

Avatar Adventure

Time Needed: 4 hours

Skill Level: Intermediate

Number of Youth: 12

Deployment Segment: Reintegration: Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Develop positive communication skills to express how you feel during the reintegration process
- **Self-responsibility:** Take responsibility for emotions and illustrate emotions in a positive, productive way that lets others know what you are experiencing
- **Decision Making:** Make positive choices on how to show personal changes that have happened during the Service Member's deployment

Resilience Skill Objectives:

- **Emotional:** Take control of your emotions/impulses before they take control of you
- **Social:** Practice good communication skills leading to a comfortable exchanges of ideas, views and experiences; use these skills to build better relationships
- **Family:** Explore how trust and communication enhance Family relationships



Science and Technology Objectives:

- Understand how to use technology to create an avatar and animate a personal story
- Apply technology to express yourself in open, fun and creative ways

Activity Overview:

Participants will design avatars that represent how they view themselves and their Service Members. After they have created their avatars using an iPad 2 application, they will animate them to act out their feelings about reintegration.

Shout Out to Youth!

Design and animate avatars using iPad 2 apps to tell your story!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Famous Avatars	(20 Minutes)
Activity 1:	You and Me	(40 Minutes)
Activity 2:	Creating Face	(60 Minutes)
Activity 3:	Acting Avatars	(90 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$1/youth

Space Needed:

Large room with tables and chairs (youth will be working in pairs and extra space will make the recording quality better when they narrate their animations). Wireless Internet access is required.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional OMK Tech Discovery training (found at: <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Review the activity, all materials and handouts

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of 2 OMK Tech Discovery Tool Kits.
2. Schedule use of Mobile Technology Lab.
3. Schedule Internet access.
4. Schedule Uniformed Service Member and at least 1 volunteer per 6 youth to participate in the activity.
5. Schedule a Military Family Life Consultant (MFLC).
6. Recruit a Tech volunteer (for device and Internet support).
7. Borrow or buy supplies.
8. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).

Copy:

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

Get from OMK Tech Discovery Tool Kits:

- Laminated Life/Resilience Skills signs to post around the room (Communication, Self-responsibility, Decision Making, Emotional, Social and Family objectives)
- Sign-in sheet
- Nametags
- 6 iPad 2 devices, which have the following apps downloaded:
 - FYM Avatar
 - Animation Creator HD Lite
- Writing utensils
- Transparent tape
- Blank white paper

Get from Mobile Technology Lab:

- Wireless router with Internet connection

Buy or Borrow Supplies

Icebreaker: Famous Avatars

- Nametags for all youth, volunteers, and anyone else who will be present (OMK Tech Discovery Tool Kit)
- Table for sign-in sheet
- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)
- 12 index cards (3x5 size) with the name of a different cartoon character printed on each of them (see suggestions in the Icebreaker instructions)
- Transparent tape (OMK Tech Discovery Tool Kit)

Activity 1: You and Me

- Blank white paper (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)
- Drawing utensils

Activity 2: Creating Face

- 6 iPad 2 devices with the following app (OMK Tech Discovery Tool Kit):
 - FYM Avatar (double-check to make sure it is already downloaded)
- Wireless router with Internet connection (Mobile Technology Lab)

Activity 3: Acting Avatars

- 6 iPad 2 devices with the following apps (OMK Tech Discovery Tool Kit):
 - FYM Avatar (double-check to make sure it is already downloaded)
 - Animation Creator HD Lite (double-check to make sure it is already downloaded)
- Wireless router with Internet connection (Mobile Technology Lab)

Day of the Event

Roles for Uniformed Service Member:

- Help youth identify and form a positive connection with another Service Member
- Encourage youth to ask questions about the Deployment Cycle
- Talk about how you or others communicate and make decisions in your work
- Share your personal experiences about how your Family shares stories and emotions after you have returned from deployment

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth
- Provide positive support for youth throughout the activities
- Assist youth in setting positive goals
- Model good communication and self-responsibility strategies
- Assist with setup and cleanup

Before the Youth Arrive....

1. Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started).
2. Have Tech volunteer ensure Internet access and make sure the FYM Avatar and Animation Creator HD Lite apps are downloaded.
3. **Activity Orientation for All Volunteers:**
 - Review each activity
 - Cue volunteers where to look for the Life/Resilience Skill questions in the directions; remind them of the importance of asking these questions during the activity and how these questions will help youth manage deployment issues and adjustments
 - Have volunteers help set up for the event

Set up Your Space:

Space: Large room with tables and chairs (youth will be working in pairs and extra space will make the recording quality better when they narrate their animations). Wireless Internet access is required.

1. Post **Life Skill/Resilience signs** around the room.
2. Set up a greeting table with a sign-in sheet.

WHAT TO DO

Avatar Adventure

As the Youth Arrive....

1. Have youth and accompanying adult fill out the sign-in sheet and have participant(s) put on a nametag.
2. Don't forget to introduce yourself and your team of volunteers, the Uniformed Service Member and others that might be in the room, along with their roles.

Icebreaker:**Famous Avatars (20 Minutes)**

“Welcome! Today we’re going to express ourselves through electronic art and animation. Some of the most influential characters in the world are cartoon characters. We’re going to start with a getting-to-know-you game that will challenge you to figure out which famous avatar you’ve become!”

1. Place a 3x5 card with the name of a different cartoon character on each youth’s back. Instruct youth not to look at their own card.
 - List of male and female cartoon character suggestions: Superman, Spider-Man, Catwoman, Yogi Bear, TinkerBell, Alvin (the Chipmunk), Donald Duck, Lisa Simpson, Scooby-Doo, SpongeBob SquarePants, Popeye, Bugs Bunny, Ariel (the Little Mermaid), Teenage Mutant Ninja Turtle, Shrek, Powerpuff Girl, Garfield the cat, Batman, Eeyore, Lucy (from Charlie Brown), Cinderella, Cruella de Ville, Nemo, Minnie Mouse, Naruto
2. Tell youth that their challenge is to figure out which cartoon character, or famous avatar, they have on their back. The only method they can use to complete this challenge is by asking each of the other youth 1 yes or no question. Before asking a question of another youth they should introduce themselves by sharing their name and the town where they live.
3. Allow the youth 10 minutes to ask the questions and figure out which cartoon character they are, then bring all youth back to the large group.
4. Each youth will then have the opportunity to tell the whole group which cartoon character they think was placed on their back. Youth get imaginary bonus points if they reveal their answer by mimicking that character’s voice or gestures.

Debriefing Questions:

- What was the most challenging thing about this activity?
- How was communication important in figuring out your cartoon character?
- In what ways can you better communicate with your Service Member after they return from deployment?
- How did it feel to be seen as someone else?
- After your Service Member returns from deployment, how might they see you as a “new character?”

Activity 1:**You and Me (40 Minutes)**

“How we see ourselves is a matter of perspective. You may view yourself as quiet, but your friends may see you as talkative; you may feel average, but others may see you as smart.”

1. Instruct youth to take sheets of paper and draw characters that exhibit all of the traits they see in themselves. Ask youth: *“Are you good at sports? Do you like music? Play video games? Work? Identify those things in your drawing. Maybe you’ll show iPod headphones, a sports jersey or a video game. To get started you may want to make a list of things about yourself so you can incorporate them into your sketch.”*
2. Draw pictures, having volunteers walk the room to prompt shy youth.
3. Once everyone is done, move to the next activity.

4. *“Think back to 1 year ago. Where were you and what were you doing? You were in the previous grade, you were a year younger, and in many ways you were a different person. Take another sheet of paper and sketch how you remember yourself 1 year ago today. Draw things that represent your activities then (maybe it was sports, band, gymnastics or video games). Include things that represent you from last year, maybe your school mascot on your shirt or the name of the town you lived in. Think of all the things that were important to you at that time and make them a part of your drawing.”*
5. Draw your picture.
6. Once everyone is done, move to the next portion of the activity.
7. *“For your final drawing, we’d like you to think of your Service Member. Draw them with all the characteristics you see in them: bravery, honor, Mom or Dad, maybe in uniform. Sketch your picture so they can understand how you see them.”*
8. *“Look at your 3 pictures; lay them out on the table in front of you while we discuss the following questions:*
 - *What is the first thing you notice?*
 - *Do your sketches represent you and your Service Member? How?*
 - *Now that you look at them, do you need to add or subtract something?*
 - *Was it challenging to identify your own characteristics as compared to your Service Member’s?*
 - *Do you think your Service Member has changed as much as you have over the past year? Why or why not?*
 - *What 3 words can you list that describe how you have changed in the past year?”*

Activity 2:**Creating Face (60 Minutes)**

“We just discussed ways you’ve changed in the past year and how you see your Service Member now that they’ve returned from deployment. In this activity you’ll use your character sketches in an iPad 2 application.”

1. Youth will use the characters they developed of themselves and their Service Member in Activity 1 to design 3 comic avatars using the FYM Avatar application (make sure it is downloaded on the iPad 2 devices prior to youth’s arrival).
2. Have youth break into pairs and hand out an iPad 2 to each pair.
3. Discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask youth for examples of what NOT to do:
 - Handle with care
 - Use 2 hands at all times
 - Keep it clean
 - If you break it, you buy it (\$500.00)
4. Have youth open the FYM Avatar application.
5. Give youth 10 minutes to familiarize them with the application; encourage them to give each partner in the team equal time on the device.
6. Youth should explore which application tools will change skin, modify facial features and alter clothing and accessories.
7. Youth should then create 3 avatars – 1 for each sketch they drew in Activity 1 (self 1 year ago, self now and their Service Member). Remind them to save their creations.

