facilitator should demonstrate how the heating unit works. Use this unit to heat different entrees. Encourage the group to try different items.

Stage 2 – During Deployment **TOOLS**

Equipment and MRE

- Meals Ready to Eat & Equipment - packing list (form 5), paper plates, hand sanitizer, plastic utensils, small drinking cups, spare mission equipment.
- Squad will supply
 - Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
 - Meals Ready to Eat
 - Bottle water

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session.
- Have the Squad pick up the “shipped” equipment.
- Have the Squad Members inventory their equipment and identify the missing pieces.
- Squad Leader must secure the missing mission supplies.
- Have the Squad Leader retrieve the Meal Ready to Eat, plates, hand sanitizer, plastic forks and knives and water and deliver to the Platoon Leader.
- Platoon Leader has the group sit in a circle and demonstration.
- Squad completes the orders.
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather “left behind” items, which the Platoon Leader can use as Squad infractions/ consequences (i.e., Article 15s).

Stage 2 – During Deployment **TOOLS**

Equipment and MRE



It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- What did you think of the Meal Ready to Eat?
- Would you want to live on these everyday?
- Many times we think of the respect pillar as showing respect to others. It also means showing respect to your self. What does respect have to do with Meal Ready to Eat?





**BOOTS
ON**

Deployment Session Squad Banner



Stage 2 - During

Stage 2 – During Deployment **TOOLS**

Squad Banner

Platoon Leader Instructions

General Session needs:

- (a) Session Sign, (b) timer, (c) Squad compliance stamp (d) next stage deployment orders (to be distributed in the last rotation). Equipment - General Supplies

Deployment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions,
- Squad Attendance Sheet,
- Session Compliance Labels (1 per member, 1 per Squad),
- Article 15s Tally Sheet (1 per Squad)

Activity Supplies:

- Banner
- Paint
- Brushes
- Crayons
- Pencils
- Example banners & mottos

Activity Time:

30 minutes

Outcome:

Squad Members create the banner and motto for their Squad.

Action Steps:

- Distribute pencils/crayons and a couple of sheets of easel pad paper to the Squad.
- Discuss with the Squad they must create a motto and a banner that represents/symbolizes their Squad and the members. Example – Climb to Glory, Pole to Pole.
- Provide time for brainstorming and sketching.
- Upon completion of the sketch and Squad consensus, the Squad must create/paint the banner.
- Squad presents the banner and motto to the Company
- Take a picture of the Squad with its banner.

Debrief:

Why do think the banner and motto are important to the Squad?

Stage 2 – During Deployment **TOOLS**



Squad Banner Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of **Stage 2**

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

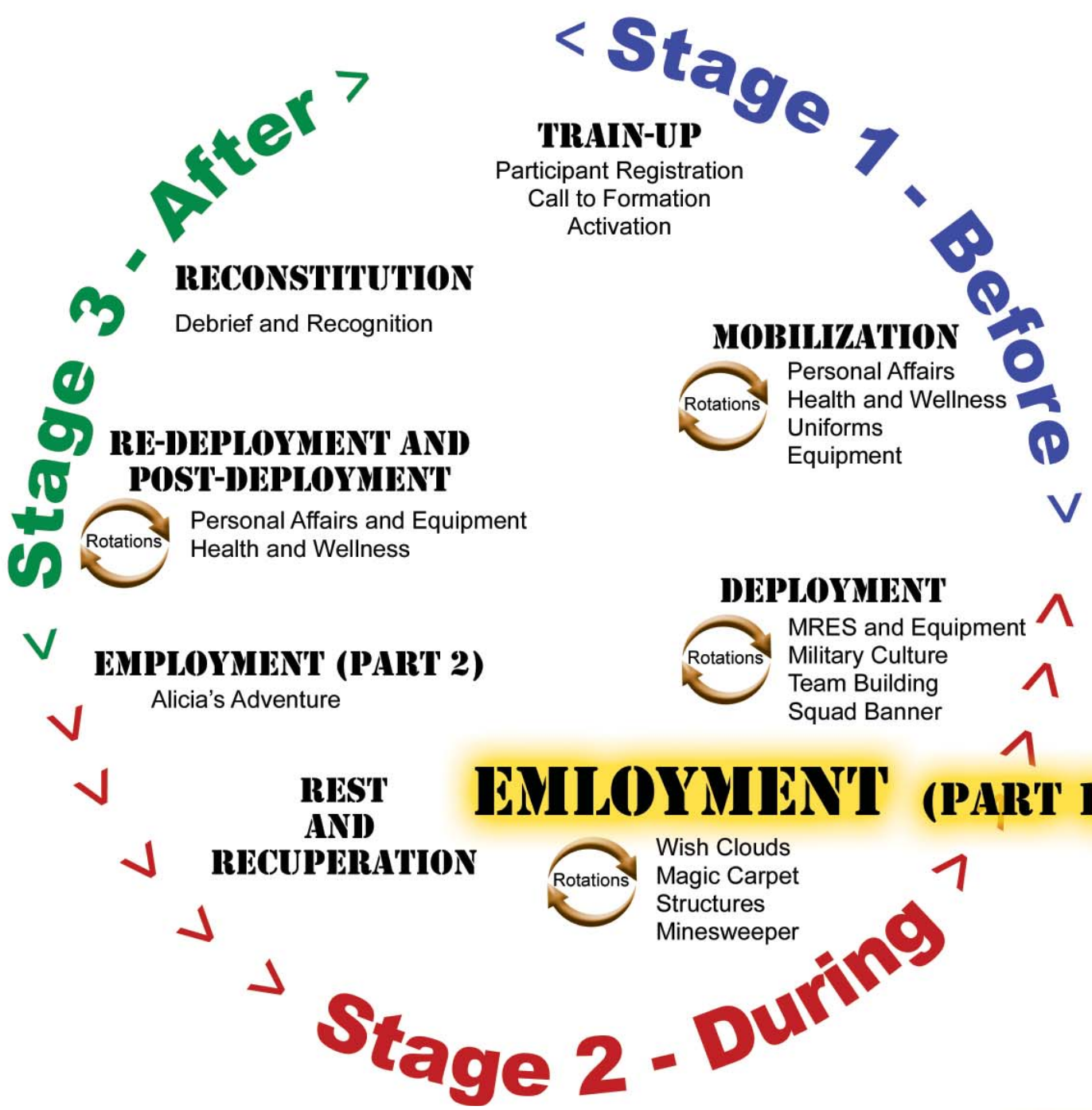
Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat



OPERATION:

BOOTS ON



This section will explore **Stage 2 – During** the Employment Phase of the Deployment Cycle.



Stage 2 – During

Employment Part 1

Rest and Recuperation

Employment Part 2

Employment Phase:

This Phase lasts from the end of the first month to the start of the final month and it is the time the Squad carries out their mission. During this Phase, the Soldiers are required to take Rest & Recuperation leave.

Employment Phase – part 1

The mission sessions include:

1. Magic Carpet,
2. Structures,
3. Wish Clouds, and
4. Minesweeper.

Each “Squad” rotates through four 30 minute sessions. Platoon Leader instructions and handouts for each session are located in the Tools Section at the end of this chapter on page ____.

Rest & Recuperation leave

The purpose of this session is to simulate the “time-off” given to Service Members approximately mid-point of their deployment cycle. This a great time to set-up a cyber-café with the *Operation: Military Kids* Mobile Technology Lab (programming ideas to be facilitated with the *Mobile Technology Lab* are located in the Guide Appendix on page ___) or to offer a group social activity such as a dance or a movie night.

Employment Phase – part 2*

Following the “return” from R&R, the Company participates in one last mission (i.e., Alicia’s Adventure).



Facilitator Note

* *The Squads will simultaneously participate in this activity.*

Stage 2 – During

Employment Part 1

Rest and Recuperation

Employment Part 2

Platoon Leader instructions and handouts for this session are located at the end of this chapter on page ____.

The Platoon Leader will distribute return orders to the Squad Leader/ Squad Members and the Company then packs-up to return to their home station.

Stage 2 – During

Saturday	
1300	<ul style="list-style-type: none"> ■ Arrival into Staging Area for Deployment and Employment Phases ■ ■ Deployment Phase ■ ☰ ▲ <ul style="list-style-type: none"> ● Military Culture ● Meal Ready to Eat/Equipment Inventory ● Team Building ● Squad Banner ■ Employment Phase – part 1 ■ ☰ ▲ <ul style="list-style-type: none"> - Magic Carpet - Structures - Wish Clouds - Minesweeper
1700	<ul style="list-style-type: none"> ■ Supper
1800	<ul style="list-style-type: none"> ■ Squad Briefing ■ ● ● Rest & Recuperation leave ■ ☰ ▲
2200	<ul style="list-style-type: none"> ■ Bed Check - Lights Out
Sunday	
0600	<ul style="list-style-type: none"> ■ Wake-up
0700	<ul style="list-style-type: none"> ■ Breakfast
0745	<ul style="list-style-type: none"> ■ Formation ■
0800	<ul style="list-style-type: none"> ■ Employment Phase – part 2 ■ ☰ ▲ <ul style="list-style-type: none"> - Alicia's Adventure

Company Commander ■
 1st Sergeant ●
 Platoon Leader ■
 Squad Leader ☰
 Squad Members ▲






Stage 2 – During
Employment Part 1
Rest and Recuperation
Employment Part 2

TOOLS



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Set-Up

Planning Group Tasks 📌 :

- Each segment requires Platoon Leaders as session facilitators.
- Identify Platoon Leaders rooms (i.e., 4 classrooms, a large gym with each corner designated a session area) with corresponding room signs.
- Prepare session supply kits for:
 - Employment Part 1 (Pages XX-XX)
 - Magic Carpet
 - Minesweeper
 - Structures
 - Wish Clouds
 - Rest & Recuperation
 - Employment Part 2 (Pages XX-XX)
 - Alicia’s Adventure
 - Supply lists can be found in the Tools section on page ____.

Company Commander Tasks 🏢 :

- Prepare to bring the group together as a Company and brief on **Stage 2**.

Platoon Leader Tasks 🏠 :

- The Platoon Leader should review the session kit for all supplies.
- The Platoon Leader should review the session instructions.

Squad Leader Tasks 🏠 :

- The Squad Leader needs to take the time to get the Squad assembled into formation for inspection.
- The Squad Leader at this point should review any Article 15s received in **Stage 1** with the Squad, reconcile the infractions and discuss how they to address in the next stage.

