



## **LEAD VOLUNTEER/STAFF POSITION DESCRIPTION**

### **OPERATION: MILITARY KIDS TECH DISCOVERY CURRICULUM**

#### **POSITION TITLE:**

Operation: Military Kids Tech Discovery Lead Volunteer/Staff

#### **TIME REQUIRED:**

4-8 hours for preparation and implementation as needed per experience; youth programs primarily on weekends

#### **LOCATION:**

Varies: hotel, convention center, armory, outdoors, other

#### **GENERAL PURPOSE:**

Provide leadership and facilitation for educational and fun lessons with youth having a parent or loved one in the military deployment cycle

#### **SPECIFIC RESPONSIBILITIES:**

- Coordinate event details with Military event POC
- Pick up resource materials
- Communicate frequently with Military event POC
- Review and become familiar with selected activity objectives/plan for event (Practice!)
- Obtain necessary supplies
- Recruit volunteers to assist with each lesson
- Orient and train volunteer assistants
- Follow all guidelines & policies of the event
- Assure safety for all participants and staff including check-in and check-out
- Distribute Parent Letter as communication tool with parents about the activities of the day
- Provide supportive and encouraging feedback to children, youth, parents and other volunteers
- Clean up after the event, inventory and return all equipment/supplies as directed

#### **QUALIFICATIONS:**

- Must complete a Volunteer Application process and be approved by the OMK State Team
- Must authorize initiation of a background check (local, state, national) – see State 4-H Military Liaison for details
- Ability to organize information and materials
- Ability to work with minimal supervision from professional staff
- Ability to educate youth while nurturing positive self-esteem, decision-making, responsibility and leadership in youth



- Ability to communicate effectively with youth, parents, other adult/teen volunteers and staff
- A sincere interest in supporting the youth of our military Service Members in an informal, motivational and educational setting

**BENEFITS:**

- Make a difference in the lives of Military youth and Families in your community by providing support and growth experiences
- Become familiar with new approaches for working with youth that can be applied in other youth development settings: youth groups, faith communities, clubs, etc.
- Interact with professionals for consultation on a one to one basis

**SALARY:**

Unsalared: Volunteer

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

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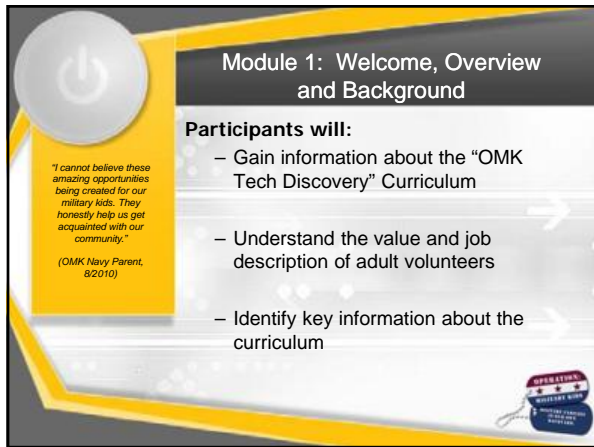
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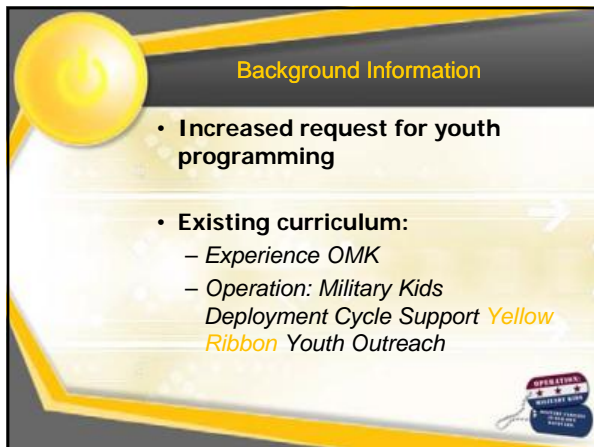
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**Your Role as a Volunteer**



**What skills do you bring that will help you perform this volunteer role?**




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**The "OMK Tech Discovery" Overview**

- Includes 20 lesson plans designed to support youth experiences with technology
- Experiences are specific to the Deployment Cycle: Pre-deployment, Mobilization and Reintegration
- Activities develop life skills appropriate for 5<sup>th</sup> to 12<sup>th</sup> grade youth while building resilience factors
- Lesson plans are designed for easy preparation and implementation




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**OMK Module 1: Test Your Knowledge**

- 1. The "OMK Tech Discovery" Curriculum is the \_\_\_\_\_ curriculum developed to support youth from all Branches of Service during the deployment of their Service Member.
  - 1<sup>st</sup>
  - 2<sup>nd</sup>
  - 3<sup>rd</sup>
  - 4<sup>th</sup>
- 2. According to the "Volunteer Position Description", specific responsibilities for volunteers include: (Select all that apply)
  - Coordinate event details with event POC
  - Review and become familiar with selected lesson objectives/plan for event (Practice!)
  - Assure safety for all participants and staff
  - Obtain necessary supplies
- 3. "OMK Tech Discovery" is a 20-lesson curriculum that teaches technology skills. What age group is it intended for?
  - Preschool – Kindergarten
  - 1<sup>st</sup> – 4<sup>th</sup> Grade
  - 5<sup>th</sup> – 12<sup>th</sup> Grade
  - College-age




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The graphic features a grey power button icon in a circle on the left. The text "Module 1 Completed" is in yellow on a dark grey background. Below this, the word "CREDITS:" is underlined. The credits list the Lead Author, Contributing Author, Presentation Designer, and Audio Presenters, all from the University of Minnesota Extension. A small "OPERATION: MILITARY HEROES" logo is in the bottom right corner of the graphic.