8. Allow youth at least 30 minutes per pair to create the avatars; have volunteers check in to make sure both youth in a pair are getting time with the iPad 2.
9. Encourage youth to think of creative ways of symbolizing their activities and feelings within the avatars. For example, if a youth really enjoys music, they may include a guitar in their avatar. If a young person is feeling very angry with their Service Member after they have returned from deployment, they could design an avatar with a frowning face.
10. Encourage youth to aid their teammates in coming up with symbols.
11. After creating the 3 avatars, youth need to save each into the photo gallery of the iPad 2.
12. Ask youth:
 - *“How do the avatars you created represent you and your Service Member?”*
 - *What symbols did you use to characterize your avatars?*
 - *How did you utilize decision-making skills to select symbols and accessories to represent you as part of your avatar?*
 - *If your Service Member were to create avatars of you, how would they be similar or different from the ones you created?*
 - *What messages are important for your Service Member to understand about you after viewing your avatars?*

Activity 3:

Acting Avatars (90 Minutes)

“What is an avatar? What good is it? What is it for? Some people use avatars as false fronts. Some use them as online personalities. Others may use their avatar as an opportunity to come out of their shell and say all the things they keep to themselves in the real world. Other people may become a completely different person through their avatar. What will you do with your avatar?”

“We challenge you to use your avatar to tell the truth, to express how you really feel inside. This may be your opportunity to say some things you’ve been keeping to yourself and have been unable to share with others. What story will you tell with your new avatars?”

“You have created 3 new avatars and the time has come to put them to work. We’re challenging you to tell your story using an animation creator application.”

1. Youth will use the 3 avatars they developed (past self, current self and their Service Member) in Activity 2. They will use them to design an animated story about their relationship with their Service Member. The story will include audio voiceover via an animation creator iPad 2 application (make sure Animation Creator HD Lite free application is downloaded in advance of youth’s arrival).
2. Ask youth to think for a few minutes about how they would communicate their story and their feelings during the events listed below. Youth will use their animated avatars to act out the events, their reactions and emotions during one of the following:
 - Military Homecoming Ceremony
 - The day you got to spend several hours with your recently returned Service Member

Or, youth will use their avatars to express what they would do with their Service Member if:

- You could tell them anything about yourself
 - You could show them what new things you have learned
 - You could show them how you have become responsible
 - You had a whole day to spend with them
 - You could go anywhere you want with them
 - You could spend the day with them just playing or hanging out together
 - You could eat anywhere with them
 - You could see anything with them
3. Youth should open the Animation Creator HD Lite application.
 4. Youth should import the avatars they saved earlier in the photo gallery.
 5. Give youth 10 minutes to familiarize themselves with the animation application. Youth should explore which application tools will add background, start and stop animation, add or delete frames, insert text, navigate and manage frames, record audio components and other creation drawing tools.
 6. Provide youth teams with 30 minutes to create their own animations with the purpose of sharing themselves and their feelings of pride, insecurity, accomplishment and responsibility with their Family members. Ask volunteers to check in and make sure both youth on each team are getting time on the iPad 2 device.
 7. Provide youth with 30 minutes to use the “record audio” function of the application to narrate their animation with the purpose of telling their story in their own voice.
 8. As the final step, have youth send their avatars and animations to their email account.

Talk It Over:

(20 Minutes)

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- What consequences might occur if a person is always hiding behind an avatar?
- Is it easier or more difficult to share your feelings via animation? Why?
- What story did you communicate in your animation?
- Did that story surprise you?

Process

- How did you develop decision-making skills in this activity?
- Did your avatar illustrate your emotions in a positive or negative way?
- Who is responsible for communicating about the changes and challenges you experience during reintegration?

Generalize

- How can communicating your feelings with Family members before, during and after deployment help build Family trust?
- How can you communicate to your Service Member and Family about the changes you've gone through during deployment?
- Can the use of technology help bring out emotions and feelings? Why or why not?

Apply

- Besides showing your Service Member this animation, what are some ways you can communicate important stories to them now that they have returned from deployment?
- Has avatar and animation creation changed your view of expressive arts? If so, how?
- What might be some other real-life ways or reasons to use animation creation applications at home, school or work?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:

Communication, Self-responsibility, Decision Making, Emotional, Social and Family.

As you point to each sign, ask:

- How have our activities today helped you develop your _____ (skills)?
- Why do you think these skills are important?

Closing & Cleanup:

(10 Minutes)

"Today each of you has been very creative in expressing your feelings and stories through electronic art and animation. You should be proud of your hard work and honesty. I hope that you'll feel comfortable enough to share your animations with your Service Member, and that you'll work to better communicate in your Family. Please be sure to give your parent the Parent Letter we're handing out and to clean up your space."

Extend the Activity:

- Hold a viewing on the "big screen" to share the animation created with their Service Member, then provide opportunities for youth and Service Member to discuss their reactions and responses
- Create another animation voiceover to share positive strategies with a younger Operation Military Kid who might be struggling to cope with their Service Member's deployment
- Work with Service Member to identify other methods for communicating youth's story about how they have changed while their Service Member was deployed
- Explore Story Maker HD

Post Event

Lead Volunteer:

- Check to make sure that the space is clean and returned to the arrangement it was in prior to your arrival

- Inventory and put all equipment and supplies back into their respective kits and pack them up to return as directed; make sure all iPad 2 devices, connector kits, cords and power chargers are returned to the OMK Tech Discovery Tool Kit
- Fill out report:
 - Names of all volunteers
 - Number and names of youth (attach sign-in sheet)
 - Quotes from youth about activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)
 - Indicate if there are videos, photos or other content that needs to be forwarded to youth/Family; make it clear which items go to each youth/Family

Activity Developed for OMK Tech Discovery by:

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Avatar Adventure

Dear Family,

What is an avatar? In this instance an avatar is a movable three-dimensional image used to represent somebody in cyberspace. Today we put our creativity to work making avatars on an iPad 2 application called FYM Avatar. The avatars represent our past, our present and our Service Member. We learned how youth could use avatars to positively communicate with their Family and Service Member about how they've changed during the Deployment Cycle.



Once we built our avatars we were able to animate them using another iPad application, Animation Creator HD Lite. Working with this app we were able to develop an animated story. Ask your youth about the avatars they made and the story they wrote. The story expresses their feelings about the Military reintegration process and having their Service Member return to the Family.

Your youth has worked diligently on this project and we have tried our best to get it to you through email. We encourage you to take some time to watch the animation your youth has created, and then use the conversation starters below to have an in-depth conversation with your youth. Don't be afraid to tell your youth how reintegration has affected you, too. It will help build your relationship.

Thank you for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- If you could be any cartoon character in the world, what would you be?
- When is a time you felt like someone totally different?
- In your opinion, what kind of art is most expressive?
- How are animations created and characters developed?
- Were you able to express yourself in new ways through avatar animation?
- While we are discussing your feelings, is there anything else you would like to share with me?

Mapping My World

Time Needed: 2 hours

Skill Level: Basic

Number of Youth: 12

Deployment Segment: Reintegration: Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Develop a map of resources that will help you share stories as you negotiate the return of your Service Member
- **Self-responsibility:** Discover important resources in your community and share them with your Family and returning Service Member
- **Decision Making:** Make choices and identify the direction of your future plans

Resilience Skill Objectives:

- **Emotional:** Set goals and find ways to live a hopeful, healthier and happier life
- **Social:** Respond to your environments with authentic, active and constructive interest
- **Family:** Develop stronger Family relationships built on respect, compassion and alliance
- **Spiritual:** Explore the benefits of being connected to the community and your surroundings



Science and Technology Objectives:

- Use technology to tell personal stories via interactive maps
- Discover new and inventive ways to use technology

Activity Overview:

Youth will tell their unique story and discover what is important to them through map making.

Shout Out to Youth!

Come change your world by mapping your past, your future and your community using Google Earth and My Maps!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Technology Scavenger Hunt for Maps	(15 Minutes)
Activity 1:	Where Do I Go, What Do I Do and Who Do I Want To Be?	(15 Minutes)
Activity 2:	Google Earth – My Maps	(60 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$1/youth

Space Needed:

You will need a large room with plenty of tables, chairs and outlets. Wireless Internet access is required for this activity.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional OMK Tech Discovery training (found at: <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Review the activities, all materials and handouts
- Experiment with using Google Earth
- Find sources for the maps used as examples in the Icebreaker Activity in case the group has trouble finding any of those listed

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the OMK Tech Discovery Tool Kit. (If you anticipate a large group of youth, schedule additional OMK Tech Discovery Tool Kits. 1 Kit=12 youth.)
2. Schedule use of Mobile Technology Lab.
3. Make sure there is wireless Internet access available in the space.
4. Schedule a Uniformed Service Member and at least 1 volunteer per 6 youth to participate in the activity.
5. Schedule a Military Family Life Consultant (MFLC).
6. Recruit a Tech volunteer (for device, laptop and Internet support).
7. Borrow or buy supplies.
8. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Parent letter (1 per youth = 12 copies)
- “Where Do I Go, What Do I Do and Who Do I Want To Be?” handout (found at the end of the activity plan, copy 1 per youth = 12 copies)

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Self-responsibility, Decision Making, Emotional, Social, Family and Spiritual objectives)
- Sign-in sheet
- Nametags
- Writing utensils
- Paper
- 4 iPad 2 devices, which have the following apps downloaded:
 - Google Earth
 - PrintCentral Pro

Get from Mobile Technology Lab:

- Wireless router with Internet connection
- Laptops (some for the youth but also to facilitate use of LCD projector and print capabilities for the iPad 2 devices)
- LCD Projector
- Power strips
- Wireless printer

Buy or Borrow Supplies

Icebreaker: Technology Scavenger Hunt for Maps

- Nametags for all youth, volunteers and anyone else who will be present (OMK Tech Discovery Tool Kit)
- Table for sign-in sheet
- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)
- 1 bag of candy
- LCD projector (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)
- 4 iPad 2 devices with the following app (OMK Tech Discovery Tool Kit):
 - Google Earth (double-check to make sure it is already downloaded)
- Laptops (Mobile Technology Lab; some will be used by youth, but you also need 1 to facilitate use of the LCD projector for demonstration purposes)
- Power strips (Mobile Technology Lab)

Activity 1: Where Do I Go, What Do I Do and Who Do I Want To Be?