Squad Members Tasks 🧑 :

- * Squad Members should be ready for direction from their Squad Leader

Stage 2 – During Employment Part 1 Rest and Recuperation Employment Part 2

TOOLS

Facilitator Supply List

General Session needs:

- 1 Room per session
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Employment (Part 1) Phase Session Specifics:

Platoon Leader Clipboard - holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Debrief Questions
- Session Compliance Labels (1 per member, 1 per Squad))
Article 15s Tally Sheet (1 per Squad)
- Missions Session Specific (Supplies not included in the Squad equipment bag)
 - Minesweeper
- Squad will supply:
 - Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
 - Packed equipment bag with - 1 large tarp, 4 noodles, 2 50-foot ropes, 2 24-foot ropes, 2 10 X 10 boards (“All Aboard” boards) or tablecloths, 10 bandannas, 1 rubber chicken, 1 Water Bottles, 1 Meals Ready to Eat, 1 pack of markers, 2 rolls of masking tape, 1 bag of structures, 1 bag of colored candies, 2 pieces of easel pad paper

Rest & Recuperation Supplies:

- Pg or pg-13 movies
- *Operation: Military Kids* Mobile Technology Lab
- Snacks
- Session Compliance Labels (1 per member)
- Session Stamp for Squad Compliance report (1 per Squad)
- Next stage deployment orders

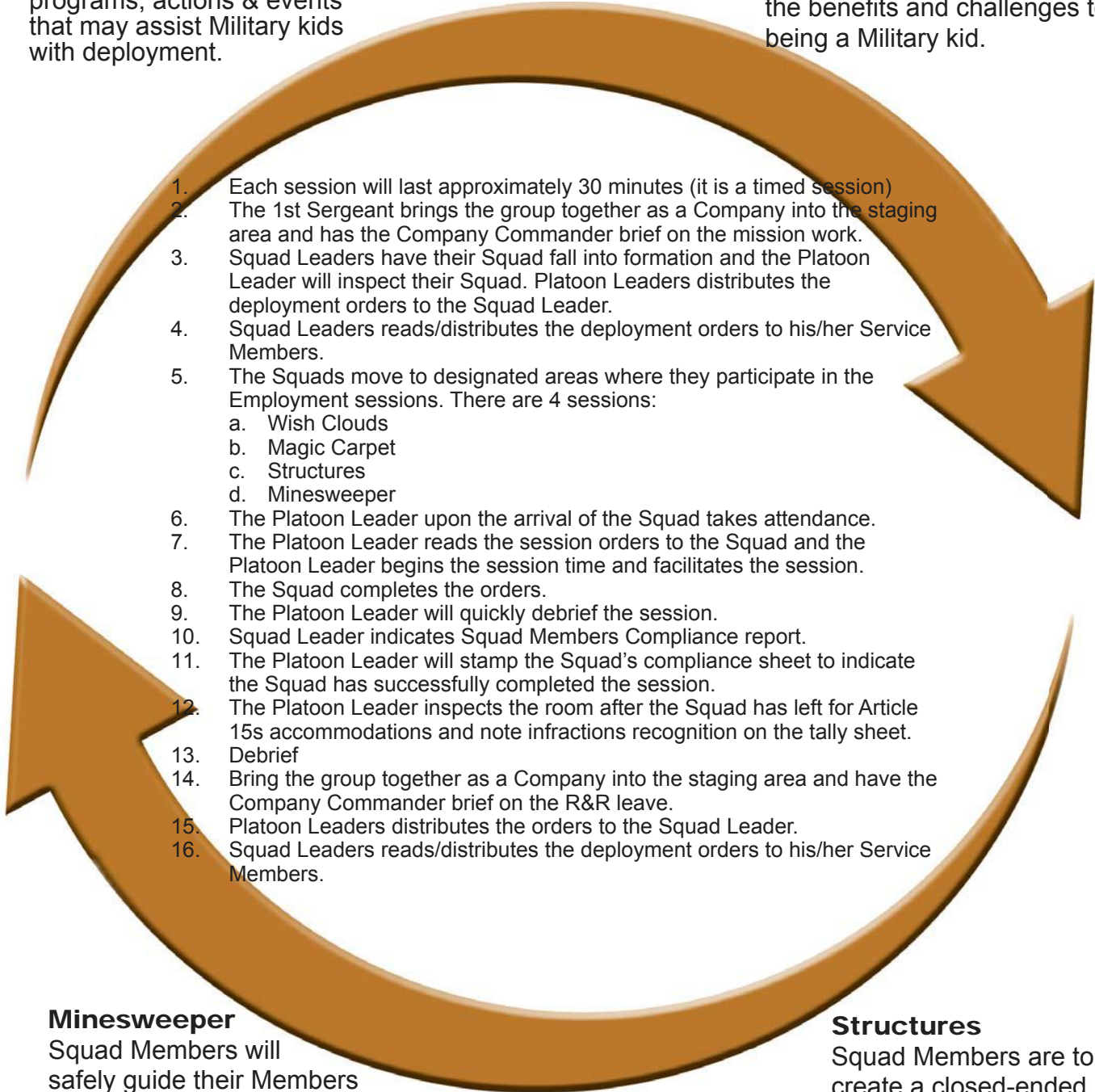
**BOOTS
ON**

Rotations

These four rotations simulate the mission work of Service member during the Employment Phase.

Wish Clouds
 Squad Members will identify programs, actions & events that may assist Military kids with deployment.

Magic Carpet
 Squad Members will identify the benefits and challenges to being a Military kid.

- 
1. Each session will last approximately 30 minutes (it is a timed session)
 2. The 1st Sergeant brings the group together as a Company into the staging area and has the Company Commander brief on the mission work.
 3. Squad Leaders have their Squad fall into formation and the Platoon Leader will inspect their Squad. Platoon Leaders distributes the deployment orders to the Squad Leader.
 4. Squad Leaders reads/distributes the deployment orders to his/her Service Members.
 5. The Squads move to designated areas where they participate in the Employment sessions. There are 4 sessions:
 - a. Wish Clouds
 - b. Magic Carpet
 - c. Structures
 - d. Minesweeper
 6. The Platoon Leader upon the arrival of the Squad takes attendance.
 7. The Platoon Leader reads the session orders to the Squad and the Platoon Leader begins the session time and facilitates the session.
 8. The Squad completes the orders.
 9. The Platoon Leader will quickly debrief the session.
 10. Squad Leader indicates Squad Members Compliance report.
 11. The Platoon Leader will stamp the Squad's compliance sheet to indicate the Squad has successfully completed the session.
 12. The Platoon Leader inspects the room after the Squad has left for Article 15s accommodations and note infractions recognition on the tally sheet.
 13. Debrief
 14. Bring the group together as a Company into the staging area and have the Company Commander brief on the R&R leave.
 15. Platoon Leaders distributes the orders to the Squad Leader.
 16. Squad Leaders reads/distributes the deployment orders to his/her Service Members.

Minesweeper
 Squad Members will safely guide their Members through the challenges of the playing field.

Structures
 Squad Members are to create a closed-ended structure that represents the Squad.



BOOTS ON

Mission Session Employment



Stage 2 - During



**BOOTS
ON**

Employment Session

Wish Clouds



Stage 2 - During

Stage 2 – During Employment Part 1 ✓ Rest and Recuperation Employment Part 2

TOOLS



General Session needs:

- 1 Room per session (i.e., Personal Affairs, Health & Wellness, Uniforms, Equipment)
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Employment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)

Squad will supply:

- Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
- Packed equipment bag with - 1 pack of markers, 2 pieces of easel pad paper

Wish Clouds Platoon Leader Instructions

Activity Time:

30 minutes

Outcome:

- Identify programs, actions and events that may assist Military kids in coping with deployment.



Facilitator Note

** It is helpful to start the discussion by asking the Squad Members what their Military role is and what their parent's role in the Military is. After each Squad Member has shared, the discussion about having a parent being deployed can begin.*

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- Squad Leader gives the Platoon Leader the equipment needed for this session.
- Platoon Leader has the Squad Members sit on the ground in a circle or around a table.
- Each Squad Member is be given a marker.
- Platoon Leader asks each Squad Member “if your parent was going to be or is away for an extended period of time what would you need to make it life easier until they return?” Give them a few minutes to process.
- Have each Squad Member write in the wish cloud at least three things that they need. Each member must contribute at least two ideas.
- Discuss the needs identified and ask if there is anything else.
- Squad completes the orders.

TOOLS

Stage 2 – During

- ✓ Employment Part 1
- Rest and Recuperation
- Employment Part 2

- Debrief.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather “left behind” items, which the Platoon Leader can use to award Squad infractions/consequences (i.e., Article 15s), or accommodations and record on the appropriate tally sheet (Page ____)
- Upon completion of the final rotation, Platoon Leader distributes the R&R orders to the Squad Leaders



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

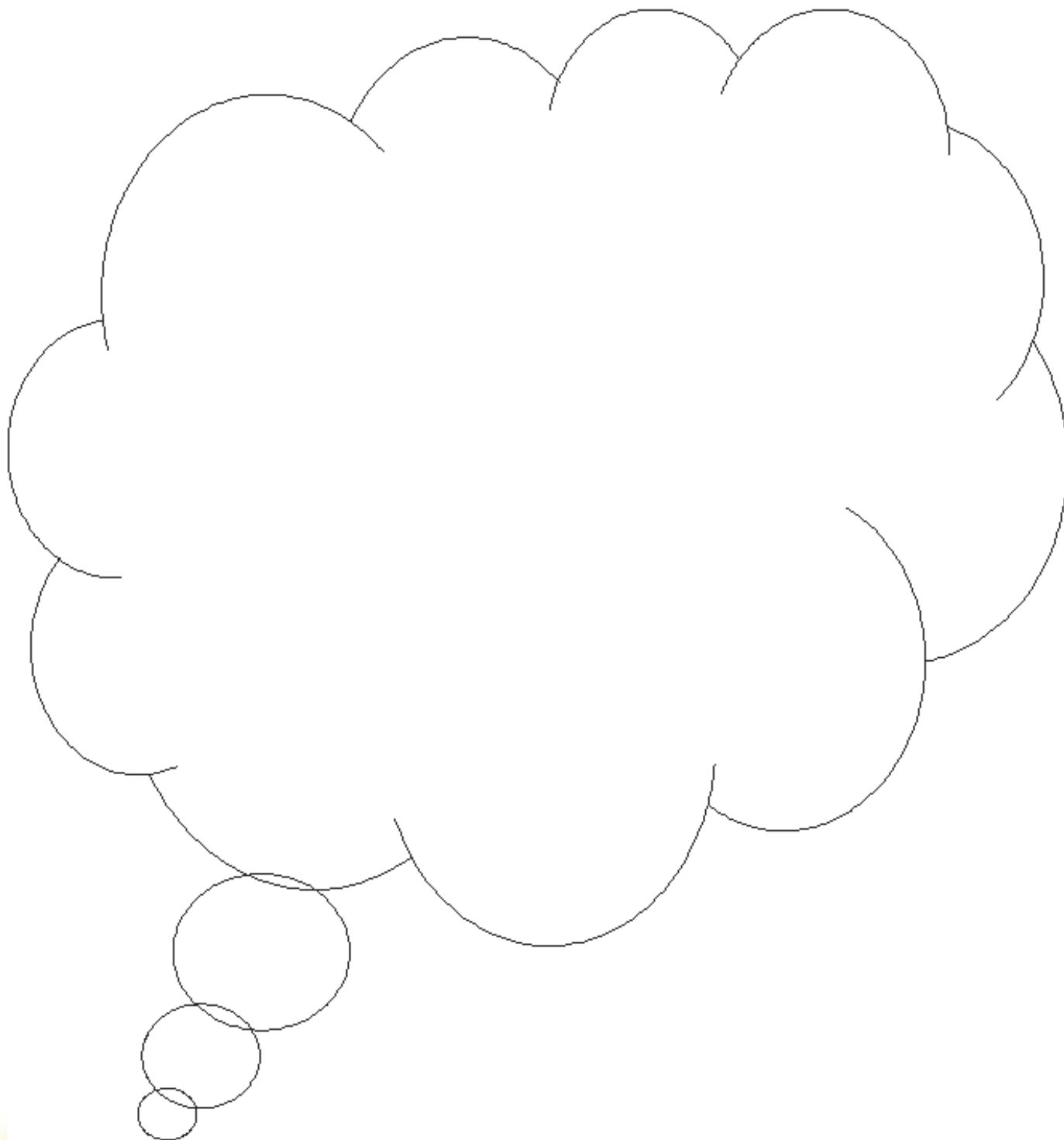
- Review what the kids wrote on the wish clouds.
- Is there any thing else, you would like to add?
- Will you take any of these ideas home to share with your parents/friends/school, etc?
- Do the items in your wish cloud relate to character? How?