**Module 1 Completed**

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# **U.S. Military Acronyms:**

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(DOD Dictionary of Military Terms

[http://www.dtic.mil/jel/doddict/acronym\\_index.html](http://www.dtic.mil/jel/doddict/acronym_index.html))

## **A**

AAFES—Army and Air Force Exchange Service  
AD—Active Duty  
ADJ—Adjutant  
AFN— Armed Forces Network  
AG—Adjutant General  
AGR—Active Guard Reserve  
AIT—Advanced Individual Training  
AMMO—Ammunition  
ANCOC—Advanced Noncommissioned Officer Course  
ANG—Air National Guard  
AO—Area of Operations  
APC—Armored Personnel Carrier  
APFT—Army Physical Fitness Test  
APO—Army Post Office  
AR—Army Reserve/Army Regulation/Armor  
ARNG—Army National Guard  
ASAP—As Soon As Possible  
AT—Annual Training  
AUSA—Association of the United States Army  
AWOL—Absent Without Leave

## **B**

BOQ—Bachelor Officers' Quarters  
BHA—Basic Housing Allowance  
BC—Battery Commander  
BDE—Brigade  
BDU—Battle Dress Uniform  
BN—Battalion  
BNCOC—Basic Noncommissioned Officer Course

## **C**

CASCOM—Combined Arms Support Command  
CDR—Commander  
CG—Commanding General  
CID—Criminal Investigation Division  
CINC—Commander in Chief

CO/Co—Commanding Officer/Company  
COLA—Cost of Living Allowance  
CP—Command Post  
CPX—Command Post Exercise  
CQ—Charge of Quarters

## **D**

DA—Department of the Army  
DI—Drill Instructor  
DO—Duty Officer  
DOD—Department of Defense  
DOR—Date of Rank

## **E**

EBC—Embedded Battle Command  
EER/OER—Enlisted/Officer Evaluation Report  
EM—Enlisted Member  
EN—Enlisted  
ETS—Estimated Time of Separation  
EWC—Enlisted Wives' Club

## **F**

FDU—Full Dress Uniform  
FORSCOM—Forces Command  
FOUO—For Official Use Only  
FSA—Family Separation Allowance  
FRG—Family Readiness Group  
FTX—Field Training Exercise  
FY—Fiscal Year  
FYI—For Your Information

## **G**

GO—General Officer

## **H**

HHC—Headquarters and Headquarters Company  
HOR—Home of Record  
HQ—Headquarters  
HQDA—Headquarters, Department of the Army  
HS—Home Station

## **I**

IG—Inspector General  
INFO—For the Information of  
IO—Information Officer  
IRF—Immediate Reaction Force  
IRR—Individual Ready Reserve

## **J**

JAG—Judge Advocate General  
JUMPS—Joint Uniform Military Pay System

## **K**

KIA—Killed in Action  
KP—Kitchen Patrol

## **L**

LES—Leave and Earnings Statement  
LOD—Line of Duty  
LZ—Landing Zone

## **M**

MACOM—Major Army Command  
MFO—Multinational Forces and Observer  
MI—Military Intelligence  
MIA—Missing in Action  
MOS—Military Occupational Specialty  
MP—Military Police  
MRE—Meals Ready to Eat  
MSO—Morale Support Officer

## **N**

NA—Not Applicable  
NATO—North Atlantic Treaty Organization  
NCO—Noncommissioned Officer  
NCOA—Noncommissioned Officer Association  
NCOER—Noncommissioned Officer Evaluation Report  
NCOIC—Noncommissioned Officer in Charge

## **O**

**O CLUB**—Officers' Club  
**OBC/OAC**—Officer Basic/Advanced Course  
**OCS**—Officer Candidate Schools  
**OD**—Officer of the Day  
**OIC**—Officer in Charge  
**OJT**—On the Job Training  
**ORE**—Operation Readiness Exercise  
**OWC**—Officers Wives' Club

## **P**

**PAC**—Personnel Administration Center  
**PAO**—Public Affairs Officer  
**PCS**—Permanent Change of Station  
**PDQ**—Pretty "Damn" Quick  
**PERSCOM**—Total Army Personnel Command  
**PLDC**—Primary Leadership Development Course  
**PLT**—Platoon/Primary Level Training  
**PLF**—Parachute Landing Fall  
**PM**—Provost Marshal (police chief)  
**PMOS**—Primary Military Occupational Specialty  
**POA**—Power of Attorney  
**POV**—Privately Owned Vehicle  
**PT**—Physical Training  
**PX**—Post Exchange

## **Q**

**QM**—Quartermaster  
**QTRS**—Quarters (living area)

## **R**

**RA**—Regular Army  
**RC**—Reserve Component  
**RD**—Rear Detachment  
**RDC**—Rear Detachment Commander  
**RDF**—Rapid Deployment Force  
**REG**—Regulation  
**REGT**—Regiment  
**RandR**—Rest and Recreation  
**RFO**—Request for Orders  
**RIF**—Reduction in Force  
**ROTC**—Reserve Officer Training Corps

## **S**

SD—Staff Duty  
SDNCO—Staff Duty Noncommissioned Officer  
SDO—Staff Duty Officer  
SGLI—Servicemen’s Group Life Insurance  
SJA—Staff Judge Advocate  
SOCOM—Special Operations Command  
SOP—Standing Operating Procedure  
SQD—Squad (a unit within a platoon)  
SQT—Skills Qualification Test  
SRB—Selective Reenlistment Bonus  
SSN—Social Security Number

## **T**

TDY—Temporary Duty  
TIG—Time in Grade  
TLA—Temporary Living Allowance  
TMP—Transportation Motor Pool  
TRADOC—Training and Doctrine Command

## **U**

USAR—United States Army Reserve  
USMA—United States Military Academy  
USO—United States Organization