- Writing utensils (OMK Tech Discovery Tool Kit)
- “Where Do I Go, What Do I Do and Who Do I Want To Be?” handout (found at the end of the activity plan)

Activity 2: Google Earth – My Maps

- Wireless router with Internet connection (Mobile Technology Lab)
- 4 iPad 2 devices with the following apps (OMK Tech Discovery Tool Kit):
 - Google Earth (double-check to make sure it is already downloaded)
 - PrintCentral Pro (double-check to make sure it is already downloaded)
- Laptops (Mobile Technology Lab; some laptops will be used by youth, but you also need 1 to print from the iPad 2 devices)
- Power strips (Mobile Technology Lab)
- Wireless printer (Mobile Technology Lab)
- Writing utensils (OMK Tech Discovery Tool Kit)
- “Where Do I Go, What Do I Do and Who Do I Want To Be?” handout (found at the end of the activity plan)
- Paper (for printing, OMK Tech Discovery Tool Kit)

Day of the Event

Roles for Uniformed Service Member:

- Help youth identify and form a positive connection with another Service Member
- Encourage youth to ask questions about the Deployment Cycle

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth
- Provide positive support for youth throughout the activities
- Model decision-making strategies
- Facilitate teamwork when youth become frustrated or have questions
- Assist with setup and cleanup

Before the Youth Arrive....

1. Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started).
2. **Activity Orientation for All Volunteers:**
 - Review each activity and test Google Earth
 - Cue volunteers where to look for the Life/Resilience Skill questions in the directions; remind them of the importance of asking these questions during the activity and how these questions will help youth manage deployment issues and adjustments
 - Have volunteers help set up for the event
3. Have the Tech volunteer make sure wireless Internet access is working, set up the LCD projector with a laptop for the lead volunteer to use for demonstration purposes and set up and test printing capabilities for the iPad 2 devices.

Set up Your Space:

Space: You will need a large room with plenty of tables, chairs and outlets. Wireless Internet access is required for this activity.

1. Post **Life/Resilience Skill signs** around the room.
2. Get technology set up and ready.
3. Make sure wireless Internet is working.
4. Set up a greeting table with a sign-in sheet.

WHAT TO DO

Mapping My World

As the Youth Arrive....

- Have youth and accompanying adult fill out the sign-in sheet and have participant(s) put on a nametag
- Don't forget to introduce yourself and your team of volunteers, the Uniformed Service Member and others that might be in the room, along with their roles

Icebreaker:**Technology Scavenger Hunt for Maps (15 Minutes)**

1. Hand out iPad 2 devices and review the **iPad 2 Rules and Regulations** (read the following out loud and then ask youth for examples of what NOT to do):
 - Handle with care
 - Use 2 hands at all times
 - Keep it clean
 - If you break it, you buy it (\$500.00)
2. Ask participants to share iPad 2 devices and laptops so everyone has access to them.
3. *“Let’s go online and see if we can find some maps. This is a scavenger hunt, so you want to search quickly but still try to find the best map examples you can.”*
4. Reward the group with the candy for categories such as “fastest map finder” and “best map” so that everyone gets a prize.
5. Show maps to the group with the LCD projector:
 - *“Can you find a map that shows the route from New York to Los Angeles? When we think of maps we generally think of directional maps such as these.”*
 - *“Find a map of vacation locations. Ask yourself, ‘What story does this map tell?’”*
 - *“Find a map of universities. Ask yourself, ‘Which university would I like to attend?’”*
 - *Find a map that illustrates population trends. Ask yourself, ‘What does this map tell me?’”*
 - *Find a map related to the fire department. Ask yourself, ‘What’s the value of this map?’”*

Debriefing Questions:

- What can we learn from maps?
- How does the Military use maps?
- How does the Military use emergency or population maps?
- How do maps communicate a story?
- Can you describe a map that tells a story about your Service Member coming home?
- Could you map your life plans?

Activity 1: **Where Do I Go, What Do I Do and Who Do I Want To Be? (15 Minutes)**

“You’ve changed while your Service Member has been deployed. You’re going to take your answers to the questions on the handout and make a map to share with your Family and Service Member about how you’ve changed and the decisions you’ve made for your future!”

1. Give youth 5 minutes to answer questions on the handout.
2. Read each question out loud and prompt youth to answer, keeping in mind that some youth may not want to share some of their answers. The handout includes the following questions:
 - Where do you go and hang out every week or month? Make a list of 12 places (movies, job, friends’ homes, activities, sports, etc.)
 - What are the important places and resources in your community (library, place of worship, fire stations, stores you love)?

- Who are your 12 most important friends and Family members? Do you know where they all live?
- Think back 12 months. What places have you stopped going since your Service Member has been deployed?
- Have you made any decisions in the past year about your future? If so, what are they?
- Where would you like to go to school, live and work after you leave home?
- What career would you like to have?
- Is there anywhere you would like to travel or a local place you would like to see?

Debriefing Questions:

- Were you surprised by your own answers?
- How did that feel?
- You've grown and changed; how can you strengthen your connections to your Family and community?
- How can you share these stories of change with your Service Member?
- Where have you spent the most time recently? Why?
- How do those places fit in with your future plans?

Activity 2:

Google Earth – My Maps (60 Minutes)

“Now we’re going to make our very own personal maps! Let’s map our personal stories by locating places and events from our past, our present and our future.”

1. Go to: http://earth.google.com/outreach/tutorial_mymaps.html.
2. Watch the **video** and **review the tutorial**.
3. *“Now take out your handout from the previous activity and think about your responses in terms of ‘place.’ What are the locations you listed in your answers?”*
4. *“How can you communicate your story and information using a map? Think about your last year and where you went, who you saw, what you did, where you worked, volunteered or went to school.”*
5. *“Think of events and services offered within the community (library, fire, 4-H meetings).”*
6. *“Can you think of pictures or videos that could enhance your map?”*
7. *“Since you now have your creative juices flowing, start building your map. If you’re struggling, begin with the places you hang out and mark them on the map. In the descriptions, tell what you do while you’re there.”*
8. *“As you get rolling, you’ll find a unique way to display every item you’ve listed on your map. Then it will be your map, a representation of your world that you can share and show off to your Family and friends.”*
9. Walk around and prompt youth. Help them find resources in their community. Make sure that everyone has time on the iPad 2 devices or laptops.
10. You may print your maps here, email them to your email address or share them with your Family via email, but remember that you are sharing personal information, so choose carefully who you share it with.
11. Maps can be printed through the laptops or through the PrintCentral Pro app included on the iPad 2 (a laptop and Internet access are needed to facilitate this).

Talk It Over:

(20 Minutes)

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- What made you feel happy while you were working on mapping your world?
- What did you learn about yourself?
- How did you feel when you discovered resources in your community and shared them with others?
- How did mapping your world help you make connections with your community?
- What surprised you the most about mapping your world?
- What choices did you make that might help guide you in the future?

Process

- What part of the mapping process was the most challenging? Why?
- How did the technology help you tell personal stories and make your world map more interactive?
- Why was mapping your world an important thing to do?
- What did you learn that you did not know before?
- Why would mapping your world matter to your Service Member and your Family?

Generalize

- How can you use the skills you learned today in the future?
- Why is it important to respond to environments with authentic, active and constructive interest?
- How can you map out resources in the community for your Service Member that they may not be aware of?

Apply

- What qualities of resilience can you use to map out your future?
- How can you set goals and map out a hopeful, happier and healthier life?
- How can you use the skills you learned today in different situations?
- How could you develop stronger relationships with your Family and Service Member by mapping how your worlds intersect?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:

Communication, Self-responsibility, Decision Making, Emotional, Social, Family and Spiritual.

As you point to each sign, ask:

- How have our activities today helped you develop your _____ (skills)?
- Why do you think these skills are important?

Closing & Cleanup:

(10 Minutes)

“Thanks for all your great work today! We hope you’ll go home and show your map to your friends and Family, especially your Service Member, so you can tell them about how you’ve changed since deployment. Make sure to share the future plans and goals you’ve established for yourself! Maybe you can even gather ideas and brainstorm potential projects with your Service Member and Family about maps that would help them. Now, it’s time to clean up our space.”

Extension Activities:

- Talk with local county officials, agencies and organizations to see what needs they have for mapping projects
- Look at previous community mapping projects for potential ideas
- Ask community leaders and/or law enforcement the locations of problems in the community: What are they? Who are they affecting? How can a community map help with this problem?
- Get training if needed for data collection and analysis
- Make maps, write narratives, present results
- Publish maps in newspapers, magazines or in a blog, but remember that for safety purposes, you need to be cautious about sharing personal information (such as where you live or go to school)

Post Event

Lead Volunteer:

- Check to make sure that the space is clean and returned to the arrangement it was in prior to your arrival
- Inventory and put all equipment and supplies back into their respective kits and pack them up to return as directed; make sure all iPad 2 devices, connector kits, cords and power chargers are returned to the OMK Tech Discovery Tool Kit
- Fill out report:
 - Names of all volunteers
 - Number and names of youth (attach sign-in sheet)
 - Quotes from youth about activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)
 - Indicate if there are videos, photos or other content that needs to be forwarded to youth/Family; make it clear which items go to each youth/Family

Activity Developed for OMK Tech Discovery by:

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Mapping My World

Dear Family,

Google Maps is a powerful resource to map out and discover important places and resources in our community. Today your youth mapped out their world; where they go, what they do, who they do things with. They reflected on how their personal maps have changed over the time that their Service Member has been deployed, and they were challenged to map out a new map of their world with additional supports and resources as their Service Member returns. Your youth used a feature in Google Earth to map out and communicate their personal stories by locating places and events from their past, present and future.



We would like for you to take some time and discuss their project with them when you are not rushed and can sit down and talk. Your youth may have some pictures, video or other things they would like to add to their map before they show it to you. Encourage them to complete the project and to show it off!

Thank you for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- What national park would you most like to visit?
- Would you rather take a cruise to Alaska, Hawaii or the Amazon?
- Where is the place you are the happiest?
- What is your favorite climate?
- Where do you see yourself in 10 years?

Where Do I Go, What Do I Do and Who Do I Want To Be?

Answer the following questions:

1. Where do you go and hang out every week or month? Make a list of 12 places (movies, job, friends' homes, activities, sports, etc.).
2. What are the important places and resources in your community (library, place of worship, fire stations, stores you love)?
3. Who are your 12 most important friends and Family members? Do you know where they all live?
4. Think back 12 months. What places have you have stopped going to since your Service Member has been deployed?
5. Have you made any decisions in the past year about your future? If so, what are they?
6. Where would you like to go to school, live and work after you leave home?
7. What career would you like to have?
8. Is there anywhere you would like to travel or a local place you would like to see?