Stage 2 – During
Employment Part 1 ✓
Rest and Recuperation
Employment Part 2

TOOLS



Wish Cloud





TOOLS

Stage 2 – During
✓ Employment Part 1
Rest and Recuperation
Employment Part 2

Mission - Wish Clouds
Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat



Stage 2 – During

Employment Part 1 ✓
 Rest and Recuperation
 Employment Part 2

TOOLS



Wish Clouds Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Stage 2

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





**BOOTS
ON**

Employment Session Magic Carpet



Stage 2 – During



TOOLS

Stage 2 – During

✓ Employment Part 1
Rest and Recuperation
Employment Part 2

General Session needs:

- 1 Room per session
- Each Session will need
 - (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Employment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)

Squad will supply:

- Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
- Packed equipment bag with - 1 large tarp, 1 pack of markers, 2 rolls of masking tape

Magic Carpet Platoon Leader Instructions

Activity Time:

30 minutes

Outcome:

Squad members identify the benefits and challenges to being a Military kid.



Facilitator Note

The flipping of the tarp represents overcoming their “challenges” but the process can be extremely frustrating task for the Squad. Be mindful to the ground rules set for behavior of the Squad.

Stage 2 – During Employment Part 1 ✓ Rest and Recuperation Employment Part 2

TOOLS

Action Steps:

- Each session lasts approximately 15 minutes (it is a timed session).
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- Lay the tarp on the ground.
- Your Squad needs a roll of masking tape – the Squad needs 6 ~ 6” lengths for each member
- Each Squad Member needs a marker.
- Each person needs to write down 3 reasons, on three of the strips of masking tape, why they like having a parent in the Military.
- Share and place on the tarp.
- Flip the tarp when all the thoughts have been shared.
- Each person needs to write down 3 reasons, on the other three strips of masking tape, why it is hard to be a child in a Military Family.
- Share and place on the tarp.
- With the difficulties face side up, have the Squad Members get on the tarp. Remember the eggs and the mascot are members of your Squad.
- The Squad has fifteen minutes to flip (i.e., overcome) the challenges.
- Squad Members may not speak during this activity as this allows those who “know” the answers from the dominating the work of the Squad.
- Squad completes the orders.
- Debrief.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather “left behind” items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

20. Upon completion of the final rotation, Platoon Leader distributes the R&R orders to the Squad Leaders.

**BOOTS
ON**

Debrief:

- Review the answers.
- Take the most common answer for the + & - - why do think this was the most common response?
- How can we share this info with people in your life?
- How hard was it to flip the carpet?
- How did you feel when you flipped it?
- Would you do anything differently next time?
- How do you think this activity relates to character?

Stage 2 – During

Employment Part 1 ✓
Rest and Recuperation
Employment Part 2

TOOLS



Magic Carpet Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat





TOOLS

Stage 2 – During
✓ Employment Part 1
Rest and Recuperation
Employment Part 2

**Magic Carpet
Accommodations Tally Sheet**

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Stage 2

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS ON

Employment Session Structures



Stage 2 - During

Stage 2 – During Employment Part 1 ✓ Rest and Recuperation Employment Part 2

TOOLS



Structures

Platoon Leader Instructions

General Session needs:

- 1 Room per session
- Will need (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed in the last rotation).

Employment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- Squad will supply:
- Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
- Packed equipment bag with - 1 bag of structures

Activity Time:

30 minutes

Outcome:

The Squad members are to create a closed-ended structure that symbolizes their Squad.

Action Steps:

- Each session lasts approximately 30 minutes (it is a timed session).
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- Squad Leader gives the Platoon Leader the equipment needed for this session.
- Platoon Leader has the Squad Members sit on the ground in a circle.
- As a Squad you must use all the pieces in the bag.
- You may only use the PVC pieces in the bag.
- Upon completion your structure may have no open ends (i.e., all pipe ends and fitting openings must be filled or covered).
- All Squad Members must actively participate in building the structure.
- Squad completes the orders.
- Debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).
- Upon completion of the final rotation, Platoon Leader distributes the R&R orders to the Squad Leaders.

BOOTS
ON

TOOLS

Stage 2 – During

- ✓ Employment Part 1
- Rest and Recuperation
- Employment Part 2



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- Brief on the process of creating the structure and what their structure is.
- How hard was it to build the structure?
- How did you feel about the building process?
- Would you do anything differently next time?
- The Pillar of Citizenship includes doing your part in a community. How does building the structure relates?

Stage 2 – During
 Employment Part 1 ✓
 Rest and Recuperation
 Employment Part 2



Structures

Materials for Structures

Pipe #	Size (inches)	# of Connectors
1	27	2 Cross with 4 openings
2	25 1/2	5 T with 3 openings
3	24 3/4	11 90 degree elbow with 2 openings
4	22 7/8	2 45 degree bend with 2 openings
5	22 1/2	2 Straight connector with 2 openings
6	19 1/2	1 Cap with 1 opening
7	19 1/2	
8	19 1/2	
9	18 3/4	1 Bag
10	15	
11	15	
12	13 1/2	
13	12	
14	12	
15	11 5/8	
16	11 1/4	
17	9 3/4	
18	8 1/4	
19	6 3/4	
20	6 3/4	
21	6	
22	6	
23	6	
24	5 1/4	
25	4 1/2	
26	4 1/2	
27	3 3/4	





TOOLS

Stage 2 – During
✓ Employment Part 1
Rest and Recuperation
Employment Part 2

Structures
Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat



Stage 2 – During Employment Part 1 ✓ Rest and Recuperation Employment Part 2

TOOLS



Structures Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of **Stage 2**

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





BOOTS ON

Employment Session Minesweeper



Stage 2 – During



TOOLS

Stage 2 – During

- ✓ Employment Part 1
- Rest and Recuperation
- Employment Part 2

General Session needs:

- 1 Room per session
- Each Session will need
 - (a) Session Signs, (b) Squad attendance sheets, (c) timer (a total of 4), (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp (h) next stage deployment orders (to be distributed)
- Equipment - General Supplies
 - Scissors
 - Masking Tape
 - Markers
 - 1 large duffle bag / Squad

Employment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Debrief Questions
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- Missions Session Specific (Supplies not included in the Squad equipment bag)
 - Minesweeper – use miscellaneous supplies from the equipment bag to create “bombs” that Squad Members must be navigated around.

Minesweeper Platoon Leader Instructions

Activity Time:

30 minutes

Outcome:

The challenge of the game is to have the sighted Squad Members safely direct their blindfolded Squad Members to navigate the minefield.



Stage 2 – During Employment Part 1 ✓ Rest and Recuperation Employment Part 2

TOOLS

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- Squad Leader gives the equipment bag to the Platoon Leader.
- The Squad Members and Squad Leader must leave the area while the Platoon Leader sets up the minefield.
- Platoon Leader sets up a field of obstacles utilizing the Frisbees, bandannas, etc.
- The Squad Leader must select a member to blindfold and lead through the minefield.
- Upon arrival at the other side of the minefield, the blindfold is removed but the safe Squad Member may not speak to assist the other Squad Members.
- Platoon Leader needs to change the pattern of the minefield every three safe Squad Members. Squad Members may not watch the redistribution.
- Once the Squad embers have all completed the mine filed the Platoon Leader will change the pattern one more time and a Squad Member chosen by the Squad Leader, will guide the Squad Leader through the exercise.
- Squad completes the orders.
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).



Facilitator Note

It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

15. Upon compliance of the final rotation, Platoon Leader distributes the R&R orders to the Squad Leaders.

Debrief:

- How did you feel about being blindfolded and having to be guided by your teammates?
- What was difficult?
- What made it easier?
- What would you do differently for the next time?
- How did the minesweeper activity relate to the six pillars of character?

**BOOTS
ON**



BOOTS ON

Employment Session Rest and Recuperation

Leave



Stage 2 - During

Stage 2 – During

Employment Part 1

Rest and Recuperation ✓

Employment Part 2

TOOLS

Platoon Leader Instructions

Supplies:

- Pg or pg-13 movies
- *Operation: Military Kids* Mobile Technology Lab
- Snacks
- Session Compliance Labels (1 per member)
- Session Stamp for Squad Compliance report (1/Squad)
- Next stage deployment orders

Outcome:

The purpose of this session is to simulate the “time-off” given to Service Members approximately mid-point of their deployment cycle. This a great time to set-up a cyber-café with the *Operation: Military Kids* Mobile Technology Lab (programming ideas to be facilitated with the Mobile Technology Lab are located in Appendix 1) or to offer a group social activity such as a dance or a movie night.

Example: Orders - Date

Dear Squad Member Participant:

Congratulations, your Squad has completed the halfway point of its mission. Your Squad therefore has earned its R&R. Your R&R begins at time and is complete at "lights out". Your task is to relax and enjoy some much earned free time.

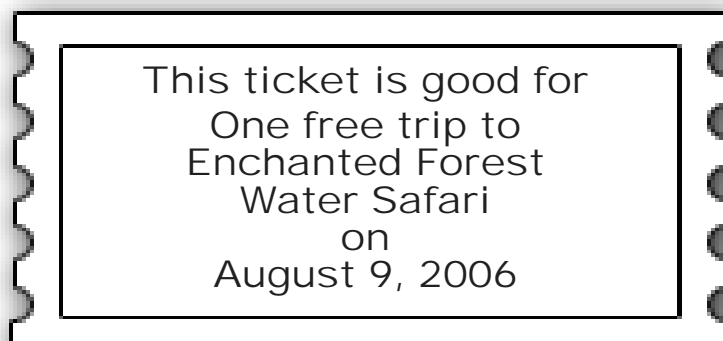
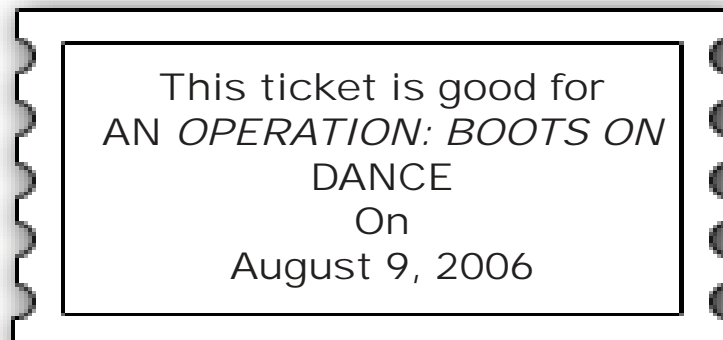
The initiative you have been involved in is *Operation: Military Kids*. *Operation: Military Kids* is a nationwide effort designed to provide support to the children and youth of Families that are impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically dispersed.

Your mission supported the nationwide initiative by actively participating in the mock deployment that simulates a Service Member's deployment cycle experience.

Thank you for actively participating on this mission and striving to achieve success in our initiative.

Commander Signature – Name Here

Example:



Stage 2 – During Employment Part 1 Rest and Recuperation ✓ Employment Part 2

TOOLS



R & R Leave Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat



Stage 2 – During Employment Part 1 Rest and Recuperation Employment Part 2 ✓

TOOLS



Facilitator Note

The session activity is Alicia's Adventure and is conducted simultaneously with the Squads.

At a Glance

This session will last approximately 45 minutes (it is a timed session)

1. The 1st Sergeant brings the group together as a Company in formation, into the staging area and has the Company Commander brief on the mission work.
2. Squad Leaders have their Squad fall into formation and the Platoon Leader will inspect their Squad. Platoon Leaders distributes the deployment orders to the Squad Leader.
3. Squad Leaders reads/distributes the deployment orders to his/her Service Members.
4. The Squads move to the designated area where they participate simultaneously in Alicia's Adventure.
5. The Platoon Leader upon the arrival of the Squad takes attendance.
6. The Platoon Leader reads the session orders to the Squad and the Platoon Leader begins the session time and facilitates the session.
7. The Squad completes the orders.
8. The Platoon Leader will quickly debrief the session.
9. Squad Leader indicates Squad Members Compliance report.
10. The Platoon Leader will stamp the Squad's compliance sheet to indicate the Squad has successfully completed the session.
11. The Platoon Leader inspects the room after the Squad has left for Article 15s and note infractions on the tally sheet.
12. Debrief
13. Bring the group together as a Company into the staging area and have the Company Commander brief on **Stage 3**.
14. Platoon Leaders distributes the orders to the Squad Leader.
15. Squad Leaders reads/distributes the deployment orders to his/her Service Members.