## **V**

VA—Department of Veterans’ Affairs  
VAMC—Veterans’ Affairs Medical Center  
VHA—Variable Housing Allowance

## **W**

WO—Warrant Officer  
WOAC—Warrant Officer Advanced Course  
WOC—Warrant Officer Candidate Course  
WOSC—Warrant Officer Senior Course

## **X**

XO—Executive Officer

# Understanding Military Culture

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## U.S. Army Values:

**Loyalty**—Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other soldiers.

**Duty**—Fulfill your obligations.

**Respect**—Treat people as they should be treated.

**Selfless Service**—Put the welfare of the nation, the Army, and your subordinates before your own.

**Honor**—Live up to all the Army values.

**Integrity**—Do what's right, legally and morally.

**Personal Courage**—Face fear, danger, and adversity (physical or moral).

## Military Values:

<http://www.army.mil/ArmyBTKC/gov/values.htm>

<http://www.airforce.com/mission/index.php>

[http://www.navy.mil/navydata/cno/DON\\_Core\\_Values\\_Charter.pdf](http://www.navy.mil/navydata/cno/DON_Core_Values_Charter.pdf)

<http://www.marines.com/page/usmc.jsp?pagelD=/page/Detail-XML-Conversion.jsp?pageName=Core-Values&flashRedirect=true>

## Chains of Command

**For more information see:**

<http://usmilitary.about.com/library/milinfo/blarmychainofcommand.htm>

Army—<http://usmilitary.about.com/od/army/l/blchancommand.htm>

Navy—<http://usmilitary.about.com/gi/navpalib/organization.html>

Air Force—<http://usmilitary.about.com/cs/airforce/a/aforganization.htm>

Marines—<http://usmilitary.about.com/od/marines/a/command.htm>

## **U.S. Military Ranks and Insignias**

For more information see:

<http://www.defenselink.mil/pubs/almanac/people/insignias>

<http://www.military-quotes.com/ranks/army-rank-insignia.htm>

<http://usmilitary.about.com/od/theservices/a/rankchart.htm>

## **U.S. Military Service Ribbons**

For more information see:

<http://www.defenselink.mil/specials/ribbons/>



**OMK Tech Discovery**

**Volunteer Training**  
Module 2: Military Culture

**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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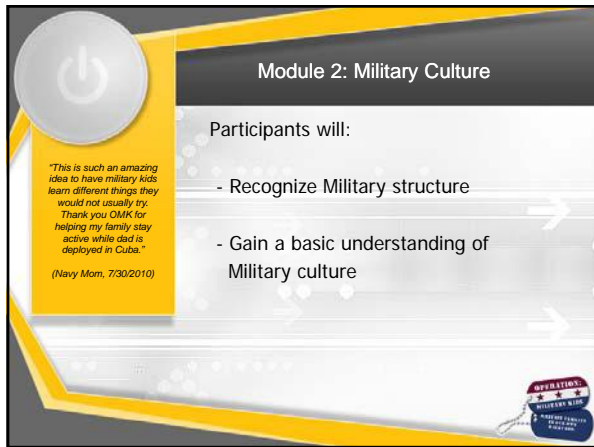
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**Module 2: Military Culture**

Participants will:

- Recognize Military structure
- Gain a basic understanding of Military culture

*"This is such an amazing idea to have military kids learn different things they would not usually try. Thank you OMK for helping my family stay active while dad is deployed in Cuba."  
(Navy Mom, 7/30/2010)*

**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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**A New Reality: Impact of Overseas Contingency Operations**

- Has changed the face of Military service for those in U.S. Reserve Components (National Guard and Reserve)
- Different needs than Active Component Military Families
- Primary occupation is not one of Service Member and Families don't consider themselves "Military Families"
- Geographically dispersed from others in the same circumstances (not necessarily located near a Military installation)

**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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### Understanding Military Structure

**This activity will help you gain a better understanding of Military Structure.**

- How are reserve service members organized?*
  - Reserve Service Members are typically organized by mission and in geographic regions covering multiple states. The Reserves are involved primarily in combat support and combat service support units. These units do jobs like transportation, Military police, civil affairs, engineering, administrative functions, etc.
- How close do reserve members live to their unit?*
  - It is not uncommon for Reserve Service Members to travel a great distance to their unit. Keep in mind that a Service Member might work at a Reserve Center in one state, but reside with his or her family in a different state. Reserve Service Members are activated by the President to perform Federal missions.
- Are there support systems in place for Families of Active Duty Service Members?*
  - Active Duty bases have many supports in place for Military Families and kids. They are all neighbors experiencing the same things and are great support to each other. There are youth centers, schools, hospitals, entertainment, daycare centers, grocery stores, and many other services directly on the base. This is not so in civilian communities where Guard and Reserves live - thus the need for communities to be involved in supporting Guard and Reserve families during the deployment of a family member.

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### What Is Culture?

- Culture (definition):** The knowledge, experience, values, ideas, attitudes, skills, tastes and techniques that are passed on from more experienced members of a community to new members
- Elements include:** outward appearance, ceremony, ethics, health and medicine, myths, gender roles, gestures and behaviors, grooming and presence, ownership, recreation, relationships, rewards and privileges

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### Military Values

Army	Air Force	Navy and Marine Corps
<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Duty</li> <li>• Respect</li> <li>• Selfless Service</li> <li>• Honor</li> <li>• Integrity</li> <li>• Personal Courage</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity First</li> <li>• Service Before Self</li> <li>• Excellence in All We Do</li> </ul>	<ul style="list-style-type: none"> <li>• Honor</li> <li>• Courage</li> <li>• Commitment</li> </ul>




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### Military Acronyms and Terms