Rockin' My World

Time Needed: 4 Hours

Skill Level: Basic

Number of Youth: 12

Deployment Segment: Reintegration: Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Express your social or cultural issues and concerns; help your Service Member understand, reconnect and adjust to the ways you have grown and changed during their deployment period
- **Self-responsibility:** Learn to use positive expressions and emotions as you communicate with your returning Service Member about how you have changed
- **Decision Making:** Make choices about music and sound to positively express your views about the deployment of your Service Member
- **Teamwork:** Work together to explore and learn about the technology of music

Resilience Skill Objectives:

- **Emotional:** Identify and express social and emotional issues in a positive way during the reintegration of your Service Member
- **Social:** Strengthen connections with others and communicate your emotions in a positive and more effective manner
- **Family:** Examine how Family communication can change after deployment and learn about different ways people express themselves
- **Spiritual:** Look for and appreciate the positive things that happen to you and your Family as you reintegrate the Service Member back into your lives



Science and Technology Objectives:

- Identify and change musical variables both physically and electronically
- Compose and present a composition on the iPad 2 GarageBand application

Activity Overview:

Youth will explore how music has been used as a platform to express emotions and address social and/or cultural issues and concerns. They will also use music as a tool to show others how they have grown and changed during the deployment of their Service Member.

Shout Out to Youth!

Rock with other youth using an iPad 2 and the GarageBand application to create music that will "Rock Your World!"

Prerequisites: None

Breakdown of Activities:

Icebreaker	CraftMonicas	(30 Minutes)
Activity 1:	It's More Than Just Music!	(60 Minutes)
Activity 2:	Make Music with GarageBand	(110 Minutes)
Talk It Over		(30 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$3/youth

Space Needed:

A larger space with tables and chairs where youth can break into teams to work on their music. Wireless Internet access is required to do the activity.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional OMK Tech Discovery training (found at: <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Review the activity, all materials and handouts

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of 2 OMK Tech Discovery Tool Kits.
2. Schedule use of Mobile Technology Lab.
3. Ensure wireless Internet access.
4. Schedule Uniformed Service Member and at least 1 volunteer per 6 youth to participate in the activity.
5. Schedule a Military Family Life Consultant (MFLC).
6. Borrow or buy supplies.
7. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).
8. Recruit a Tech volunteer (for device, laptop and Internet support).
9. Review how to use the iPad 2 and GarageBand.
10. Make a sample of a 16-bar song to share with the youth.

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- “It’s More Than Just Music!” handout (found at the end of the activity plan; 1 per youth = 12 copies)

Get from OMK Tech Discovery Tool Kits:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Self-responsibility, Decision Making, Teamwork, Emotional, Social, Family and Spiritual objectives)
- Sign-in sheet
- Nametags
- 6 iPad 2 devices, which have the following app downloaded:
 - GarageBand
- 4 computer headsets
- Writing utensils
- Paper
- 24 wide Jumbo Craft Sticks, 4 each of 6 different colors (color them yourself if necessary)

Get from Mobile Technology Lab:

- Wireless router with Internet connection
- 10 laptops
- LCD projector
- 4 computer headsets

Buy or Borrow Supplies

Icebreaker: CraftMonicas

- 12 larger diameter plastic straws
- 24 wide Jumbo Craft Sticks, 4 each of 6 different colors (OMK Tech Discovery Tool Kit; color them yourself if necessary)
- Colored markers to color the Jumbo Craft Sticks
- 24 narrow and colored rubber bands
- 12 larger and thicker rubber bands (#64 size)
- 6 pairs of scissors
- Nametags for all youth, volunteers and anyone else who will be present (OMK Tech Discovery Tool Kit)
- Table for sign-in sheet
- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 1: It's More Than Just Music!

- 12 laptops for youth (10 from the Mobile Technology Lab plus you must find 2 additional)
- Wireless router with Internet connection (Mobile Technology Lab)
- Access to Pandora or Spotify via the Internet
- "It's More Than Just Music!" handouts (found at the end of the activity plan)
- 12 computer headsets (4 from the Mobile Technology Lab, 4 from the OMK Tech Discovery Tool Kit and 4 additional so there are 1 set per youth)
- Healthy snack
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 2: Make Music with GarageBand

- 6 iPad 2 devices with the following app (1 for every 2 youth; OMK Tech Discovery Tool Kit):
 - GarageBand (double-check to make sure it is already downloaded)
- Wireless router with Internet connection (Mobile Technology Lab)
- LCD projector (Mobile Technology Lab)
- Computer that works with LCD projector for demonstration purposes
- External speakers
- Writing utensils (OMK Tech Discovery Tool Kit)
- Paper (OMK Tech Discovery Tool Kit)

Day of the Event

Roles for Uniformed Service Member:

- Help youth identify and form a positive connection with another Service Member
- Encourage youth to ask questions about the Deployment Cycle
- Talk about what type of music you enjoy and how it might help during your deployment
- Share some examples of social or cultural issues that have and/or can be shared through music and the lyrics of songs

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth
- Provide positive support for youth throughout the activities
- Assist youth in setting positive goals
- Model problem-solving strategies
- Facilitate problem solving and use teamwork when youth become frustrated or have questions
- Assist with setup and cleanup

Before the Youth Arrive....

1. Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started).
2. Have Tech volunteer make sure Internet access is working in the room and set up a computer that works with the LCD projector for demonstration purposes.
3. Color the Jumbo Craft Sticks so there are 4 each of 6 different colors for the Icebreaker Activity.
4. **Activity Orientation for All Volunteers:**
 - Talk about how youth can use life skills to communicate, make decisions and be responsible for their views and choices in a positive way during the Deployment Cycle
 - Discuss how making music and listening to others' music can be a tool to explore emotional, social, Family and spiritual resilience during the Deployment Cycle
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them during the activity. Remind them how these will help youth manage deployment and reintegration issues and adjustments
 - Remind the volunteers to help youth use teamwork as they work together to explore and learn more about the technology of music
 - Review each activity and practice making the CraftMonicas if there is time
 - Have volunteers watch the "GarageBand for iPad 2 Demo by Apple" video, located at: youtube.com/watch?v=ZMRTvU17dMI
 - Have volunteers help set up for the event

Set up Your Space:

Space: A larger space with tables and chairs where youth can break into teams to work on their music. Wireless Internet access is required to do the activity.

1. Post **Life/Resilience Skill signs** around the room.
2. Set up a greeting table with a sign-in sheet.

WHAT TO DO

Rockin’ My World

As the Youth Arrive....

1. Have youth and accompanying adult fill out the sign-in sheet and have participant(s) put on a nametag.
2. Don’t forget to introduce yourself and your team of volunteers, the Uniformed Service Members and others that might be in the room, along with their roles.

Icebreaker:

CraftMonicas (30 Minutes)

You might want to make a CraftMonica ahead of time to show youth what the final product looks and sounds like.

“Welcome to Rockin’ My World. We’re going to learn some sound basics as well as develop your own music using an iPad 2 and the GarageBand application.”

1. Ask these questions of the entire group:
 - “What is sound?”
 - “Can you see sound?”
 - “What would you see if you plucked a rubber band under the surface of water?”

“The air carries the vibrations as waves through the air, or another medium, to your ears. The vibrating waves in the air cause the parts of your middle and inner ear to vibrate. That causes your brain to perceive the waves as sound. Each vibration can have a different pitch, depending on how your instrument is assembled or played.”

2. Then ask youth:
 - “What musical instruments make music like the rubber band?”
 - “What other kinds of musical instruments can you think of, and how do they make music?”
3. Give each youth 2 Jumbo Craft Sticks of the same color.
4. Youth should pair up with another youth that has the same color craft sticks.
5. Once they are in their teams they should share their name, favorite musical artist or genre and why they like or dislike the color craft stick they have been assigned.
6. Pass out straws to each youth and 1 pair of scissors per team.
7. Have youth put the wide rubber band on 1 of the craft sticks, lengthwise.
8. Now have them cut their straw into pieces, about 1 to 1½ inches in length.
9. Have youth put 1 of the straw pieces under the wide rubber band.
10. Now place the other craft stick on top of the first.
11. Wrap 1 of the small rubber bands firmly around 1 end of both of the craft sticks; make sure the rubber band pinches the sticks together tightly but does not crush the straw.

12. Now put a second piece of straw in between the craft sticks, away from the other segment of straw, on top of the wide rubber band.
13. Now wrap the other small rubber band firmly around the other end of both of the craft sticks.
14. When you're done, the 2 ends should be pinched together, and there should be a small space between the craft sticks.
15. Put your mouth in the middle and blow; remember to blow through the sticks, not the straws.
16. Move the straws and see if it changes the sound.
17. Do a duet with your partner.
18. Introduce each musician to the bigger group and present your duet.

Debriefing Questions:

- What caused the sound?
- How did you change the pitch of your instrument?
- How have you had to readjust as your Service Member reintegrates back into your life? Has the "pitch" changed? Is it better? Worse? Or does it change depending on how you play with the variables?
- How can you get harmony from 2 instruments that have very different adjustments?
- How does this relate to the reintegration with your Service Member?

Activity 1:

It's More Than Just Music! (60 Minutes)

"Music has long been used as a platform for expressing opinions about social and cultural issues. In this activity, you'll have an opportunity to explore a variety of musical genres and discover issues being addressed in the lyrics that are related to the artist's concerns."

(If you have examples of these genres, feel free to bring examples to play.)

"Consider some of these examples:

- **Blues:** *The lyrics of blues songs are a map of emotions and social issues affecting the lives of African Americans for the last century*
- **Country:** *Country music is known for its common themes (love and loss, country life, appreciating the simple things in life, etc.)*
- **Music of the early 70s:** *The lyrics of music addressed civil rights concerns and protested the Vietnam War*
- **Music following 9-11:** *There was an upsurge in music focused on national patriotism and unity"*

Use laptops for this part of the activity so that youth have the opportunity to work individually. (It can also be used as a partner activity, but without the headsets the noise level can get loud.)