**BOOTS
ON**



BOOTS ON

Employment Session Alicia's Adventure



Stage 2 – During

TOOLS

Stage 2 – During Employment Part 1 Rest and Recuperation ✓ Employment Part 2



Alicia's Adventure

LAST MISSION BEFORE RETURNING HOME
SQUADS NEED TO RUN SIMULTANEOUSLY

General Session needs

Employment Phase Session Specifics:

Platoon Leader Clipboard
- holds the master for the following:

- Platoon Leader Instructions
- Squad Attendance Sheet
- Session Compliance Labels (1 per member, 1 per Squad)
- Article 15s Tally Sheet (1 per Squad)
- Missions Session Specific (Supplies not included in the Squad equipment bag)
- Squad will supply:
 - Squad backpack - At this time it contains all Service Members personnel folders, mascot and 3 egg Squad Members.
 - Packed equipment bag with - 1 large tarp, 4 noodles, 2 50-foot ropes, 2 24-foot ropes, 2 10 X 10 boards ("All Aboard" boards) or tablecloths, 10 bandannas, 1 rubber chicken

Activity Time:

45 minutes

Outcome:

To rescue the Squad members stranded on the islands and reunite the Squad in order to redeploy home.

Talking Points:

Your challenge is to get the attention of your friends on the other island and make them understand what you need so they can communicate with those on the mainland and return all Squad Members to the mainland.



Facilitator Note

- Lay out the equipment in plain view.
- Choose by volunteer, two or three people who love to talk. Send them to a designated spot in the distance and ask them to read the script below when they get there.
- Choose three other people and send them to another designated spot, between the spot where you sent the first three and where the rest of the group is.
- There should be about 10 people left behind. Give them bandannas, ask them to put them on over their eyes, and stay put. Go to each of the groups you sent out and create their "islands" by circling a 50-foot rope around them.

Stage 2 – During Employment Part 1 Rest and Recuperation Employment Part 2 ✓

TOOLS

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session
- In order for you to be rescued, your friends on the mainland need to construct a raft, using all the equipment on the mainland. The raft needs:
 - Four oars people, two on each side with oars in hand.
 - Two rudders in the back, each manned with a person.
 - Two tow ropes in front, also manned with a person.
 - One helmsman who proudly holds the chicken high.
 - Everyone else on board.
- Squad completes the orders.
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).



It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- How did you feel your Squad did with the activity?
- What was difficult?
- What made it easier?
- What would you do differently for the next time?
- Was there any Pillars of Character that were not used in this activity?

**BOOTS
ON**



TOOLS

Stage 2 – During Employment Part 1 Rest and Recuperation ✓ Employment Part 2

Script – To be given only to the first group sent out (they are now the “far island”).

You were hanging out with your friends over on the mainland and decided to jump in a boat to go check out some of the islands. One group stayed behind because there was a dense fog. They are very cautious and did not want to risk getting lost.

You took off and some (those who are over on the other island) decided to get off the boat and explore. You landed here, and – wouldn't you know it? – the volcano on your island erupted and destroyed your boat and everything aboard!!

The good news is that all of you are safe.

The bad news is that you are stranded on the edge of what's left of this island! Sorry folks...

The good news is the island where you left your friends is not far away.

The bad news is the waters are shark infested.

The good news is there are resources on the mainland to build a rescue raft.

The bad news is you only have 30 minutes to be rescued.

The good news is your friends are anxious to help.

The bad news is the noise from the eruptions makes it impossible to communicate with anyone verbally. You, from this moment on, are mute -- that means you cannot speak words or utter sounds. You may only use non-verbal communication.

The good news is everyone in your group works well, cares and wants to keep everyone safe.

The bad news is your friends on the mainland have been blinded by the fog and volcano ash.

The good news is that you've got that chicken! Once all is in place and everyone on the mainland is onboard, the chicken will lead the rescue (thank goodness Colonel Sanders didn't get this one)! The entire crew on the boat must now sing “Row, Row, Row Your Boat,” as a signal that you have been rescued. Then you can rejoin all of your friends and tell them what happened!

Stage 2 – During
 Employment Part 1
 Rest and Recuperation
 Employment Part 2 ✓

TOOLS



Alicia’s Adventure
 Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat





TOOLS

Stage 2 – During
Employment Part 1
Rest and Recuperation
✓ Employment Part 2

**Alicia’s Adventure
Accommodations Tally Sheet**

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Stage 2

Individual Recognition
 1 – Round of applause from the Company
 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
 3 – May sit out of a Squad Article 15

Squad Recognition
 1 – The Squad receives a round of applause.
 2 – The Squad receives a point towards the Squad Challenge.
 3 – Forgive a Crack to one of the egg Squad members





Stage 3 – After



Stage 3 – After Introduction

Redeployment Phase*:

Service members reposture in-theater; transfer forces and materiel to support other operational requirements; or return personnel, equipment, and materiel to the home station. The Redeployment stage continues the process of reintegrating Service Members into their predeployment environments. Redeployment stage tasks include administrative actions, briefings, training, and counseling for Service Members departing theater and Family members at home station. This phase is defined as the month before the Service Member is scheduled to return home.



Post-Deployment Phase*:

Personnel, equipment, and materiel arrive at home station. The Post-Deployment stage consists of administrative actions, briefings, training, counseling, and medical evaluations to facilitate the successful reintegration of Service Members into their Families and communities. The time frame is three to six months after returning home.



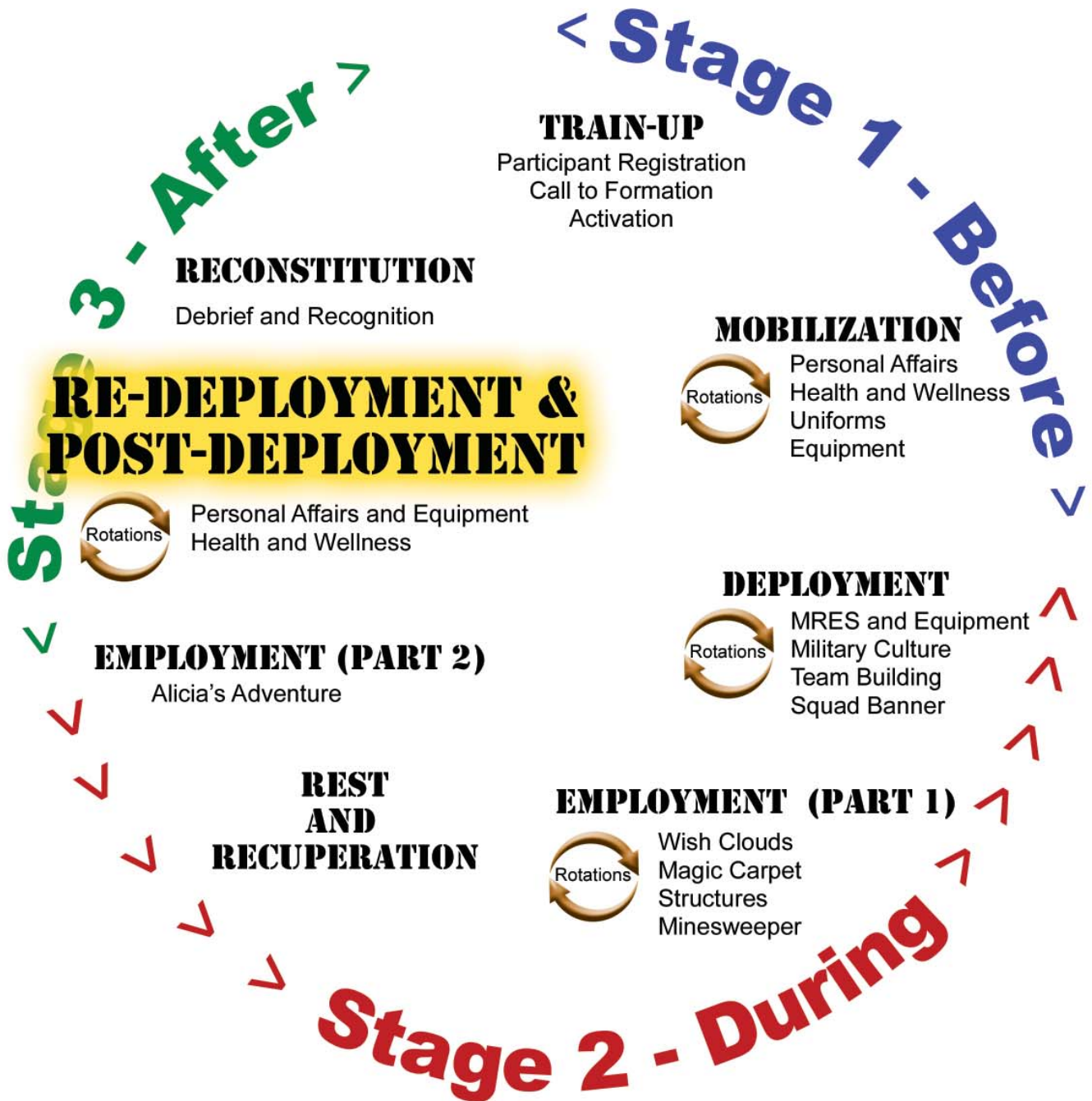
Reconstitution Phase*:

Service Members are reintegrated into their Families, communities, and civilian jobs. The Reconstitution stage begins after completing post-deployment recovery and administrative requirements. Administrative actions, briefings, training, counseling, and medical evaluations are completed during the reconstitution stage.

*Adapted from Army Deployment Cycle Support (DCS) Policy Guidance, 2007.

OPERATION:

BOOTS ON



This section will explore **Stage 3 – After** the Redeployment and Post-Deployment Phase of the Deployment Cycle.



Stage 3 – After Re-Deployment & Post-Deployment

The purpose of these phases is to simulate the transition of coming home in the deployment cycle. The Re-Deployment and Post-Deployment sessions include:

- Equipment/Personal Affairs
- Health & Wellness

Each “Squad” rotates through the two stations in 30-minute segments. One key component is to help the participants “keep a secret” which is one of the many struggles Service Members have when they finally return to the families in that they are not able to share all of the intimate details they experienced during their time of deployment. Platoon Leader instructions and handouts for each session are located at of this chapter on page ____.

Stage 3 – After Schedule

0800	<ul style="list-style-type: none"> ■ Employment phase – part 2 (Stage 2) ■ ☹️ ^ ● Alicia’s Adventure <p>Stage 3</p> <ul style="list-style-type: none"> ■ Re-Deployment & Post-Deployment Phases ■ ☹️ ^ ● Personal Affairs & Equipment ● Health & Wellness
1100	<ul style="list-style-type: none"> ■ Reconstitution Phase ● Debrief & Recognition (entire group) ■ ☹️ ^ ■■
1200	<ul style="list-style-type: none"> ■ Lunch to go

Company Commander ■■
1st Sergeant 🛡️
Platoon Leader ■
Squad Leader ☹️
Squad Members ^

Stage 3 – After

Re-Deployment & Post-Deployment

Set-Up

Planning Group Tasks 📌 :

- This segment of **Stage 3** has two sessions: Personal Affairs & Equipment, Health & Wellness.
- Each session requires a Platoon Leader as a session facilitator.
- Identify session hosts rooms (i.e., 4 classrooms, a large gym with each corner designated a session area).
- Prepare session supply kits (clipboards, instructions, supplies, handouts, etc.).