- FRG—Family Readiness Group
- ARNG—Army National Guard
- RDC—Rear Detachment Commander
- FAC—Family Assistance Center
- TAG—The Adjutant General
- MOBEX—Mobilization Exercise
- ANG—Air National Guard
- DON—Department of the Navy
- USAR—U.S. Army Reserve
- SUBRON—Submarine Squadron
- INTEL—Intelligence
- JFCOM—Joint Forces Command




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### The Chain of Command

- Structure used by all branches of Military for command and control
- Information disseminated from the lowest to the highest-ranking member and back down
- Integrity of the chain of command is critical when working with the Military
- Work at the highest level allowed within the chain of command




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## Utilizing Protocol

- 1) Learn chain of command for connecting with the Branches of Service and other organizations with which you work, including Operation: Military Kids
- 2) Develop relationships with appropriate points of contact in the respective chains of command
  - a. Name
  - b. Title
  - c. Preferred methods of being contacted
- 3) Follow agreed-upon protocols
- 4) Be professional




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## OMK Module 2: Test Your Knowledge

1. What are the TWO components of the Military structure? (Choose two)
  - Active
  - Reserve
  - Temporary
2. Active Duty bases do not have supports in place for Military Families and youth.
  - True
  - False




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## Module 2 Completed

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OMK Tech Discovery

Volunteer Training  
Module 3: Deployment Experience

OPERATOR'S MILITARY AID  
A BROTHER'S CARE  
Military Aid  
714.422.4444  
www.operators.org

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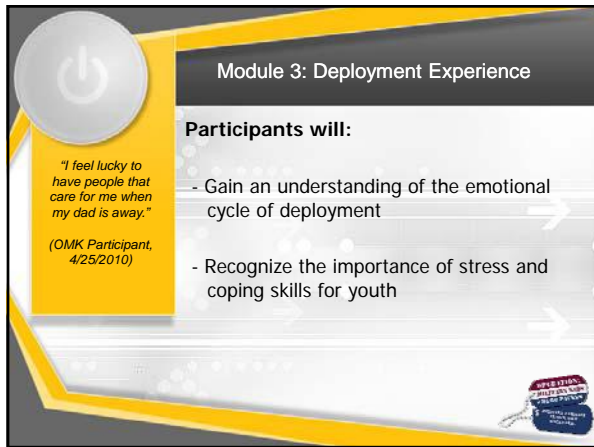
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Module 3: Deployment Experience

Participants will:

*"I feel lucky to have people that care for me when my dad is away."  
(OMK Participant, 4/25/2010)*

- Gain an understanding of the emotional cycle of deployment
- Recognize the importance of stress and coping skills for youth

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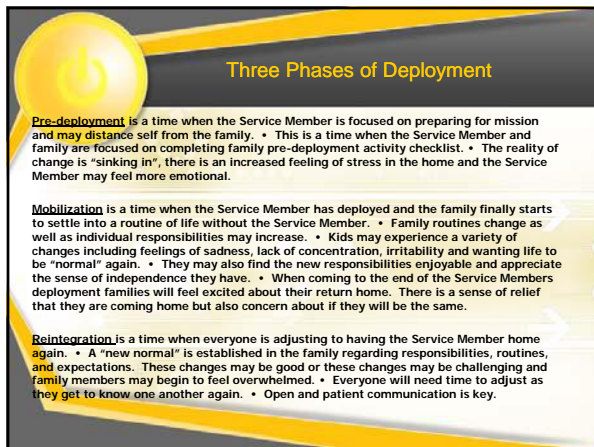
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Three Phases of Deployment

**Pre-deployment** is a time when the Service Member is focused on preparing for mission and may distance self from the family. • This is a time when the Service Member and family are focused on completing family pre-deployment activity checklist. • The reality of change is "sinking in", there is an increased feeling of stress in the home and the Service Member may feel more emotional.

**Mobilization** is a time when the Service Member has deployed and the family finally starts to settle into a routine of life without the Service Member. • Family routines change as well as individual responsibilities may increase. • Kids may experience a variety of changes including feelings of sadness, lack of concentration, irritability and wanting life to be "normal" again. • They may also find the new responsibilities enjoyable and appreciate the sense of independence they have. • When coming to the end of the Service Members deployment families will feel excited about their return home. There is a sense of relief that they are coming home but also concern about if they will be the same.

**Reintegration** is a time when everyone is adjusting to having the Service Member home again. • A "new normal" is established in the family regarding responsibilities, routines, and expectations. These changes may be good or these changes may be challenging and family members may begin to feel overwhelmed. • Everyone will need time to adjust as they get to know one another again. • Open and patient communication is key.

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### The Emotional Cycle of Deployment

- Each stage characterized by specific emotional challenges
- Failure to negotiate can lead to significant strife




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### The Emotional Cycle of Deployment

**Seven distinct stages:**

- Stage One: Anticipation of Departure
- Stage Two: Detachment & Withdrawal
- Stage Three: Emotional Disorganization
- Stage Four: Recovery & Stabilization
- Stage Five: Anticipation of Return
- Stage Six: Return Adjustment & Renegotiation
- Stage Seven: Reintegration & Stabilization




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### Stage One: Anticipation of Departure

- Denial and anticipation of loss
- Focus on completing Family Pre-deployment activity checklist
- Reality of change ahead is "sinking in"
- Increased feeling of stress in the home
- Members may feel more emotional
- In case of multiple deployments, new cycle may begin before family has had time to renegotiate shared vision from last deployment




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### Stage Two: Detachment & Withdrawal

- Service Member is focused on preparing for mission and may distance self from Family
- Anger, arguments may occur as Family prepares to protect themselves from "hurt" of separation
- Communication may be difficult
- In preparation for loss, Family may begin to act like Service Member is already gone
- Multiple deployments can result in need to repeatedly create distance, to feel "numb" and avoid emotional connection