"We want you to think about songs that you hear on the radio today.

1. *"You're going to use laptops to explore some of today's music.*
2. *"You'll listen to the lyrics and decide if there are social or cultural issues presented in the songs. You can use this handout, 'It's More Than Just Music!' to focus on each song.*
3. *"You'll use your handout as a reference to share what you find with the rest of the group.*

4. *“While you can try websites that you’ve used before, the following websites will take you to a variety of musical genres: pandora.com or spotify.com.*
 - *Choose 1 song you like*
 - *Choose 1 song from a different genre you have never listened to before or don’t necessarily like*
 - *Choose 1 song that has a Military or patriotic theme”*
5. Youth work to identify and document what they find; they will probably need 20 to 30 minutes to listen to a variety of musical options.
6. As they work, encourage volunteers to watch and listen for inappropriate material and lyrics; if necessary, cue youth to find other selections.
7. *“Now let’s have each of you share what you found.”*
8. Allow each youth to share names of songs, the artist and what issues were addressed in the songs.
9. Hand out the snack before the “Talk It Over” discussion.

Talk It Over:

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- What did you learn about yourself while doing this project? Were you surprised?
- How did you share what you learned with others?
- How did your choices of music differ from other’s choices?
- What type of music would your Service Member choose? Why?
- Have your music tastes changed while your Service Member was deployed? How?
- How can music strengthen your connections with others?

Process

- Why does knowing the name of the artist, the name of a song, the year or decade, the musical genre, social/cultural issues and the key words or ideas matter?
- What did you learn about how you express your feelings or emotions by doing this project?
- What did you learn about making decisions as you identified the song information to share with other youth?

Generalize

- What did you learn from this project about the power of music that you did not know before?
- How did this activity help you think about how others make social or cultural statements through music?
- What skills did you learn today that may help you share concerns with your Service Member now that they have returned?

- Why are conversations about musical choices important to expressing your emotions?
- How has your communication with your Service Member changed since they have returned?

Apply

- How can you use music to help others understand your emotions?
- How might you express your views or share your thoughts about current issues or concerns based on things you have learned in this activity?
- Why was this activity important in your life?
- How might you help other people understand your views? Or, how might music help others understand your views on certain issues?

Activity 2:

Make Music with GarageBand (110 Minutes)

“Many people enjoy listening to or making music. Let’s make some music together, using the iPad 2 and the GarageBand application. We’ll be working in teams of 2, so find a partner. Before we hand out the iPad 2 devices let’s watch a very short introduction to GarageBand on YouTube.”

1. On the LCD projector, show youth the demo located at:
youtube.com/watch?v=rse751qwkKg.
2. Tell youth the expectation is that each team will produce a 16-bar song that includes both music and lyrics and represents both team members’ ideas and efforts.
3. They will have a little over 1 hour to work on the project and then there will be time to share with the bigger group.
4. Share some examples of 16-bar songs with lyrics (the one you created ahead of time and/or others you found).
5. *“Think about:*
 - *Do you have a message you want to send people about an issue that matters to you?*
 - *Do you have feelings or concerns about their deployment or reintegration that you want to share with your Service Member?*
 - *How could you put those messages or emotions into song lyrics?”*
6. *“Usually it is easier to do the lyrics first to set the mood. It turns out a better product. You will be rapping or singing the lyrics using the microphone on your iPad 2.”*
7. Hand out paper and writing utensils.
8. Remind youth that lyrics can be based on a poem written by the youth or on a repeated refrain that works with the music they have created. Song lyrics do not have to be lengthy; musicians often repeat themes or important words or lines more than once in a song.
9. Each composition must have:
 - Both members fully involved in the development of the project
 - Lyrics (singing or a “spoken word/rap” approach to lyrics is fine)
 - At least 16 bars long
 - The message can be directed toward their peers OR their Service Member
 - They will email their song clip to themselves when they are done
10. Check to make sure that all youth have some lyrics down on paper before the iPad 2 devices are handed out.

11. **Hand out the iPad 2 devices NOW and review the iPad 2 Rules and Regulations.**
(Read the following out loud and then ask youth for examples of what NOT to do.):
 - Handle with care
 - Use 2 hands at all times
 - Keep it clean
 - If you break it, you buy it (\$500.00)
12. Remind youth to save and name their clip to the gallery regularly.
13. For those who are open to the idea, encourage them to sing their lyrics as part of their clip. For others, emphasize that a “spoken word” or “rap” approach is fine (the lyrics may be spoken in a rhythmic fashion rather than sung, accompanied by the music as the background).
14. Gather youth back into a big group when there is approximately 30 minutes left, so there is time for them all to share their clips.
15. Have each team present their composition to the bigger group; as youth present their projects, make sure team members introduce themselves and the name of their project.
16. Leave time for 3 peer questions and make sure everyone applauds for each project.

Talk It Over:

(30 Minutes)

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion. Select specific questions based upon your observation of group process during the activities.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- What did you learn about yourself? About your partner? How are you alike? How are you different?
- What did you do to plan the project?
- What were some of the challenges or joys you encountered as you worked on the project with your partner? How did you make decisions?
- What part was the easiest? What surprised you?
- How do you feel about your finished riff/composition?
- What did you learn about how you express your feelings or emotions by doing this project?
- Did your composition help you express issues or concerns? Could it help you communicate to your Service Member the changes you have experienced while they were deployed?

Process

- What new things did you learn about using the iPad 2 and this application during this activity?
- How did you decide on your musical direction?
- What did you learn by sharing with your partner? Sharing with the group?

- Were you able to express your concerns and issues to your partner? Why or why not?
- What was the most challenging part of the activity?
- Was it hard to come up with something original and unique?
- What suggestions would you have for others about using GarageBand?
- What surprised you or challenged you when using the technology to create a message to tell how you feel about issues related to deployment?
- Of the techniques that you learned during this activity, what did you find the easiest to use as you created your project? What was the most difficult?
- Why is it important to learn how to communicate your message to others? Is the medium important or critical?

Generalize

- How can you use the skills you learned today to positively express your emotions to your Family, your Service Member and your community?
- How can making music be a channel for you to express social/cultural issues?
- Why is it important to share the changes and growth you have experienced while your Service Member has been deployed?
- Where have you faced other challenges in working with technology in your life?
- What have you learned about how others might express themselves by making original music?
- What have you learned about combining technology with music, emotions and communication?
- What did you learn about your own skill in communicating with others in a face-to-face setting? Or, communicating with others using music?
- How would you describe your skill at sharing feelings or personal information?
- In what ways were you able to help others learn new things through this activity? How were others able to help you?

Apply

- What did you learn in this activity that impacts your everyday life?
- How can you use the skills gained in this activity in different situations?
- What did you learn about ways to communicate that you could use in the future?
- How can you use this activity to continue to work on Family resilience and reconnecting with your Service Member?
- What might you do to keep learning about technology in the future?
- How does sharing your feelings with others help you deal with your own feelings?
- How can you continue talking, making and sharing music with other Military youth in the future?
- How can you share your musical choices with your returning Service Member?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:

Communication, Self-responsibility, Decision Making, Teamwork, Emotional, Social, Family and Spiritual.

As you point to each sign, ask:

- How have our activities today helped you develop your _____ (skills)?
- Why do you think these skills are important?

Closing & Cleanup:

(10 Minutes)

“Today we’ve used technology to explore music that has been created by others, and we’ve also created musical clips of our own. We hope that you can use these tools as a strategy for expressing yourself and sharing your feelings and thoughts with your Service Member now that they have returned.

*“Please help us with cleanup before you leave. Be sure to take home the parent letter we’re handing out. Please also thank our volunteers, and a big thank you to **you** for letting us rock your world!”*

Extend the Activity:

- Create a music video using the songs and lyrics you have written
- Identify other music resources and applications that you can use to express your thoughts, feelings and beliefs
- Use GarageBand to share what you learned with others
- Listen to music with the intent to hear the “words” and not just the sound

Post Event

Lead Volunteer:

- Check to make sure that the space is clean and returned to the arrangement it was in prior to your arrival
- Inventory and put all equipment and supplies back into their respective kits and pack them up to return as directed; make sure all iPad 2 devices, connector kits, cords and power chargers are returned to the OMK Tech Discovery Tool Kit
- Fill out report:
 - Names of all volunteers
 - Number and names of youth (attach sign-in sheet)
 - Quotes from youth about activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)
 - Indicate if there are videos, photos or other content that needs to be forwarded to youth/Family; make it clear which items go to each youth/Family

Activity Developed for OMK Tech Discovery by:

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Rockin' My World



Dear Family,

Youth listen to music all the time – while they are hanging out with friends, doing homework, and pretty much every waking hour when music is allowed. For most youth, listening to music or creating music is a way to relax, be entertained and to pass the time. Today we explored our “musical side” and challenged the group to make music with common objects, learn the GarageBand application, explore music that they listen to on the radio and then put it all together by creating their own song.



We found that sometimes there is more to a song than just hearing a great sound. We learned how to hear the songs on the radio with a little different ear. We also talked about music as a way of addressing social or cultural issues. We had conversations about their feelings about reconnecting with their Service Member and sharing how they have grown and changed during deployment. Our goal is to help youth find alternate ways to express their emotions and develop supportive relationships with their peers, Family members and community.

It was great fun to work with the iPad 2 devices to create music that really sounded like a professionally created piece. Ask them about it!

Thank you for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- What is your favorite genre of music?
- Which music today do you think will define your generation's social and cultural issues?
- What is a CraftMonica?
- Do you like expressing yourself through music? Why/Why not?
- What did you like most about creating music with GarageBand?

It's More Than Just Music!



Name of artist:

Name of song:

Year or decade:

Musical genre:

Social/cultural issue:

Key words or ideas:

Song rating (1-10):

Why that rating?

Name of artist:

Name of song:

Year or decade:

Musical genre:

Social/cultural issue:

Key words or ideas:

Song rating (1-10):

Why that rating?