Company Commander Tasks 🏢 :

- Prepare to bring the group together as a Company and brief on the re-deployment phase.
- Prepare for the homecoming.

Platoon Leader Tasks 🏠 :

- The Platoon Leader should review the session kit for all supplies.
- The Platoon Leader should review the session instructions.

Squad Leader Tasks 🏠 :

- The Squad Leader needs to take the time to get the Squad assembled into formation for inspection.
- The Squad Leader at this point should review any Article 15s received in **Stage 2** with the Squad and how they to address in the next stage

Squad Members Tasks 🧑 :

- Squad Members should be ready for direction from their Squad Leader.



Stage 3 – After Re-Deployment & Post-Deployment

Execution of Stage 3

Planning Group Tasks 📍 :

- Session resource.

Company Commander Tasks 🏢 :

- Bring the group together as a Company and brief on the re-deployment phase.

Platoon Leader Tasks 🏠 :

- Stage 3 has two sessions: Personal Affairs & Equipment, Health & Wellness, and Debrief & Recognition.
- Each session requires a Platoon Leader as a session facilitator.
- Each session lasts approximately 30 minutes (it is a timed session)
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session tasks (it is recommended that the session tasks be in the Squad's corresponding color) to the Squad Leader who in turn reads the orders to his/her Squad.
- Platoon Leader reviews the session tasks with Squad Leader.
- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Upon compliance of the tasks by the entire Squad the Platoon Leader quickly debriefs the session and stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- With movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).

Squad Leader Tasks 🏠 :

- Squad Leader has participants fall into formation for session instructions.
- Squad Leader reads session instructions and then Platoon Leader begins the session time.
- Squad during the session completes the tasks.

Squad Members Tasks 🧑 :

- All Service Members must complete the assigned tasks and the Platoon Leader must indicate compliance on the Service Member's individual compliance report (i.e., signature, stamp, sticker).




Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator



Stage 3 – After Re-Deployment & Post-Deployment **TOOLS**

Stage 3 - At a Glance

General Session needs:

- 1 Room per session
- Each Session will need (a) Session Signs, (b) Squad attendance sheets, (c) timer, (d) Master copies for the Session (e) Platoon Leader instructions, (f) Session Supply Kit, (g) Squad Leader instructions, (h) Debrief questions, (i) Squad Member Compliance Labels, (j) Squad Compliance Session Stamp, (k) Article 15 tally sheet, (l) next stage deployment orders (to be distributed in the last rotation).

Specific session needs:

- Tarp
- Secret message
- Military ID cards
- Form 5 from the Mobilization phase
- Colored candies like skittles or M&Ms
- Flip chart paper
- Ink cartridges
- Markers
- Certificates

1. Each session requires a Platoon Leader as a session facilitator.
2. Each session lasts approximately 30 minutes (it is a timed session).
3. Platoon Leader upon the arrival of the Squad takes attendance.
4. Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session tasks (it is recommended that the session tasks be in the Squad's corresponding color) to the Squad Leader who in turn reads the orders to his/her Squad.
5. Platoon Leader reviews the session tasks with Squad Leader.
6. After, Squad Leader reads session instructions Platoon Leader begins the session time.
7. Upon compliance of the tasks by the entire Squad the Platoon Leader quickly debriefs the session and stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.

Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**

TEMPLATE

Example Orders - Date

Dear Squad Member Participant:

Congratulations your Squad has successfully completed their mission and are returning in XXXX hours. Your task is to prepare your Squad and yourself for redeployment into your roles in your family and in the Army back home.

The initiative you have been involved in is *Operation: Military Kids*. *Operation: Military Kids* is a nationwide effort designed to provide support to the children and youth of families, impacted by the Global War on Terrorism. This includes both those children and youth served by Army installations and those children and youth who are geographically dispersed.

Your mission supported the nationwide initiative by actively participating in the mock deployment that simulates a Service Member's deployment cycle experience.

Thank you for actively participating on this mission and striving to achieve success in our initiative.

Commander Signature – Name here



BOOTS ON

Re-Deployment Session Health and Wellness



Stage 3 – After

Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**

Health & Wellness Platoon Leader Instructions



General Session needs:

- 1 Room per session
- Each Session will need (a) Session Sign, (b) Squad attendance sheets, (c) timer, (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp

Specific session needs:

- Tarp to sit on
- Secret message to pass

Activity Time:

30 minutes

Outcome:

Squad Members will understand why Service Members may not be able to share all of the experience from deployment.

Platoon Leader lead group in short muscle relaxation exercise



The Squad members are very tired at this point.

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session.
- Activity 1 – OPSEC: operation security
 - This activity is intended for the entire Squad.
 - The group sits in a large circle.
 - The group should be spaced about arms length apart.
 - The Platoon Leader/"originator" starts a message.

Sample Message - There once was a Service Member named Rudderfuddy who secretly wanted to be a professional photographer. He had a tiny camera and wore a beret.

- The originator whispers a short message into the ear of the person sitting to the right of them.
- The message is whispered once.
- The new messenger then whispers the message into the ear to the one to their right, and so on and so on.
- When the message reaches the person sitting to the left of the originator the message is announced aloud. Seldom does the message arrive in its original form.

Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**

- Debrief
- Activity 2 – Relaxation Exercise
 - a. First, tighten your hand muscle and make a fist; then notice how it feels. Your muscles are taut and strained and your hand may even be trembling slightly. You may feel tension in your hand, wrist, and lower arm. Hold this tension for a few seconds before relaxing.
 - b. Release your hand, relax your fist, and let the tension slip away. You may notice your hand feels lighter than it did while your muscle was tensed and that your wrist and forearm are relieved of pressure.
 - c. Repeat for each of the major muscle groups of the body. The basic technique remains the same for each group: tighten the muscle. Release the tension. Then notice the difference. You can start with your hands then progress to other muscles or you can begin the exercise moving from “head to toe” tightening and relaxing the muscles in your face, shoulders. Arms, hands, chest, back, stomach, legs and feet.
- Squad completes the orders.
- Upon compliance of the orders by the entire Squad the Platoon Leader quickly debriefs the session.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather “left behind” items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s). Also, the Platoon Leader will need to note individual and squad accommodations.



It is healthy for the group to experience frustration but the Platoon Leader should closely oversee the process to prevent any major breakdowns in the group.

Debrief:

- Did the message return in its original form?
- What are some of the challenges to communicating in this manner?
- How did you feel before you received the message?
- How did you feel after you passed the message?
- The Platoon Leader tells group that due to the nature of a Service Member’s mission, they are often not allowed to share details of what they did with friends or family members
- A person who is trustworthy is loyal and has the courage to do the right thing even when it was hard. This means that confidences are kept even when you want to tell other people. How difficult is this to do?

Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**



Health & Wellness Article 15s Tally Sheet

Squad	# of Individual Infractions	Type of Individual Infraction	# of Squad Infractions	Type of Platoon Infraction

Examples of Individual Offenses

- A Squad Member leaves behind a piece of his/her uniform or paperwork.
- A Squad Member is disrespectful to the Platoon Leader
- A Squad Member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad Members
- As a group not actively participating in the session activity

Stage 3 – After
**Awarded at the conclusion of the
Redeployment and Post-Deployment Phase**

Individual Offenses
 1– 5 pushups & 7 jumping jacks
 2– Has to wait to eat the colored candies until the end of the session

Squad Offenses
 1– The whole Squad runs in place for a minute together
 2– The entire Squad has to wait to eat the colored candies until the end of the session



Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**



Health & Wellness Accommodations Tally Sheet

Squad	# of Individual Recognition	Type of Individual Recognition	# of Squad Recognition	Type of Platoon Recognition

Examples of Individual Recognition

- A Squad Member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad Member up holds the ground rules for the Platoon Leader
- A Squad Member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad successfully accomplishes an activity.

Awarded at the conclusion of Redeployment and Post-Deployment Phase

Individual Recognition

- 1 – Round of applause from the Company
- 2 – Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3 – May sit out of a Squad Article 15

Squad Recognition

- 1 – The Squad receives a round of applause.
- 2 – The Squad receives a point towards the Squad Challenge.
- 3 – Forgive a Crack to one of the egg Squad members





**BOOTS
ON**

Re-Deployment Session & Personal Affairs & Equipment



Stage 3 - After

Stage 3 – After

Re-Deployment & Post-Deployment **TOOLS**

Personal Affairs & Equipment



General Session needs:

- 1 Room per session
- Each Session will need (a) Session Sign, (b) Squad attendance sheets, (c) timer, (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp

Specific session needs:

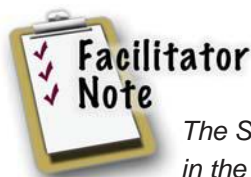
- Id cards
- Pens
- Lamination or contact paper
- Form 5
- Flip chart paper
- Markers

Activity Time:

30 minutes

Outcome:

- Return status white Military ID cards (form 1)
- Inventory equipment (form 2)
- To safely deliver three eggs home for a reunion brunch. (i.e., means that the eggs do not break when it travels through the mission phase.) Success is measured by how few cracks are in the egg upon reaching the re-deployment stage



The Squad Members are very tired at this point in the experience.

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session.
- Task 1 is to complete your re-deployment id card. Each Service Member received two ID cards – a color-coded card indicated deployed status and a white card indicated redeployed status. The white card should be stored in their folder for **Stage 3**.
- Task 2 is to inventory and return the deployment equipment.
- Task 3 is to present the Out brief on the Squad Egg Safety Transport Structure.
- As a team, you were to use **ONLY** specific materials to build three transport devices that protect and safely deliver three eggs through your mission and return home from deployment.
- Your team developed a 15-30 second Out brief on the transport design to share with your commanding officer upon your return.
- Every member of the Squad must play a role – those roles are outlined in your Out brief.


Stage 3 – After Re-Deployment & Post-Deployment **TOOLS**


- The Platoon Leader needs to inspect the eggs.
- The Squad presents its Out brief.
- Squad completes the orders.
- Debrief
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader's folder to indicate the Squad has successfully completed the session.
- Prior to the movement to the next session, the Platoon Leader should make an observation of the area to gather "left behind" items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s). Also, the Platoon Leader will need to note individual and squad accommodations.


Debrief:


- Did your eggs have any cracks? Broken? Minor? Severe?
- Why was your structure successful?
- Why wasn't your structure successful?
- Given a chance to do it again, what would you do differently?
- How does taking care of the eggs in *Operation: Boots On* relate to life situations? How many Pillars of Character does this relate to? How?