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### Stage Three: Emotional Disorganization

- Life without Service Member may initially feel overwhelming
- Routines change, responsibilities added
- Youth may . . .
  - Feel numb and not interested in doing much
  - Experience difficulty sleeping
  - Have a hard time concentrating – particularly at school
  - Be more irritable than usual
  - Wish things would go back to "normal"




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### Understanding Separation Anxiety

**Youth (13 to 18 years) may:**

- Be irritable, rebellious, fight or participate in other attention-getting behavior
- Be at greater risk for promiscuity, alcohol and drug use
- Have difficulty adapting to the stress of deployment




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### Stage Four: Recovery & Stabilization

- Family finally starts to settle into routine of life without Service Member
- Coping with changes can be positive for youth:
  - May enjoy newfound responsibilities
  - Sense of independence
  - Relief that Family is functioning well
- Coping with changes can be challenging for youth:
  - Difficult time accepting changes
  - Stressed, depressed and having difficulty getting things done
  - Feel unsupported and worried about how they will make it through
- Usually there is a mixture of both responses




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### Stage Five: Anticipation of Return

- Homecoming is near!
- Family is happy, excited and feeling a boost of energy
- Apprehensive about trying to make everything "perfect" for return; completing "to-do" lists
- Sense of relief that Service Member will be home, combined with worries about whether or not they will be the same
- If Service Member came home on leave at some point during deployment, that experience may be what Family members expect




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### Stage Six: Return Adjustment & Renegotiation

- During time of separation Service Member and all Family members have changed
- Changes may hold pleasant surprises or may cause conflict
- Family members may feel overwhelmed by Service Member's attempts to get to know everyone again
- Everyone needs space and time to readjust
- Entire Family must begin to renegotiate how the household will look now that everyone is together again
- Open communication is key




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### Stage Seven: Reintegration & Stabilization

- Family continues to adjust to having Service Member home
- Patient communication, going slow and taking time with each other are critical
- A "new normal" is established regarding routines and expectations
- Members may begin to feel secure, relaxed and comfortable with one another again
- If readjustment challenges resurface, support is important. . . . It's okay to ask for help!




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### Impact of Stress and Change on Reserve Component Families

- Civilian lifestyle for the most part until deployment
- Change can impact the entire Family physically, emotionally, mentally, socially, financially and spiritually
- Fear of harm to deployed Family member in war or natural disasters
- Constant media coverage of dangerous events
- Extended separation from Service Member
- Reintegration
- Transition and relocation




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### General Patterns of Coping for Youth

- Denial
- Regression
- Withdrawal
- Altruism
- Impulsive acting out
- Humor
- Suppression
- Anticipation/hyper-vigilance
- Sublimation




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### Before Adults Can Help

Effective helpers need a combination of:

- Knowledge about the constellation of stressors and coping strategies of the youth
- Appreciation of the youth's point of view and their reasons for unconscious choices of coping modes
- Skills in working effectively with youth; communicating easily and warmly, gaining trust, and helping them talk openly and completely
- Self-awareness of own biases and belief systems in regards to each kind of stressor and coping strategy

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### General Coping Strategies

**Create a safe environment**

- Provide reassurance and support
- Be honest about what has happened
- Explain what government officials are doing (*state, federal, police, firefighters, hospital, etc.*)
- Manage your own anxiety
- Help put the event in perspective

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### Universal Prevention Strategies

- Focus on youth and maintain a supportive learning environment
- Reinforce safety and security
- Provide healthy and clear expectations, boundaries and consequences
- Listen, acknowledge, validate and provide opportunities for healthy expression of feelings
- Maintain objectivity
- Be sensitive to language and cultural needs
- Be patient and, if possible, temporarily reduce youth's student workload
- Reinforce healthy anger management and grief/loss responses
- Encourage volunteerism

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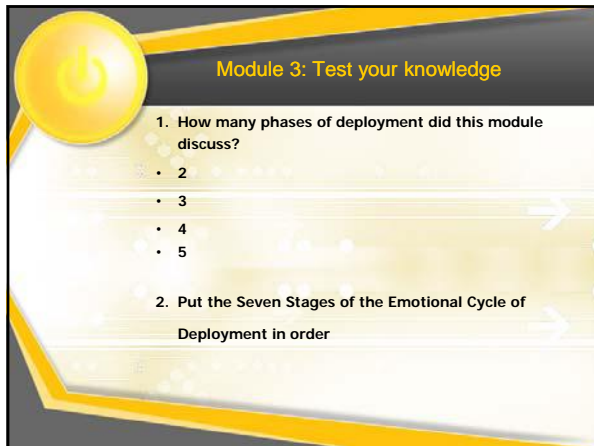
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**Module 3: Test your knowledge**

1. How many phases of deployment did this module discuss?
  - 2
  - 3
  - 4
  - 5
2. Put the Seven Stages of the Emotional Cycle of Deployment in order

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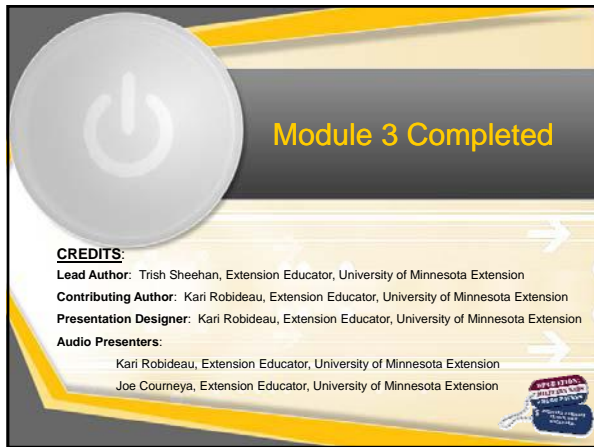
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**Module 3 Completed**