Name of artist:

Name of song:

Year or decade:

Musical genre:

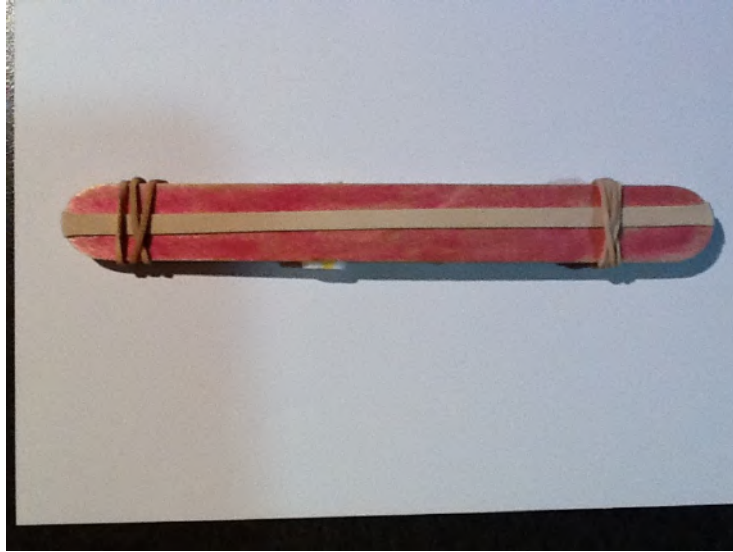
Social/cultural issue:

Key words or ideas:

Song rating (1-10):

Why that rating?

Craftmonica



Roller Coaster Rally

Time Needed: 4 hours

Skill Level: Basic

Number of Youth: 12

Deployment Segment: Reintegration: Youth

Internet Required: Optional

Life Skill Objectives:

- **Problem Solving:** Work with others to solve problems or conflicts during the building process using inquiry learning and positive communication skills
- **Teamwork:** Build and apply teamwork skills to help you manage the changing roles and ups and downs during reintegration of your Service Member back into the Family unit
- **Decision Making:** Use multiple variables to meet challenges and understand how changing one variable can significantly change an outcome
- **Communication:** Use positive communication to explore how to succeed in challenging situations

Resilience Skill Objectives:

- **Spiritual:** Help you understand the challenges of reintegration of a Service Member and the value of being part of something larger than yourself
- **Social:** Work on inclusion and feeling accepted and valued by others



Science and Technology Objectives:

- Understand the basic physics concepts of inertia, momentum and friction
- Demonstrate a knowledge of working within the constraints of the physical materials available
- Understand and use the “process of inquiry” method

Activity Overview:

In this engineering challenge, youth will design and build roller coasters using some simple items found at a local hardware store. While working in teams, youth will use their limited supplies to incorporate multiple design elements to compete in the Super Coaster Challenge!

Shout Out to Youth!

Roller Coaster Rally challenges you to design a roller coaster that can do twists, turns and loops. Use your engineering skills to see who wins the Super Coaster Challenge!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Human Roller Coaster	(20 Minutes)
Activity 1:	Making the Leap	(45 Minutes)
Activity 2:	Loop Around	(45 Minutes)
Snack		(15 minutes)
Activity 3:	Super Coaster Challenge	(70 Minutes)
Activity 4:	Super Coaster Summit	(30 minutes)
Closing & Cleanup		(15 Minutes)

Budget Range for Activity: \$5 to \$8/youth (this includes a healthy snack)

Space Needed:

You will need a large open room with enough space for each team of 3 to have a building area of approximately 10 x 6 feet. If possible the walls should be able to have (removable) painter's tape applied to them without fear for their finish. If there are desks and chairs, they should be able to be moved to create open spaces, but be available to be used to help construct the coasters during the challenges. Avoid rooms with hanging light fixtures.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional OMK Tech Discovery training (found at: <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Review the activity, all materials and handouts
- Obtain 1 set of the materials needed and assemble the roller coaster featured in each of the 3 challenges
- *Optional:* View online videos of sample roller coasters; visit YouTube.com and search for “balls and tracks” and look for the videos by npass2
- Make arrangements for a healthy snack for each youth

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the OMK Tech Discovery Tool Kit. (If you anticipate a large group of youth, schedule additional OMK Tech Discovery Tool Kits. 1 Kit=12 youth.)
2. Schedule Uniformed Service Member and at least 1 volunteer per 3 youth to participate in the activity.
3. Schedule a Military Family Life Consultant (MFLC).
4. Borrow or buy supplies.
5. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).
6. Cut the insulation tubing to make half-round troughs; cutting can be done with heavy duty scissors (preferred) or a utility knife.

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Parent letter (1 per youth = 12 copies)
- OMK Engineering Notebook (found at the end of the activity plan; each Notebook should include the 6 pages found there, beginning with the cover and ending with the “Process of Inquiry” handout, plus an additional 2 blank pages for sketching designs; 1 Notebook per youth = 12 copies)
- Extra copies of the “Process of Inquiry” page (found at the end of the activity plan) for volunteers

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Problem Solving, Teamwork, Decision Making, Communication, Spiritual and Social objectives)
- Sign-in sheet
- Nametags
- 4 tape measures
- Writing utensils
- 12 Jumbo Craft Sticks divided into 4 sets of 3 by writing numbers or colors on them (to be used to break youth into teams; adjust accordingly if you have a different number of youth)
- 4 additional plain Jumbo Craft Sticks
- Marbles

Get from OMK Yellow Ribbon Tool Kit:

- 2 stopwatches

Buy or Borrow Supplies

Shopping List for 12 Youth:

- 4 flexible pipe insulation tubes for a total of 24 feet of tubing; pre-slit, 6-foot lengths, ¾-inch inside diameter
 - These tubes can be purchased at local home improvement or hardware stores; they come in a variety of lengths and sizes and it is recommended that you purchase the ones that are pre-slit on one side
 - You will need to make a cut on the opposite side of the tube to make 2 equal half-round tracks; heavy duty scissors are recommended to make the cuts, but a utility knife can be used as well
 - Tubing with thicker walls is recommended as it will make better loops and spirals
- Tape: 2 to 4 rolls of 1-inch painter's (removable masking) tape (**Note:** You get what you pay for when you purchase masking tape; consider purchasing name-brand products if your budget allows)
- Assorted wooden, glass, rubber or metal balls (½-inch size)

Recycled, Borrowed or Scavenged Items:

- 12 to 16 empty containers such as coffee cans, yogurt containers, frozen juices or larger soup cans
- 4 large empty cardboard boxes
- A large assortment of stiff paper (index cards, file folders, empty cereal or food boxes)
- 6 (minimum) assorted cardboard or paper tubes such as from toilet paper or paper towel
- Assortment of string

Supply List Broken Down by Activity (Assuming 12 Youth):

Icebreaker: Human Roller Coaster

- Nametags for all youth, volunteers and anyone else who will be present (OMK Tech Discovery Tool Kit)
- Table for sign-in sheet
- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)
- 12 pieces of track (pipe insulation tubes cut into tracks as described above)
- 2 balls (½-inch size)

Activity 1: Making the Leap

- 24 feet of track (6 feet per each team of 3)
- Glass marbles (OMK Tech Discovery Tool Kit)
- Wooden, rubber or steel balls, in an assortment so each team has an option of using at least 1 of each (½-inch size)
- 12 Jumbo Craft Sticks divided into 4 sets of 3 by writing numbers or colors on them (to be used to break youth into teams; adjust accordingly if you have a different number of youth; OMK Tech Discovery Tool Kit)
- 4 additional plain Jumbo Craft Sticks (OMK Tech Discovery Tool Kit)

- Painter's (removable masking) tape
- String
- 4 tape measures (OMK Tech Discovery Tool Kit)
- 4 large empty cardboard boxes (if needed to catch marbles/balls)
- 12-16 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- OMK Tech Discovery Roller Coaster Rally Engineering Notebooks (found at the end of the activity plan and copied as instructed)
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 2: Loop Around

- 48 feet of track (12 feet per each team of 3—this includes the track they already have from Activity 1)
- Glass marbles (OMK Tech Discovery Tool Kit)
- Wooden, rubber or steel balls, in an assortment so each team has an option of using at least 1 of each (½-inch size)
- 4 Jumbo Craft Sticks (OMK Tech Discovery Tool Kit)
- Painter's (removable masking) tape
- String
- 4 large empty cardboard boxes
- 4 tape measures (OMK Tech Discovery Tool Kit)
- 12-16 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- OMK Tech Discovery Roller Coaster Rally Engineering Notebooks (found at the end of the activity plan and copied as instructed)
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 3: Super Coaster Challenge

- 48 feet of track (24 feet per each team of 6—this includes the track they already have from previous activities)
- Glass marbles (OMK Tech Discovery Tool Kit)
- Wooden, rubber or steel balls, in an assortment so each team has an option of using at least 1 of each (½-inch size)
- Painter's (removable masking) tape
- String
- 2 Jumbo Craft Sticks (OMK Tech Discovery Tool Kit)
- 6 empty juice cans or paper towel rolls (3 per team of 6)
- 6-8 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- 2 large empty cardboard boxes
- Stiff paper (index cards, file folders, empty cereal or food boxes)
- 2 stopwatches (OMK Yellow Ribbon Tool Kit)
- 2 tape measures (OMK Tech Discovery Tool Kit)

- OMK Tech Discovery Roller Coaster Rally Engineering Notebooks (found at the end of the activity plan and copied as instructed)
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 4: Super Coaster Summit

- iPad 2 device to document the Super Coaster demonstrations
- OMK Tech Discovery Roller Coaster Rally Engineering Notebooks (found at the end of the activity plan and copied as instructed)

Day of the Event

Roles for Uniformed Service Member:

- Communicate the importance of maintaining your role and doing your assigned job in a team environment
- Help youth identify and form a positive connection with another Service Member
- Encourage youth to ask questions about the Deployment Cycle and the ups and downs they experience
- Talk about how you or others worked as a team to solve a problem during your deployment
- Stress the importance of roles while working in a team setting
- Share your personal stories about engineering and the importance of innovation

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth
- Provide positive support for youth throughout the activities
- Assist youth in setting positive goals
- Model problem-solving strategies
- Facilitate problem solving and use teamwork when youth become frustrated or have questions
- Assist with setup and cleanup

Before the Youth Arrive....

1. Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started).
2. **Activity Orientation for All Volunteers:**
 - Discuss **inquiry learning** and how it can be applied to the discussion of the targeted life skills of problem solving, teamwork, communication and decision making
 - Hand out and review the “Process of Inquiry” chart and Engineering Notebook
 - Review each activity and challenge
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing these things during the activity; remind them how these will help youth manage deployment issues and adjustments
 - Talk about inclusion and the value of being part of something that is bigger than themselves
 - Have volunteers help set up for the event

Set up Your Space:

Space: You will need a large open room with enough space for each team of 3 to have a building area of approximately 10 x 6 feet. If possible the walls should be able to have (removable) painter’s tape applied to them without fear for their finish. If there are desks and chairs, they should be able to be moved to create open spaces, but be available to be used to help construct the coasters during the challenges. Avoid rooms with hanging light fixtures.

1. Post **Life/Resilience Skill signs** around the room.
2. Set up a greeting table with a sign-in sheet.
3. Set up a materials table or station with all of the materials laid out so that they are readily available and easy to see.

WHAT TO DO

Roller Coaster Rally

As the Youth Arrive....

1. Have youth and accompanying adult fill out the sign-in sheet and have participant(s) put on a nametag.
2. Do not forget to introduce yourself and your team of volunteers, the Uniformed Service Member and others that might be in the room, along with their roles.

Icebreaker:

Human Roller Coaster (20 Minutes)

1. When all the youth have arrived or when it is time to begin, gather all youth together.
2. *“Welcome to the Roller Coaster Rally. Today you’ll work as teams to test your engineering skills as you design coasters to complete 3 different challenges. Let’s start with an activity that will allow us to get to know each other a bit better while we’re making a human roller coaster.”*
3. *“Each team will have 3 pieces of track for this activity.”* (Point to or hold up a section of track.)
4. *“Please divide into teams of 6.”* (This can be adjusted to meet the needs of the group.)
“You can choose your own teams for this activity.”
5. Youth will move into their teams.
6. *“The challenge for your team is to create a human roller coaster that will allow a ball to travel in a complete circuit. You will not be using any materials to hold the track together and you will need to work as a team to get the ball to complete the circuit.”*
7. *“Also, when the ball is on your piece of track you will need to shout out your name so the entire team can hear you.”*
8. Allow the group a few minutes to practice or complete 3 to 4 circuits.
9. *“Now I challenge each team to complete as many circuits as possible without your ball leaving the track. We’ll compare your highest number of circuits with the other teams in 5 minutes.”*
10. After 5 minutes or so bring the group back together and ask each team to report the highest number of circuits completed.
11. *“Now that you’ve mastered working in small groups, we’re going to work in 1 large group. Your first challenge will be to complete 2 circuits, remembering to shout out your name when the ball is on your piece of track.”*
12. *“Great, now that you’ve gotten the hang of working with the larger group, I want you to add elements of roller coasters you have ridden in the past, or maybe ones you’ve seen on TV or the Internet. What are some features of roller coasters?”* (Let group share their ideas.)
13. *“Those are some great ideas, now work as a group to see if you can add them to your Human Roller Coaster.”*

14. *“You have the next ____ minutes to add as many features as possible while still getting the ball all the way around the circuit. Do you have any questions?”*

Debriefing Questions:

- What happened when you first tried to get the ball around the circuit?
- Were you having fun?
- What role did teamwork play? How was each person important?
- What obstacles did you encounter?
- What was the magic combination that allowed you to get the ball around the circuit?
- What do you think your role was in your team’s success?

“The ups and downs of your Service Member returning can make you feel like you’re on a human roller coaster. There are times you get stuck, hit a particularly hard curve and fly off, experience increased friction or need to change a variable to get things moving again. Today we’re going to talk about physics, specifically inertia, momentum and friction and how they might relate to how you’re doing with the reintegration of your Service Member.”

Activity 1:

Making the Leap (45 Minutes)

“Your Service Member and your Family are beginning a stage of deployment that will have its ups and downs. They’ll be different than the ups and downs you had while your Service Member was deployed. It may be much like the roller coasters you’ll be building today.

“While your Service Member was deployed, you took on extra responsibilities, jobs and roles. You’ve changed and so has your Service Member. Communication and patience will be the keys to today’s activities, as they will be at home as you adjust to having your Service Member back home.

“Today you’ll be forming teams of engineers to build a radical coaster. How many of you have seen a ski jump on TV or on the Internet? Keep that image in your head as we build today.”

1. Break the groups into teams of 3 using Jumbo Craft Sticks with a number or color on them in the quantities needed to create even teams. 3 is the optimum number of team members but a team of 4 would be acceptable.
2. *“Each team member will have some roles as you begin building your coaster tracks. Your team should select a Chief Engineer, Materials Coordinator and an Ambassador.”*
3. *“The Chief Engineer will direct the team efforts and settle any disputes among the team. They are also responsible for safety.”*
4. *“The Materials Coordinator will be responsible for collecting the needed materials, keeping an accurate inventory and searching for additional materials that may be needed.”*
5. *“The Ambassador will help build, but can also visit the other teams and see how they have solved their problems.”*
6. If there are 4 youth on a team there can be an additional role of Presenter, who helps build and then reports to the whole group when appropriate.

7. *“Each team will have the same amount of supplies to create a simple roller coaster track that resembles a ski jump.”*
8. *“Your goal will be to see how far you can make your ball **leap and land in the can.**”*
9. *“You will have 6 feet of track, 1 Jumbo Craft Stick, painter’s (removable masking) tape, and string.”*
10. Pass out the OMK Tech Discovery Roller Coaster Rally Engineering Notebook and a writing utensil to each youth.
11. *“Look at the Engineering Notebook to learn more about important terms. Then use the ‘Roller Coaster Rally Guidelines’ for Activity 1 to complete the first Coaster Challenge, called ‘Making the Leap.’”*
12. *“Use your Engineering Notebook to sketch out designs and to record what works or what doesn’t work. It will be helpful to use it to keep track of your progress.”*
13. *“You may tape the track together using painter’s tape. You may also use the table and chairs in the room to anchor your track.”* (If the room allows, you may also tape the track to the wall using the tape provided.)
14. Go to the materials table and point out the materials youth will use for the activity. *“Materials Coordinators, please come to the supply table and take what you need, and each team can begin building as soon as you have your materials.”*
15. Allow the youth to work as a team for the first few minutes; if needed, remind them that each member of the team has a role.
16. If the youth appear to be stuck, you may want to ask some questions to help them think through their problem. Try to use the following questions before giving them a specific suggestion or idea on what to do next:
 - a. What works? Or, what doesn’t work?
 - b. What have you tried (and what happened)?
 - c. How does inertia (momentum or friction) affect your design?
 - d. What has worked for other teams? Has the Ambassador been doing their job and gathering information your team can use?
17. Give teams regular clock updates (every 10 to 15 minutes) to help keep them on track.

Activity 2:

Loop Around (45 Minutes)

“Bravo! Now each team has successfully created a part of the coaster and made the jump into the can, so we’re going to build on that. Each team will now have to add one loop-de-loop and an up-and-down while still making the jump into a target can.”

1. *“Remember to use your OMK Engineering Notebook to sketch out ideas and to keep track of your progress.”*
2. *“This time, follow the instructions for Activity 2, ‘Loop Around.’”*
3. *“Materials Coordinators, please go to the supply table and each team can begin building as soon as you have your materials.”*
4. Allow the youth to work as a team for the first few minutes; if needed, remind them that each member of the team has a role.
5. If the youth appear to be stuck, you may want to ask some questions to help them think through their problem; try to do this before giving them a specific suggestion or idea on what to do next.
6. Give teams regular clock updates to help keep them on track.

Debriefing Questions:

- What shape of loop works the best? Circle, oval?
- Does it matter if the loop is exactly upright? (Vertical?)
- Where do you release the marble/ball? Do the results change if you release it higher or lower?
- How does inertia (momentum or friction) affect your design?
- What is the best speed for the marble/ball to be traveling when going into a loop? Fast, slow, medium?
- What has worked for other teams?

Snack:**(15 Minutes)****Activity 3:****Super Coaster Challenge (70 Minutes)**

1. *“Now we’re going to allow you to use what you’ve learned to create a Super Coaster. A Super Coaster will be bigger, better, longer or with more loops. We’ll form 2 larger teams by combining the small teams. In addition to having more people, you may have a different role than what you had on your smaller team. You’ll need to be flexible and work together to make sure that you involve all of your new team members in the building of your Super Coaster.”*
2. Merge the teams together into Super Challenge Teams. It may be easiest to form teams that are in the same part of the room. If there are only 3 small teams, you may wish to create a mega super team but add components to the challenge to make it bigger, better, longer or with more loops. Remind team members that they still need to get the ball in the can at the end!
3. *“Negotiate who does which job on your new team. We’ve included some suggestions in the instructions.”*
4. *“Remember to use your OMK Engineering Notebook as a tool and as a record-keeping journal.”*
5. *“This time, follow the instructions for Activity 3, called ‘Super Coaster Challenge.’”*
6. *“Materials Coordinators, please go to the supply table and get any remaining supplies for your team. You can begin building as soon as you have your materials.”*
7. Allow the youth to work as a team for the first few minutes; if needed, remind them that each member of the team has a role (there are suggestions for additional roles in the instructions).
8. If the youth appear to be stuck you may want to ask some questions to help them think through their problem; try to do this before giving them a specific suggestion or idea on what to do next (use questions similar to those listed under activity 1 and 2 to help the teams solve their problems).
9. Give teams regular clock updates to help keep them on track.
10. Finish with the Super Coaster Challenge!

Activity 4:

Super Coaster Summit (30 Minutes)

“As engineers and scientists, it’s now time to report your results.”

“Before you demonstrate your Super Coaster, each team’s Ambassador (or Presenter) should tell us the names of your team members and the roles everyone played, as well as talk about your design.”

1. Have each group demonstrate their Super Coaster.
2. Make sure all the team members and roles are introduced.
3. Make sure the other team(s) give a round of applause.