Operation: Boots On	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Operation: Boots On	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Operation: Boots On	
Name	Date of Birth
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Relationship to Deployed Soldier	
Role	
	
	Expiration Date

Operation: Boots On	
Name	Date of Birth
Signature	<i>Photo</i>
Relationship to Deployed Soldier	
Role	
	
	Expiration Date

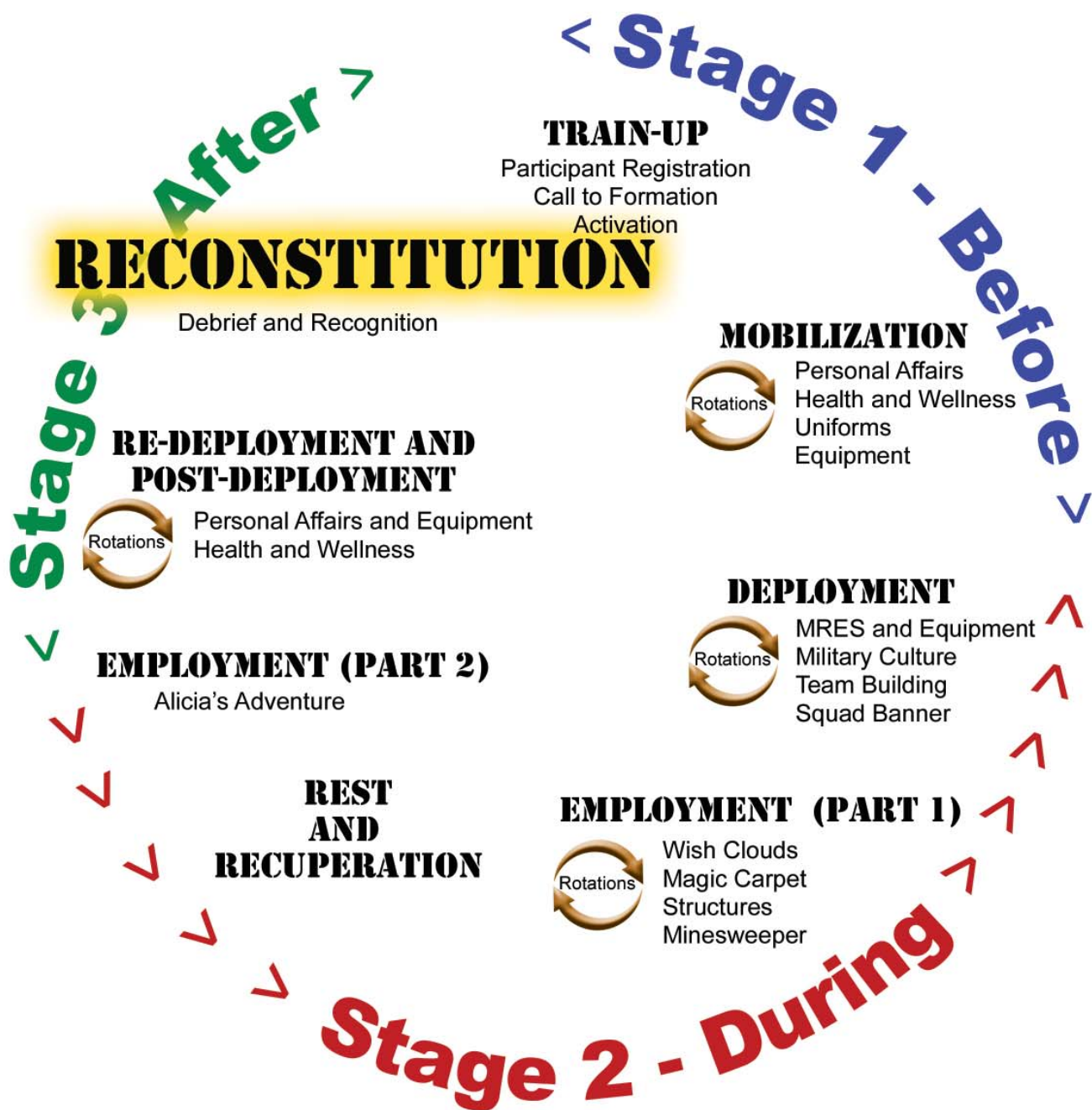


Form 2 Equipment Inventory

Equipment for mission:

- 1 large tarp
- 4 noodles
- 2 50-foot ropes
- 2 24-foot ropes
- 2 10 X 10 boards ("All Aboard" boards) or tablecloths
- 10 bandannas
- 1 rubber chicken
- 1 Water Bottles
- 1 pack of markers
- 2 rolls of masking tape
- 1 bag of structures
- 1 bag of colored candies

OPERATION:



This section will explore **Stage 3 – After** the Redeployment and Post-Deployment Phase of the Deployment cycle



Stage 3 – After Reconstitution

The next step is key to assisting the participants in processing the information learned and the experience they had.

Reconstitution Phase – Debrief & Recognition

Debrief - The colored candy debrief method is a great way to get open feedback from the youth about the experience. It is a wonderful way for Military youth to share their experiences if they are comfortable. Each Squad, as part of [Stage 1](#) packed a bag of colored candies in their deployment equipment bag. The Platoon Leader facilitates the debrief by posing a series of questions to the young people based on the colors of candies. Of course, once the question is answered they can snack on their treat.

Recognition - In addition to debriefing the experience, the young people need recognition for their participation to simulate the final phase of a Service Member's homecoming. (i.e., Recognition ceremony by their Company Commander). Recognition can include a certificate (template can be found on page _____) or perhaps a medal – just a small token to acknowledge their work.

Stage 3 – After Schedule

0800	<ul style="list-style-type: none"> ■ Employment phase – part 2 (Stage 2) ☰ ☱ ▲ <ul style="list-style-type: none"> ● Alicia's Adventure
	<p>Stage 3</p>
1000	<ul style="list-style-type: none"> ■ Re-Deployment & Post-Deployment Phases ☰ ☱ ▲ <ul style="list-style-type: none"> ● Personal Affairs & Equipment ● Health & Wellness
1100	<ul style="list-style-type: none"> ■ Reconstitution Phase ■ Address final set of Articles 15's and accommodations
1200	<ul style="list-style-type: none"> ■ Debrief & Recognition (entire group) ☰ ☱ ▲ ■ ■ Lunch to go

Company Commander ■
1st Sergeant ●
Platoon Leader |
Squad Leader ☰
Squad Members ▲



Stage 3 – After Reconstitution

Set-Up

Planning Group Tasks 📌 :

- **Stage 3** has one session: Debrief, & Recognition. (This session runs simultaneously for the Squads)
- The session requires a Platoon Leader as a session facilitator.
- Identify session hosts rooms (i.e., 4 classrooms, a large gym with each corner designated a session area).
- Prepare session supply kits (clipboards, instructions, supplies, handouts, etc.).

Company Commander Tasks 🏢 :

- Prepare for the homecoming/recognition ceremony.

Platoon Leader Tasks 🏠 :

- The Platoon Leader should review the session kit for all supplies.
- The Platoon Leader should review the session instructions

Squad Leader Tasks 🏠 :

- The Squad Leader needs to take the time to get the Squad assembled into formation for inspection.
- The Squad Leader at this point should review any Article 15s received in **Stage 3** with the Squad and how they to address in the next stage.

Squad Members Tasks 🧑 :

- Squad Members should be ready for direction from their Squad Leader.



Stage 3 – After Reconstitution

Execution of Stage 3

Planning Group Tasks 📌 :

- Session resource.

Company Commander Tasks 🏠 :

- Bring the group together for the “Homecoming” Ceremony.

Platoon Leader Tasks 🏠 :

- Stage 3 has one session: Debrief & Recognition.
- The session requires a Platoon Leader as a session facilitator.
- Each session lasts approximately 30 minutes (it is a timed session)
- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader must meet with the Squad Leader at the beginning of each session to distribute the session tasks (it is recommended that the session tasks be in the Squad’s corresponding color) to the Squad Leader who in turn reads the orders to his/her Squad.
- Platoon Leader reviews the session tasks with Squad Leader.
- After, Squad Leader reads session instructions Platoon Leader begins the session time.
- Upon compliance of the tasks by the entire Squad the Platoon Leader quickly debriefs the session and stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- With movement to the next session, the Platoon Leader should make an observation of the area to gather “left behind” items, which the Platoon Leader can use as Squad infractions/consequences (i.e., Article 15s).

Squad Leader Tasks 🏠 :

- Squad Leader has participants fall into formation for session instructions.
- Squad Leader reads session instructions and then Platoon Leader begins the session time.
- Squad during the session completes the tasks.

Squad Members Tasks 🏠 :




- All Service Members must complete the assigned tasks and the Platoon Leader must indicate compliance on the Service Member’s individual compliance report (i.e., signature, stamp, sticker).

Stage 3 – After Reconstitution **TOOLS**



Tools

Legend

	Pages that need to be reproduced
	Template
	Clipboard master for the session facilitator





BOOTS ON

Reconstitution Debriefing & Recognition



Stage 3 - After



Stage 3 – After Reconstitution **TOOLS**

Debriefing & Recognition

General Session needs:

- 1 Room per session
- Each Session will need (a) Session Sign, (b) Squad attendance sheets, (c) timer, (d) Master copies for the Session (e) Platoon Leader Clipboard, (f) Session Supply Kit, (g) Squad compliance stamp

Specific session needs:

- Colored candies like skittles or M&Ms
- Flip chart paper
- Markers
- Certificates

Activity Time:

30 minutes

Outcome:

At the end of the re-deployment and post-deployment phase, have each Squad meet together with their Platoon Leader to debrief and recognize them.



Facilitator Note

This session is run simultaneously for all Squads.

Action Steps:

- Platoon Leader upon the arrival of the Squad takes attendance.
- Platoon Leader reads session orders, begins the session time and facilitates the session.
- Pass a bulk size bag of colored candies (such as Skittles, M&Ms, etc.) around to each participant and encourage them to take a handful but not to eat them yet.

Stage 3 – After Reconstitution **TOOLS**

- Facilitate a discussion of the questions below in the order listed. Record the responses either on chart paper, note pad or on a laptop.
 - Red - What were your favorite tasks /non-favorite tasks?
 - Yellow – What emotions did you experience?
 - Purple – What characteristics do you need to persevere through the deployment cycle?
 - Green – What strategies as a team did you use to successfully complete the mock deployment?
 - Orange – What did you learn about the process that would be helpful for others to learn?
- Participants must provide an answer to the question if they have that color candy in their hand (e.g. if three participants have a red candy, they have to answer the red question listed below with three examples; if all of them have a yellow candy, they all have to answer the yellow question, etc.).
- Participants must be given the opportunity to answer the questions even if they do not have the associated color.
- Debrief.
- The Squad Leader stamps the Squad Members compliance report.
- The Platoon Leader stamps the Squad Leader’s folder to indicate the Squad has successfully completed the session.
- Pass out certificates handed out by the Commander.
- Complete site evaluation
- Farewell.



Stage 3 – After Reconstitution **TOOLS**



Colored Candy Debrief Questions

- Red - What were your favorite tasks /non-favorite tasks?
- Yellow – What emotions did you experience?
- Purple – What characteristics do you need to persevere through the deployment cycle?
- Green – What strategies as a team did you use to successfully complete the mock deployment?
- Orange – What did you learn about the process that would be helpful for others to learn?



BOOTS ON

This certificate indicates the participant has successfully completed the *Operation: Boots On* tasks and has gained a better understanding of the challenges Military Families face in the support of the Global War on Terrorism.





Next Steps



Next Steps

Congratulations, you have successfully completed *Operation: Boots On*. Below are some ways you can continue to support Military Families:

Operation: Military Kids supported opportunities (Please note these resources may be obtained through your State 4-H Military Liaison):



Ready, Set, Go! - The *Operation: Military Kids—Ready, Set, Go!* Training Manual was developed for distribution to state, regional, and local teams as well as key Military, school, and community stakeholders. Coordinated regional and local training efforts are needed to increase understanding of the unique issues facing Military youth who are dealing with the deployment or reintegration of a parent or loved one. These workshops offer an insight into Military culture and the deployment cycle; and suggest ways to best provide for, understand the needs of, and support Military kids and their Families through community resources.



Speak Out for Military Kids- *Speak Out for Military Kids* is a youth-led, adult supported project that generates community awareness of issues faced by youth of Military Families. Through simulations, interviews, and research, participants find out first hand what Military Families go through during deployment and then form speakers' bureaus. Participants in the speakers' bureau develop presentations, public service announcements, videos, and other materials and actively seek to share their experiences with others in the community (e.g. school assemblies, Rotary clubs, city council, teacher in-service).



Mobile Technology Lab Events - The *Mobile Technology Lab* is designed to facilitate the connection between deployed Service Members and the children & youth left behind utilizing mobile technology. Available for use are laptop computers, a digital camera, a video recorder, a printer, a scanner and the necessary software and materials for children and youth to send a personal message to their deployed loved one.