**CREDITS:**  
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# OMK Tech Discovery

## Volunteer Training

### Module 4: Understanding Youth




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## Module 4: Understanding Youth

*"Children, after all, are not just adults-in-the-making. They are people whose current needs and rights and experiences must be taken seriously."*  
- Alfie Kohn

**Participants will:**

- Increase understanding of the youth we work with and consider how we can be most helpful to them during this developmental period
- Name and define the four essential elements
- Identify the five life skills that are targeted through the curriculum activities




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## Developmental Stages of Youth

**Review the Characteristics of:**

- 12 to 14-year-olds
- 15 to 18-year-olds




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Developmental Stages of Youth: Ages 12-14

**Physical Characteristics**


**Social Characteristics**

**Emotional Characteristics**

**Introduction**

This activity will help you develop a better understanding of the youth, ages 12-14, who you work with and how you can be most helpful to them during this period of growth and development.

Click the tabs on the left to learn more about the developmental characteristics of 12 to 14 year-olds.



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Developmental Stages of Youth: Ages 15-18

**Physical Characteristics**


**Social Characteristics**

**Emotional Characteristics**

**Introduction**

Let's consider the key developmental milestones for older youth, ages 15-18.

Click the tabs on the left to learn more.



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**Essential Elements of Youth Development**

<p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>Positive relationship with caring adult</li> <li>An inclusive environment</li> <li>A safe environment</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>Opportunity to see oneself as an active participant in the future</li> <li>Opportunity for self-determination</li> </ul>
<p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>Engagement in learning</li> <li>Opportunity for mastery</li> </ul>	<p><b>Generosity</b></p> <ul style="list-style-type: none"> <li>Opportunity to value and practice service for others</li> </ul>

Source: National 4-H - Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture




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## Targeting Life Skills

**Focus on the Following Life Skills:**

- 1) Communication
- 2) Teamwork
- 3) Self-responsibility
- 4) Decision Making
- 5) Problem Solving

**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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## Module 4: Test your knowledge

1. This session increased my understanding of the following developmental characteristics of youth:
  - Physical Development
  - Emotional Development
  - Social Development
  - Intellectual Development
2. Select the FOUR Essential Elements of Positive Youth Development: (Click all that apply)
  - Belonging
  - Mastery
  - Independence
  - Generosity
  - Curiosity
3. Select the FIVE Life Skills that are focused on in the "OMK Tech Discovery" curriculum:
  - Communication
  - Teamwork
  - Self Responsibility
  - Decision Making
  - Problem Solving
  - Healthy Lifestyle Choices

**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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## Module 4 Completed

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**OPERATION: MILITARY KIDS**  
MILITARY FAMILIES IN OUR OWN BACKYARD.

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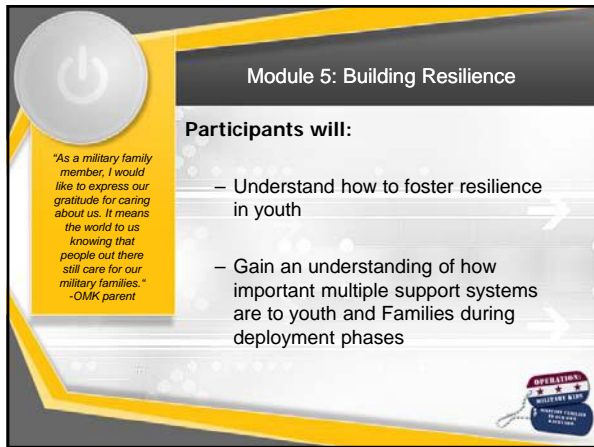
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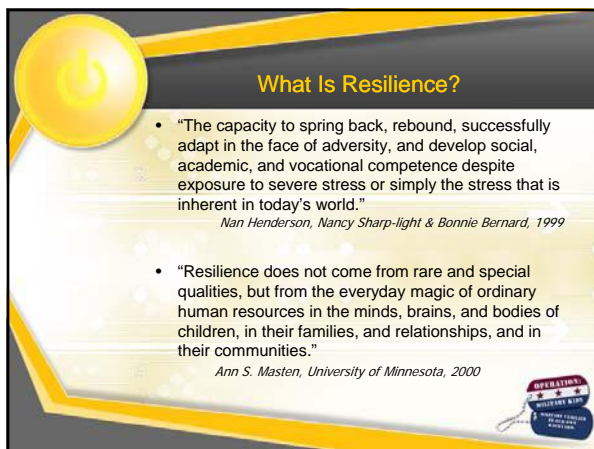
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## Profile of a Resilient Individual

**Emotional:**

- Develop sense of humor
- Cultivate and nurture positive emotions
- Set goals and find ways to live a hopeful, happier and healthier life
- Take control of your emotions and impulses before they take control of you

**Social:**


- Develop and maintain trusted, valued relationships and friendships
- Learn empathy and pay attention to others' emotions
- Feel accepted and valued by others
- Practice good communication skills leading to comfortable exchanges of ideas

**Family:**

- Discover how a supportive family unit better prepares you to face all challenges
- Understand how different communication styles help resolve conflict
- Feel secure in a family relationship, which leads to a stronger foundation
- Develop skills for more open expression and better family communication
- Develop stronger family relationships built on respect, compassion and alliance

**Spiritual:**

- Strengthen a set of beliefs, principles or values to sustain yourself beyond family
- Develop an attitude of gratitude
- Value being part of something larger than yourself
- Develop a sense of purpose, meaning and the strength to persevere and prevail when faced with challenges




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## Ecological Model



Boels, S.C. (2005). The ecology of youth development: Risk and resilience. *Contemporary and emerging topics in the study of human behavior: Research on the development of human behavior*. (Eds. S. C. Boels, S. C. Boels, & S. C. Boels, Eds.), 1-15. doi:10.1007/s11267-005-9000-0




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## Module 5: Test your knowledge

1. What are the resilience factors we discussed in this module?
  - Family
  - Social
  - Emotional
  - Spiritual
  - All of the above
2. True or False: The Ecological Model shows how the world around the youth relates to how important support systems are around the youth and family during the deployment phases in order to build resilience AND develop life skills.