Hero Packs Project - *Hero Packs* are a hands-on way for youth to hand-deliver a salute to Military children & youth for their strength and sacrifice while parents are deployed. *Hero Packs* serve as an expression of support for Military Families from their communities and *Operation: Military Kids* Partners. The *Hero Pack* project is community service work that builds awareness and fosters community support for geographically dispersed Military Families.



Army supported opportunities:

Adopt-A-Platoon Program/Adopt-a-Service Member Program

Adopt-A-Family Program

Pen Pal Program

Operation: Up Link

Operation: Home Front

For more ideas to support our troops visit www.army.mil and check out the Support Troops page.





Appendix



Appendix

What is the 4-H/Army Youth Development Project?

The U.S. Army Child & Youth Services and the U.S. Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CSREES) share a common mission of providing positive youth development programs to build the skills and competencies youth need to lead productive, healthy, and self-sufficient lives wherever they reside. These two federal agencies created a partnership, the 4-H/Army Youth Development Project, to accomplish their common mission and to make efficient use of public resources.

National 4-H Headquarters, at USDA/CSREES, provides leadership for 4-H Youth Development Programs in Land Grant universities and 3,150 U.S. counties as part of the Cooperative Extension System. Youth aged 5-19 participate in a wide variety of 4-H programs led by youth development professionals and volunteers across the country. Army Child & Youth Service Programs provide quality childcare and youth programs on Army installations worldwide for children and youth ages 4 weeks through 18 years.

The 4-H/Army Youth Development partnership assists Child & Youth Service program staff to provide predictable, quality youth programs and introduces 4-H to Military youth on installations and in communities worldwide. The partnership also makes significant contributions to:

- Mission readiness – Service Members focus on their mission, knowing their children are in safe and supportive environments with caring adults.
- Reaching new audiences – 4-H reaches a new audience of youth not previously served.
- Wise use of public resources – Federal agencies improve programs and use tax dollars effectively.

The successful partnership is largely the result of the following accomplishments:

- The CSREES has Cooperative Agreements with five universities to implement the 4-H/Army Youth Development Project. Through the agreements, faculty from multiple universities are contracted to administer programs, to develop educational materials, to conduct trainings, and to provide technical assistance for Army youth programs.
- The 4-H Youth Development and Technology specialists are on loan from their universities for assignments at seven Army Regional offices to work directly with regional Child & Youth Service staff to assist all installations served by their Region.
- Each state has identified one State 4-H Military Liaison to coordinate Military support efforts in the state. Programs are increasingly integrated into the ongoing work and mission of Cooperative Extension.
- The Child & Youth Service staff have positively embraced the benefits of the partnership and opened the doors for programming to be administered on installations around the world. Such support has resulted in the establishment of 450 4-H clubs at 125 installations worldwide; enrollment of almost 12,000 new 4-H members; involvement of 1,000 Army staff in implementing 4-H clubs.



Through the efforts of the partnership, Active Duty Service Members are better prepared to focus on the mission at hand by being assured their children and Families are being supported at home. At the same time, CSREES is reaching out to a whole new audience of youth and parents who had not previously been involved in 4-H.

What is *Operation: Military Kids*?

Operation: Military Kids focuses on those young people whose parents are being called to duty in increasing numbers by the National Guard and Army Reserve for extended assignments. While these youth may or may not relocate, their lives are changed dramatically when a parent suddenly is mobilized or deployed and leave the Family for extended and often dangerous assignments. Families of National Guard and Army Reserve are usually not on Military installations, but rather, dispersed throughout the United States in rural areas, small towns, suburbs, and cities. In addition, many of these Families live 50-100 miles away from any other National Guard or Army Reserve Families and from the normal Military support mechanisms. They may lack connections to other Military Families and youth who are experiencing the deployments and separations. Until deployment, these Families have been civilians and may have had little or no experience dealing with the Military. Clearly, they face new challenges and risks.

Objectives of the *Operation: Military Kids* initiative:

- Create community support networks for Military youth “in our own backyard” when Service Member parents are deployed.
- Deliver recreational, social and educational programs for Military youth living in civilian communities.
- Support Military kids coping with the stress of knowing their deployed parents may be in harm’s way.
- Collaborate with Schools to ensure staff are attuned to the unique needs of Military students whose parents are deployed.
- Educate the public on the impact of the deployment cycle on Service Members, Families, kids and the community as a whole.
- Incorporate Military Families into ongoing Partner Programs offered by 4-H Clubs, Boys & Girls Clubs, The American Legion, and others, in the communities where they live.

Appendix

The *Operation: Military Kids* initiative includes four major core support elements – *Ready, Set, Go! Training*, *Speak Out for Military Kids*, *Mobile Technology Labs*, and *Hero Packs Project*. More information can be found on these *Operation: Military Kids* elements at www.operationmilitarykids.org. *Operation: Boots On* is an additional *Operation: Military Kids* support program option. The goals of the *Operation: Boots On Project* are to:

1. Assist youth in understanding the mission and work of the Military,
2. Depict the stages of the deployment cycle and other topics important to Military Families, and
3. Highlight some of the issues and concerns Families experience because of the deployment cycle.

This implementation guide contains “how to” information for incorporating *Operation: Boots On* into your *Operation: Military Kids* initiative. For more information on the *Operation: Military Kids* initiative checkout the web site at www.operationmilitarykids.org.



Who are Operation: Military Kids Partners?

(<http://operationmilitarykids.org>)



Operation: Military Kids is a successful initiative because of its collaborative effort on national, state, and local levels. The national or core partners for *Operation: Military Kids* are CYS, National Guard, Army Reserve, The American Legion, USDA/CSREES – National 4-H Headquarters, B&GCA and the MCEC. A Core partner is an organization that has made a commitment at the national level to participate in and support the *Operation: Military Kids* initiative.

Connecting the national partners to the states are the State 4-H Military Liaisons. The State 4-H Military Liaison serves as *Operation: Military Kids* Project Director and assembles a state *Operation: Military Kids* team, whose mission is to create long-term state and community support networks to educate citizens on the impact of the war and deployments on Military children and Families, and to develop and deliver educational programs for youth and Families of deployed Service Members. In addition to national partners, the *Operation: Military Kids* Team also must include a representative from the State Department of Education.

The State *Operation: Military Kids* Team members make the final local connection to involve businesses, scouts, faith-based organizations, VFWs, etc.

Why do the Operation: Military Kids Partners participate?

The partner organizations have created a support network for the geographically dispersed Military. These partner organizations are local and can be accessed easily. This partnership is successful due to the organizations building on their strengths and addressing their weaknesses for the good of the Military Families.

Appendix

How can Military Families get involved in the partner programs?

Military Families will find in each Hero Pack brochures and pamphlets to give them additional information on how to access partners in their state and local communities. Hero Pack assemblers must make sure such Family support materials are available. The State 4-H Military Liaison and the Family Program Coordinators can direct groups in locating this information.

How can participating partners be contacted?

Many of the partners' web sites are in Appendix 1, on the *Operation: Military Kids* web site, or available by contacting your State 4-H Military Liaison.



Appendix

Sample Schedules

Operation: Boots On Schedule – ½ day

1200	Registration and Activation
1230	Stage 1 (4) Rotations (30 minutes) Rotation 1 - Personal Affairs Rotation 2 - Health & Wellness Rotation 3 - Uniforms Rotation 4 - Equipment
1530	Stage 2 (3) Rotation (25 minutes) Rotation 1 – Magic Carpet Rotation 2 – Military Culture / MRE Rotation 3 – Rest & Recreation
1650	Stage 3 (2) Rotations (15 minutes) Rotation 1 - Health & Wellness Rotation 2 - Personal Affairs & Equipment
1700	Debrief and Recognition



Appendix

Sample Schedules

Operation: Boots On **Full Day Schedule**

0830	Registration and Activation
0900	Stage 1 (4) Rotations (30 minutes) Rotation 1 - Personal Affairs Rotation 2 - Health & Wellness Rotation 3 - Uniforms Rotation 4 - Equipment
1215	Lunch
1315	Stage 2 (4) Rotation (30 minutes) Rotation 1 – Structures Rotation 2 – Magic Carpet Rotation 3 – Military Culture / MRE's Rotation 4 – Wish Clouds
1600	Break
1800	Stage 3 (2) Rotations (30 minutes) Rotation 1 - Health & Wellness Rotation 2 - Personal Affairs & Equipment
1930	Debrief and Recognition



Appendix

Character Education

Character is who we are, who we really are. A person of good character acts ethically, doing the right thing and avoiding the wrong. Character shows through actions—in good and in difficult times. It takes courage to be ethical just like it takes courage to have a parent deployed.

Young people should be encouraged to understand the Six Pillars of Character—Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship - what they mean. Please refer to the Tools Section of this Chapter for more information on a Person of Character.

The Six Pillars of Character and What They Mean

Trustworthiness

- ▶ Be honest.
- ▶ Don't deceive, cheat or steal
- ▶ Be reliable - do what you say you'll do
- ▶ Have the courage to do the right thing.
- ▶ Build a good reputation.
- ▶ Be loyal — stand by your Family and friends

Respect

- ▶ Treat others with respect
- ▶ Be tolerant of differences
- ▶ Use good manners, not bad language
- ▶ Be considerate of the feelings of others
- ▶ Don't threaten, hit or hurt anyone
- ▶ Deal peacefully with anger, insults and disagreements.

Responsibility

- ▶ Do what you are supposed to do.
- ▶ Persevere; keep on trying!
- ▶ Always do your best.
- ▶ Use self-control; be self-disciplined
- ▶ Think before you act - consider the consequences
- ▶ Be accountable for your choices.

Appendix

Character Education

Fairness

- ▶ Play by the rules.
- ▶ Take turns and share.
- ▶ Be open-minded; listen to others.
- ▶ Do not take advantage of others.
- ▶ Don't blame others carelessly

Caring

- ▶ Be kind,
- ▶ Be compassionate and show you care.
- ▶ Express gratitude.
- ▶ Forgive others.
- ▶ Help people in need.

Citizenship

- ▶ Do your share to make your school and community better.
- ▶ Cooperate.
- ▶ Stay informed; vote.
- ▶ Be a good neighbor.
- ▶ Obey laws and rules
- ▶ Respect authority.
- ▶ Protect the environment.



Appendix

Character Education

Character reflects core values and examples of these are as follows:

Army

- Loyalty
- Duty
- Respect
- Selfless-Service
- Honor
- Integrity
- Personal Courage

Air Force

- Integrity
- Service Before Self
- Excellence in All We Do

Coast Guard

- Honor
- Respect
- Devotion to Duty

Navy - Marines

- Honor
- Courage
- Commitment

Six Pillars of Character

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship



A PERSON OF CHARACTER . . .