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**Module 5 Completed**

**CREDITS:**

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**OMK Tech Discovery**

**Volunteer Training**  
Module 6: Curriculum Orientation

OPERATION: MILITARY KIDS  
MILITARY FAMILIES & OUR OWN BACKYARD

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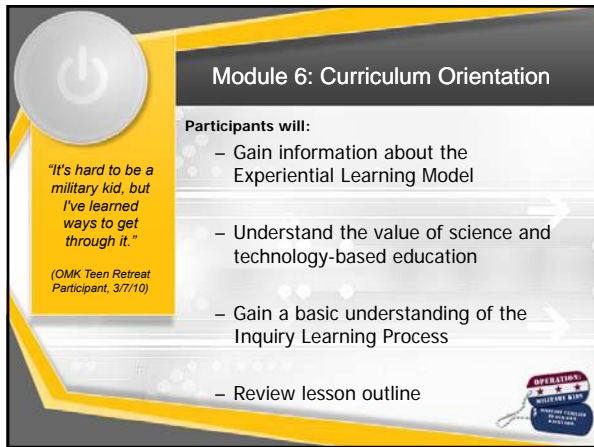
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**Module 6: Curriculum Orientation**

*"It's hard to be a military kid, but I've learned ways to get through it."*  
(OMK Teen Retreat Participant, 3/7/10)

**Participants will:**

- Gain information about the Experiential Learning Model
- Understand the value of science and technology-based education
- Gain a basic understanding of the Inquiry Learning Process
- Review lesson outline

OPERATION: MILITARY KIDS  
MILITARY FAMILIES & OUR OWN BACKYARD

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**Why Technology?**

- Increase opportunities to communicate with the deployed Service Member
- Explore current and new technologies
- Prepare youth for future employment and educational opportunities

OPERATION: MILITARY KIDS  
MILITARY FAMILIES & OUR OWN BACKYARD

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**Experiential Learning Model**

**Introduction**

The 4-H Program's foundational learning theory is the Experiential Learning Model. Young people's involvement and participation in activities is key to shaping the experience.

To help you think of ways this information can be used in your work with 4-H project groups, this interactive experiential learning model will walk you through a sample "Through the Lens of a Camera" Experiential Learning sequence.

**Apply**  
what was learned to a similar or different situation practice

**Generate**  
to con-  
exper-  
real

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**Inquiry Learning Process**

The inquiry process is driven by one's own curiosity, wonder, interest or passion to understand an observation or to solve a problem.

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**Inquiry Learning Process**

*"The greatest discoveries in the world began with the question: 'I wonder why...'"*  
- Albert Einstein

- **Observing:** watching carefully, taking notes, comparing and contrasting
- **Questioning:** asking questions about observations, asking questions that can lead to investigations
- **Hypothesizing:** providing explanations consistent with available observations

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**Inquiry Learning Process**

- **Predicting:** suggesting an event in the future based on observations
- **Investigating:** planning, conducting, measuring, gathering data, controlling variables
- **Interpreting:** synthesizing, drawing conclusions, seeing patterns
- **Communicating:** informing others in a variety of means: oral, written, representational



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**Lesson Overview**



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**Lesson Overview**

- **Lesson Time**
- **Skill Level**
- **Number of Youth**
- **Deployment Segment**



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**Lesson Overview**

- Life Skill Objectives
- Resilience Skill Objectives
- Science and Technology Objectives
- Activity Overview
- Shout Out to Youth!
- Prerequisites

OPERATION  
MILITARY SLIP  
PROVIDE GUIDANCE  
TO OUR YOUTH

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**Lesson Overview**

**Breakdown of Activities:**

Icebreaker	Name	(__Minutes)
Activity 1:	Name	(__Minutes)
Activity 2:	Name	(__Minutes)
Activity 3:	Name	(__Minutes)
Closing & Cleanup		(10 Minutes)

**Budget Range for Activity: \$/person**

**Space Needed**

OPERATION  
MILITARY SLIP  
PROVIDE GUIDANCE  
TO OUR YOUTH

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**Lesson Overview**

**Before the Event**

**Get Ready:**

- Tasks for Lead Volunteer
  - Do Volunteer Training with the additional OMK Tech Discovery training
  - Review the activity, all materials and handouts

OPERATION  
MILITARY SLIP  
PROVIDE GUIDANCE  
TO OUR YOUTH

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**Lesson Overview**

**Do Ahead:**

- In coordination with the Military Point of Contact:
  - Schedule use of OMK Tech Discovery Tool Kit
  - Schedule use of OMK Tool Kit
  - Schedule Uniformed Service Member and at least 1 volunteer per 6 youth to participate in the activity
  - Schedule a Military Family Life Consultant (MFLC)
  - Schedule use of Mobile Technology Lab and Internet access, if needed
  - Borrow or buy supplies
  - Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery)




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**Lesson Overview**

**Copy:**

- Attendance sheet (OMK Tech Discovery Tool Kit)
- Parent letter (1 per youth = 12 copies)

**Get From OMK Tool Kit:**

- Review your list!

**Get From OMK Tech Discovery Tool Kit:**

- Laminated Life/Resilience Skill signs to post around the room (Communication, Self-responsibility, Teamwork, Decision Making, Problem Solving and Resilience objectives for that lesson)




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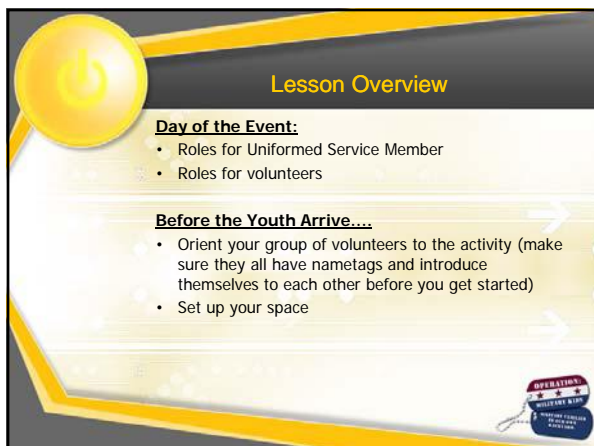
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**Lesson Overview**

**Day of the Event:**

- Roles for Uniformed Service Member
- Roles for volunteers

**Before the Youth Arrive....**

- Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started)
- Set up your space




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**Lesson Overview**

- Do Each Activity
- Closing & Cleanup
- Extend the Activity
- Post Event



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**Module 6: Test your knowledge**

1. True or False: The Experiential Learning process has five steps including Experience, Share, Process, Generalize and Apply.
2. True or False: It is not important to review the lesson plan in preparation for the event you will be working with.
3. Which of the following are two of the seven skills in the inquiry learning process?
  - Hypothesizing
  - Doing
  - Predicting
  - Learning



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**Thank You!**

**Thank you for volunteering to support the youth of our deployed Service Members!**



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**Module 6 Completed**

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**Presentation Designer:** Kari Robideau, Extension Educator, University of Minnesota Extension  
**Audio Presenters:**  
Trish Sheehan, Extension Educator, University of Minnesota Extension  
Brian McNeal, Extension Educator, University of Minnesota Extension



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## Web-based Volunteer Training Quiz Questions & Answers

### Module 1: Welcome, Overview and Background

1. The "OMK Tech Discovery" Curriculum is the \_\_\_\_ curriculum developed to support youth from all Branches of Service during the deployment of their Service Member.
  - 1<sup>st</sup>
  - 2<sup>nd</sup>
  - 3<sup>rd</sup>
  - 4<sup>th</sup>

*Answer: The "OMK Tech Discovery" Curriculum is the 3rd curriculum developed to help young people and families through their experience with deployment.*

2. According to the "Volunteer Position Description", specific responsibilities for volunteers include: (Select all that apply)
  - Coordinate event details with event POC
  - Review and become familiar with selected lesson objectives/plan for event (Practice!)
  - Assure safety for all participants and staff
  - Obtain necessary supplies

*Answer: The "Volunteer Position Description" includes ALL of these in the outline of the Specific Responsibilities!*

3. "OMK Tech Discovery" is a 20-lesson curriculum that teaches technology skills. What age group is it intended for?
  - Preschool – Kindergarten
  - 1<sup>st</sup> – 4<sup>th</sup> Grade
  - 5<sup>th</sup> – 12<sup>th</sup> Grade
  - College-age

*Answer: Activities in this curriculum are developed for a 5th - 12th Grade audience*

### Module 2: Military Culture

1. What are the TWO components of the Military structure? (Choose two)
  - Active
  - Reserve
  - Temporary

*Answer: Active and Reserve*

2. Active Duty bases do not have supports in place for Military Families and youth.
  - True
  - False

*Answer: False*



### **Module 3: Deployment Experience**

1. How many phases of deployment did this module discuss?

- 2
- 3
- 4
- 5

*Answer: 3*

2. Put the Seven Stages of the Emotional Cycle of Deployment in order (drag and drop exercise)

- Stage One: Anticipation of Departure
- Stage Two: Detachment & Withdrawal
- Stage Three: Emotional Disorganization
- Stage Four: Recovery & Stabilization
- Stage Five: Anticipation of Return
- Stage Six: Return Adjustment & Renegotiation
- Stage Seven: Reintegration & Stabilization

### **Module 4: Understanding Youth**

1. This session increased my understanding of the following developmental characteristics of youth:

- Physical Development
- Emotional Development
- Social Development
- Intellectual Development

*Answer: For successful program delivery, insure that all volunteers have a high comfort level of understanding the characteristics of the young people they are working with.*

2. Select the FOUR Essential Elements of Positive Youth Development: (Click all that apply)

- Belonging
- Mastery
- Independence
- Generosity
- Curiosity

*Answer: The FOUR Essential Elements of Positive Youth Development are: Belonging, Mastery, Independence and Generosity!*

3. Select the FIVE Life Skills that are focused on in the "OMK Tech Discovery" curriculum:

- Communication
- Teamwork
- Self Responsibility
- Decision Making
- Problem Solving
- Healthy Lifestyle Choices

*Answer: Although "Healthy Life Style Choices" IS a Life Skill, this curriculum focuses on: Communication, Teamwork, Self Responsibility, Decision Making, Problem Solving*



## **Module 5: Building Resilience**

1. What are the resilience factors we discussed in this module?

- Family
- Social
- Emotional
- Spiritual
- All of the above

*Answer: All of the above*

2. True or False: The Ecological Model shows how the world around the youth relates to how important support systems are around the youth and family during the deployment phases in order to build resilience AND develop life skills.

*Answer: True*

## **Module 6: Curriculum Orientation**

1. True or False: The Experiential Learning process has five steps including Experience, Share, Process, Generalize and Apply.

*Answer: True*

2. True or False: It is not important to review the lesson plan in preparation for the event you will be working with.

*Answer: False*

3. Which of the following are two of the seven skills in the inquiry learning process?

- Hypothesizing
- Doing
- Predicting
- Learning

*Answer: Hypothesizing and Predicting are two of the skills described in the inquiry learning process.*

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

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