→ Is a good person, someone to look up to and admire. → Knows the difference between right and wrong and always tries to do what is right. → Sets a good example for everyone. → Makes the world a better place. → Lives according to the "Six Pillars of Character": TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING and CITIZENSHIP

TRUSTWORTHINESS

- Integrity** ————— **DO:** Stand up for your beliefs • Follow your conscience • Be honorable and upright • Live by your principles no matter what others say • Have the courage to do what is right and to try new things even when it is hard, costly • Build and guard your reputation
DON'T: Do anything wrong • Lose heart if you fail or don't get what you want
- Honesty** ————— **DO:** Tell the truth and nothing but the truth • Be sincere • Be forthright and candid
DON'T: Lie • Cheat • Steal • Be sneaky, tricky, or deceptive
- Reliability** ————— **DO:** Keep your promises • Honor your word and commitments • Be dependable • Do what you are supposed to do • Return what you borrow • Pay your debts • Be on time
- Loyalty** ————— **DO:** Stand by and protect your family, friends, school and country • Be a good friend • Look out for those who care about you • Keep secrets of those who trust you
DON'T: Betray a trust • Let your friends hurt themselves • Do anything just so others will like you • Ask a friend to do anything wrong or spread gossip that could hurt others

RESPECT

- Golden Rule** ————— **DO:** Treat others the way you want to be treated • Respect the dignity, privacy and freedom of all individuals • Value and honor all people, no matter what they can do for you or to you • Respect others' property — take good care of property you are allowed to use and don't take or use property without permission • Respect the autonomy of others — tell them what they should know to make good choices about their own lives
DON'T: Use or manipulate others • Abuse, demean or mistreat anyone
- Tolerance and Acceptance** ————— **DO:** Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress or the amount of money they have • Be tolerant, respectful and accepting of those who are different from you • Listen to others and try to understand their points of view
- Nonviolence** ————— **DO:** Resolve disagreements, respond to insults and deal with anger peacefully and without violence
DON'T: Use threats or physical force to get what you want or to express anger
- Courtesy** ————— **DO:** Use good manners • Be courteous, polite and civil to everyone
DON'T: Use put-downs, insults or ridicule to embarrass or hurt others

CHARACTER COUNTS! National Office

(800) 711-2670 • cc@jiethics.org • www.charactercounts.org



CHARACTER COUNTS! is a service mark of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

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RESPONSIBILITY

Duty ————— **DO:** Know and do your duty • Acknowledge and meet your legal and moral obligations

Accountability — **DO:** Accept responsibility for the consequences of your choices, not only for what you do but what you don't do • Think about consequences on yourself and others before you act • Think long-term • Do what you can do to make things better • Set a good example
DON'T: Look the other way when you can make a difference • Make excuses or blame others

Pursue Excellence ————— **DO:** Your best • Persevere • Don't quit • Be prepared • Be diligent • Work hard • Make all you do worthy of pride

Self-Control ————— **DO:** Take charge of your own life • Set realistic goals • Keep a positive outlook • Be prudent and self-disciplined with your health, emotions, time and money • Be rational — act out of reason not anger, revenge or fear • Know the difference between what you have a right to do and what is right to do • Be self-reliant — manage your life so you are not dependent on others; pay your own way whenever you can

FAIRNESS

Justice ————— **DO:** Be fair and just • Treat people equally • Make decisions without favoritism or prejudice • In imposing punishment be sure the consequences for wrongdoing are consistent, certain and proportional (not too harsh or lenient)
DON'T: Take more than your fair share • Take advantage of or blame others unfairly

Openness ————— **DO:** Be open-minded and impartial — consider what people have to say before you decide • Be careful — get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another)

CARING

Concern for Others ————— **DO:** Be compassionate and empathetic • Be kind, loving, and considerate • Be thankful and express gratitude for what people do for you • Forgive others for their shortcomings
DON'T: Be mean, cruel or insensitive

Charity ————— **DO:** Be charitable and altruistic — give money, time, support, comfort without strings for the sake of making someone else's life better, not for praise or gratitude • Help people in need

CITIZENSHIP

Do Your Share — **DO:** Be a good citizen and a good neighbor • Care about and pursue the common good • Be a volunteer — help your school and community be better, cleaner and safer • Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself • Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes

Respect Authority and the Law — **DO:** Play by the rules • Obey parents, teachers, coaches and others who have been given authority • Observe just laws • Honor and respect principles of democracy

UNDERLINED words are vocabulary words to be learned at the appropriate developmental level.

The Military Phonetic Alphabet

A Alpha
B Bravo
C Charlie
D Delta
E Echo
F Foxtrot
G Golf
H Hotel
I India
J Juliet
K Kilo
L Lima
M Mike
N November
O Oscar
P Papa
Q Quebec
R Romeo
S Sierra
T Tango
U Uniform
V Victor
W Whiskey
X X-Ray
Y Yankee
Z Zulu



Appendix

Squad Uniform & Inspection

Military uniforms are standardized dress worn by members of the Armed Forces. Military uniforms in the form of standardized and distinctive dress, are intended for identification and display, are typically a sign of organized Military forces equipped by a central authority.

Battledress uniforms (BDUs), also known as “fatigues”, is any Military uniform worn into combat, as opposed to ‘display’ dress or formal uniform worn at parades and functions. It may be either be in monochrome (often a shade of green or brown) or in camouflage colors.

The Army Combat Uniform, or ACU, is the new combat uniform (battledress) to be worn by the United States Army. It uses a new camouflage pattern called universal camouflage pattern, or UCP (commonly called ACUPAT). It blends green, tan, and gray to work effectively in woodland, desert, and urban environments. It also features numerous design improvements based on input from Soldiers. It is inspired by the Marine Corps pattern, which, in itself was inspired by Canadian uniforms.

The ACU

Patrol cap: a straight-sided, flat-topped soft cap, with a double thick bill and internal pocket. Nametapes are now worn on the back of the patrol cap. The ACU, like the BDU, is worn with the black beret in Garrison; the patrol cap may be authorized for the field by the Unit Commander when wear of the helmet is not necessary.

Jacket:

- Hook fastener-backed U.S. Army and last-name tapes
- Hook fastener-backed rank insignia over the breastbone.
- Loop fastener-faced shoulder pockets for unit patches, skill tabs, and recognition devices, such as the Infrared (IR) Feedback American flag - this provides day and night recognition for Identification Friend or Foe (IFF).
- Permanent Infrared (IR) IFF squares are sewn to each shoulder for nighttime identification.
- Mandarin collar, worn up in combat to fit with the Outer Tactical Vest (OTV) body armor, worn in the down position otherwise.
- Zippered front closure, reinforced with hook and loop fasteners, and designed for use with OTV.
- Tilted chest pockets with hook-and-loop closure, to fit with the OTV.
- Blouse bellows for increased mobility.
- Hook-and-loop cuff closures.
- Three-slot pen pocket on the left arm for use with the OTV.
- Elbow pouches for elbow pad inserts.

Appendix

Squad Uniform & Inspection

Moisture-wicking tan T-shirt or brown T-shirt.

Two-inch tan nylon web belt (Rigger's Belt)

Trouser:

- Knee pouches for knee pad inserts.
- Two forward-tilted thigh storage pockets with elastic drawstring and hook-and-loop tape for closure during movement.
- Two calf storage pockets with hook-and-loop closure, one on each leg; the pockets are bellowed.

Moisture-wicking socks

Tan suede combat boots, either hot weather or temperate weather versions. Commercial versions of this boot are authorized without limitation other than that they must be at least 8 inches in height.

Infrared identification squares. These reflect IR and can be seen with night-vision devices. They can be protected by Velcro tabs when not in use.

A suggested *Operation: Boots On* uniform would be:

- Hat or visor
- Dog tags
- Lanyard
- Military ID Card
- Bandana or pinnie
- *Operation: Military Kids* bracelet
- Right Shoulder "patch" with a flag on it...a flag is worn on the right shoulder to give the effect of the flag flying in the breeze as the wearer moves forward
- Appropriate foot attire



Appendix

Inspection Process

Inspection Process

Step 1

Squad Members are called to attention in formation.

To ready Squad Members in formation the Platoon Leader must call “fall in” and ask the Squad Members to make up to 3 rows. Once the Squad Members are in rows the Platoon Leader will address the Squad and ask “if you’re taller tap the person in front of you and advance to the front of the line”. Once completed the Platoon Leader will ask “right face” and then repeat the “if your taller tap”.



The whole object of these commands is the taller people are leading and it is “more formal” as each person is lined up by size tallest to shortest. Both front to back and left to right.

Review for – Squad Members are in formation (i.e., three straight rows of five members each. - based on fifteen members). Squad Members are standing at attention with eye contact forward.

Step 2

Attendance is taken for Squad Members.

Review for – Full attendance, including the mascot and “egg” Squad Members (once they have joined the Squad).

Step 3

Squad Members are reviewed for uniform completeness.

Review for – Squad Members must all be wearing the agreed uniform components and the components must be displayed the same way. Squad Members must have appropriate foot attire.

Step 4

Squad Members are reviewed for cleanliness.

Review for - Squad Members are well-groomed and the uniform components are clean and well taken care of.

Step 5

Squad Members have all appropriate equipment.

Review for – Squad Leader backpack present and mission equipment bag present.

Any infractions must be noted as Article 15s.

Appendix

Article 15

Definition: An Article 15 is a non-judicial punishment which can be awarded for minor disciplinary offenses by a commanding officer or officer in charge to members of his/her command.

Examples of Individual Offenses

- A Squad member leaves behind a piece of his/her uniform or paperwork.
- A Squad member is disrespectful to the Platoon Leader
- A Squad member is late to the session

Examples of Squad Offenses

- Leaving behind the mascot
- Leaving behind the egg Squad members
- As a group not actively participating in the session activity

Stage 1 – Before Awarded at the conclusion of Stage 1

Individual Offenses

- 1– 7 jumping jacks
- 2– The Squad member must sing a round of Row, Row Your Boat
- 3– Run in place for a minute
- 4– The Squad member must recite the alphabet backwards

Squad Offenses

- 1– The whole Squad does 10 jumping jacks together
- 2– The whole Squad runs in place for a minute together
- 3– The whole Squad has to sing 1 verse of twinkle little star
- 4– Assign a Crack to one of the egg Squad members



Stage 2 – During Awarded at the conclusion of Stage 2

Individual Offenses

- 1– Silent for a session
- 2– Cannot use left hand for a session
- 3– Is blindfolded for a session
- 4– Must sit out a session

Squad Offenses

- 1– One person is silent for the entire stage
- 2– One person has a broken arm for the entire stage
- 3– Assign a crack to each egg Squad member
- 4– The Squad has to sing three rounds of Row Your Boat

Stage 3 – After Awarded after each session in Stage 3

Individual Offenses

- 1– 5 pushups & 7 jumping jacks
- 2– Has to wait to eat the colored candies until the end of the session

Squad Offenses

- 1– The whole Squad runs in place for a minute together
- 2– The entire Squad has to wait to eat the colored candies until the end of the session



Appendix

Accommodations

Definition: An Accommodation is an acknowledgement which can be awarded for behaviors and/or actions that go above and beyond expectations by a Squad member or by the entire Squad.

Examples of Individual Recognition

- A Squad member gathers up materials (e.g., a piece of a uniform or paperwork) left behind.
- A Squad member is up holds the ground rules for the Platoon Leader
- A Squad member steps up to assist an “injured” Squad Member without being told.

Examples of Squad Recognition

- The Squad is quiet and ready for the session activity without being asked.
- The Squad that successfully accomplishes an activity.

Individual Recognition

- 1– Round of applause from the Company
- 2– Receive a star for the Compliance Report (If an individual earns 5 stars he/she will receive a small gift)
- 3– May sit out of a Squad Article 15

Squad Recognition

- 1– The Squad receives a round of applause.
- 2– The Squad receives a point towards the Squad Challenge.
- 3– Forgive a Crack to one of the egg Squad members



4-H / Army Youth Development Project Photo Release

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Participant Status: Youth Adult

Participant Name: _____

Signature: _____ Date: _____

Consent of parent or legal guardian if above individual is a minor.

I consent and agree, individually and, as parent or legal guardian of the minor named above, to the foregoing terms and provisions. I hereby warrant that I am of full age and have every right to contract for the minor in the above regard. I state further that I have read the above information release and that I am fully familiar with the contents.

Name of child(ren): _____

Name of Parent/Guardian: _____

Signature: _____ Date: _____

Resources/References

Sticky Wall

Supplies -

- 4 ft x 10 ft piece of parachute/nylon fabric
- 2 cans of repositionable spray adhesive

Instructions -

- Tack material to the wall
- Spray with repositionable spray
- Ready to use!





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