Talk It Over:

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- Which challenge was the most difficult? Most fun? Why?
- How did you solve problems and conflicts?
- How did deciding to change a variable affect the results?
- How did inertia (momentum or friction) affect your design?
- How did it feel to be a part of something bigger than yourself and to work as a team?

Process

- How did your team solve problems together? Did everyone have an equal share in the decision making?
- Did your team members follow their roles? Were you comfortable with that process?
- How did forming a Super Team for the last challenge make you feel part of the bigger community?
- How did the process of making decisions change when you formed a Super Team? What did you have to do to include the new team members in this process?

Generalize

- How do roles and jobs change in your life? Does that make you stronger?
- Did resilience play a role in making your coaster better? How did your team handle failure?
- Where in your life is teamwork and problem-solving important?
- How does engineering and the engineering process (having a problem and finding a solution) help you problem-solve at home?

Apply

- How can you use what you learned about inertia, momentum and friction as you reintegrate with your Service Member?
- How can you use what you learned today about changing roles at home?
- When friction and momentum increase with the changes at home, what are some strategies that you learned today that you can use?
- How can you apply the skills you used today to be more resilient?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:

Problem Solving, Teamwork, Decision Making, Communication, Spiritual and Social.

As you point to each sign, ask:

- How have our activities today helped you develop your _____ (skills)?
- Why do you think these skills are important?

Closing & Cleanup:

(15 Minutes)

“Today we talked about the ups and downs you might experience during reintegration as your Service Member returns home. Remember that there might be times you feel like things are derailing while your family makes the necessary adjustments to this big change—but that if you focus on communication and teamwork, you’ll be able to stay on track!”

“Now, if everyone could please help clean up by removing all tape and string from the chairs, tables, wall and tracks and throwing it away, and then putting all of the supplies back into the same spots you found them. And please take your Engineering Notebooks home with you. Have a safe trip, and don’t forget to give your parent the parent letter we’re handing out.”

Extend the Activity:

- Groups can use the iPad 2 app Rollercoaster Extreme HD or a similar roller coaster building app to build coaster tracks within the constraints of that level
- Using a laptop or personal computer with Internet access, teams or individual youth can visit the following site to practice different ways of building coasters:
<http://kids.discovery.com/games/build-play/build-a-coaster>

Post Event

Lead Volunteer:

- Check to make sure that the space is clean and returned to the arrangement it was in prior to your arrival
- Inventory and put all equipment and supplies back into their respective kits and pack them up to return as directed

- Fill out report:
 - Names of all volunteers
 - Number and names of youth (attach sign-in sheet)
 - Quotes from youth about activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)
 - Indicate if there are videos, photos or other content that needs to be forwarded to youth/Family; make it clear which items go to each youth/Family

Activity Developed for OMK Tech Discovery by:

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Wendy Rubinyi, Instructional Design Specialist (rubinyi.com)

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Roller Coaster Rally

Dear Family,

During the Roller Coaster Rally, youth worked as part of a team to design roller coasters using insulation tubing and other simple materials. Teams created roller coasters that have loops, spirals, obstacles and jumps, but they had limited materials and had specific roles on their team.

While the teams were having fun, they also practiced decision making, communication and teamwork skills as they worked together to design their different coasters for each challenge.



In addition to learning important science and engineering skills, your youth had an opportunity to practice valuable life and resilience skills. Reintegration is a period of adjustment that has its ups and downs, just like the roller coasters the teams built. With practice and patience, Family members will adjust to the “new normal” and have a smoother track.

Every person has the ability to be resilient. Today the youth had the opportunity to experience the value of being part of something larger than them. The teams also worked hard to avoid excluding members of their team and valued everyone’s contributions.

I encourage you to ask the youth about their day and what they learned.

Thank you for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- Which roller coaster challenge was your favorite?
- What was your role on the team?
- How did your team solve problems together?
- If you could build your own roller coaster, what would you include?
- How do you think what you learned today about resilience, friction or teamwork can help our Family with the reintegration process?



OMK Tech Discovery Roller Coaster Rally Engineering Notebook



Roller Coaster Rally Guidelines

Rules:

1. Safety first!
2. Only use the supplies designated for each activity.
3. You may tape items together, but not cut them.
4. You can tape tracks to most items in the room, but check with your leader to make sure that what you're considering is okay.
5. Do not let balls get out of control so that they become a danger.
6. No throwing/tossing/rolling or using items in a way that is not directly related to the challenge.
7. Remember, **everyone is responsible for safety!**

Step 1 for All Activities:

Choose Roles:

Role	Responsibility
Builder	Assemble tracks with available materials; all youth will be builders
Chief Engineer	Direct the team's efforts and settle any disputes among the team; also responsible for safety
Materials Coordinator	Responsible for collecting the needed materials, keeping an accurate inventory and searching for additional materials that may be needed
Ambassador	Visit the other teams and see how they have solved their problems
Presenter (optional)	Report to the whole group when appropriate

Activity 1:

Making the Leap

Challenge:

Design a coaster track with a jump that makes your marble or ball jump into a can without first bouncing on the floor. How far can the marble/ball leap and still land in the can?

Materials Each Team Needs for This Challenge:

- 6 feet of track
- Glass marbles and/or wooden, rubber or steel balls
- 1 Jumbo Craft Stick
- Painter's (removable masking) tape
- String
- 3 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- Tape measure
- 1 large empty cardboard box (to catch marbles/balls if needed)

Team Action Plan:

1. Use your Engineering Notebooks to sketch your designs.
2. If necessary, join the track sections together using tape.
3. Tape the track to a fixed object; depending on your facility, this can be the wall, tables or chairs (check with a volunteer if you have questions).
4. Place target cans on the floor in a line so the marbles/balls can land in one of them.
5. Place a cardboard box behind the last can to catch the marbles/balls.
6. Release one marble/ball at the top of the track using the wooden stick; DO NOT push the marble/ball down the track when you release it.
7. Adjust the shape of the track and the position of the cans so that the marble/ball lands in the farthest can.

Activity 2:**Loop Around****Challenge:**

Using the materials available, design a coaster with the largest loop.

Materials Each Team Needs for This Challenge:

(NOTE: the quantities listed include the items you already have on hand from Activity 1. For example, you already have a Jumbo Craft Stick so you do not need to get another one. You need 12 feet of track total, so you only need to get an additional 6 feet from the supply table.)

- 12 feet of track
- Glass marbles and/or wooden, rubber or steel balls
- 1 Jumbo Craft Stick
- Painter's (removable masking) tape
- String
- 3 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- Tape measure
- 1 large empty cardboard box (to catch marbles/balls if needed)

Team Action Plan:

1. Connect your track pieces into 1 continuous track.
2. Tape the track to a fixed object so that it makes a complete loop; depending on your facility this can be the wall, tables or chairs (check with a volunteer if you have questions).
3. Release the marble/ball to see if the marble makes it all the way around the track; if it does not, adjust the track until the marble completes the trip.
4. Make the loop larger until you create the largest loop possible.
5. Try different marbles/balls to see if 1 type works better than others; record your observations in your Engineering Notebook.
6. After you have found the biggest loop, see how many loops you can fit on your track; record the number of loops.

Extension:

If time allows, try to create a spiral with as many turns as you can in your track.

Activity 3:**Super Coaster Challenge****Challenge:**

For this challenge, you will merge with another team and combine your supplies. Then working together, you will:

1. Make a coaster using 24 feet of track that has all of the following features:
 - a. 360 degree loop-de-loop
 - b. 1 spiral with 2 complete turns or 1 spiral and 1 extra loop
 - c. 2 obstacles, which can include a tunnel, a jump (4 inches or more), a hill (up-and-down) or any other obstacle
 - d. Marble/ball lands in the can
2. Make the marble/ball land in the can 5 times in a row.

Teams should meet to discuss the division of responsibilities for their new team. Options for the team to consider may be:

- Select individuals to serve in the roles as described before, with the remaining team members being assigned the role of Builder
- Assign team members who had the same role to become partners (i.e. Co-Engineers, Co-Ambassadors, etc.)
- Team members can become “chief” or “assistant” and maintain their same roles
- Other: the team decides

Materials Each Team Needs for This Challenge:

(NOTE: The quantities listed include items you already have on hand from previous activities.)

- 24 feet of track
- Glass marbles, wooden, rubber or steel balls
- 1 Jumbo Craft Stick
- Painter’s (removable masking) tape
- String
- 3 empty metal or plastic containers (coffee cans, yogurt containers, peanut butter jars)
- 1 large empty cardboard box (to catch marbles/balls if needed)
- Empty juice cans or paper towel rolls (2 to 3 per team)
- Stiff paper (index cards, file folders, empty cereal or food boxes)
- Tape measure
- Stopwatch

Team Action Plan:

1. Use information you have gathered from previous activities to build your Super Coaster.
2. Use cardboard tubes and/or recycled materials to create supports and/or obstacles.

The Challenge Can Be Measured in Two Ways:

- Fastest ride: the marble/ball travels the course the fastest, from release (no push) to striking the inside of the can
- Longest ride: the marble/ball travels the course the slowest, from release (no push) to striking the inside of the can

Important Terms

Speed

Speed is a measurement of how fast an object is moving. Fast-moving objects can cover large distances in a small amount of time. They are said to have a high speed. A roller coaster car moving at 60 miles per hour would be able to cover a distance of 60 miles in 1 hour if it could maintain this pace.

Friction

Friction is a force that resists the motion of an object. Friction results from the close interaction between two surfaces that are sliding across each other. When you slam on your brakes and your car skids to a stop with locked wheels, it is the force of friction that brings it to a stop. Friction resists the car's motion.

Inertia

Inertia is a tendency of an object to resist change in its state of motion. More massive objects have more inertia; that is, they have more tendency to resist changes in the way they are moving. An elephant has a lot of inertia, for example. If it is at rest, it offers a large resistance to changes in its state of rest, and so it's difficult to move an elephant. On the other hand, a pencil has a small amount of inertia. It's easy to move a pencil from its state of rest. More massive objects have more inertia and thus require more force in order to change their state of motion.

Mass

The mass of an object is a measurement of the amount of material in a substance. Mass refers to how much "stuff" is there. Elephants are very massive, since they contain a lot of "stuff."

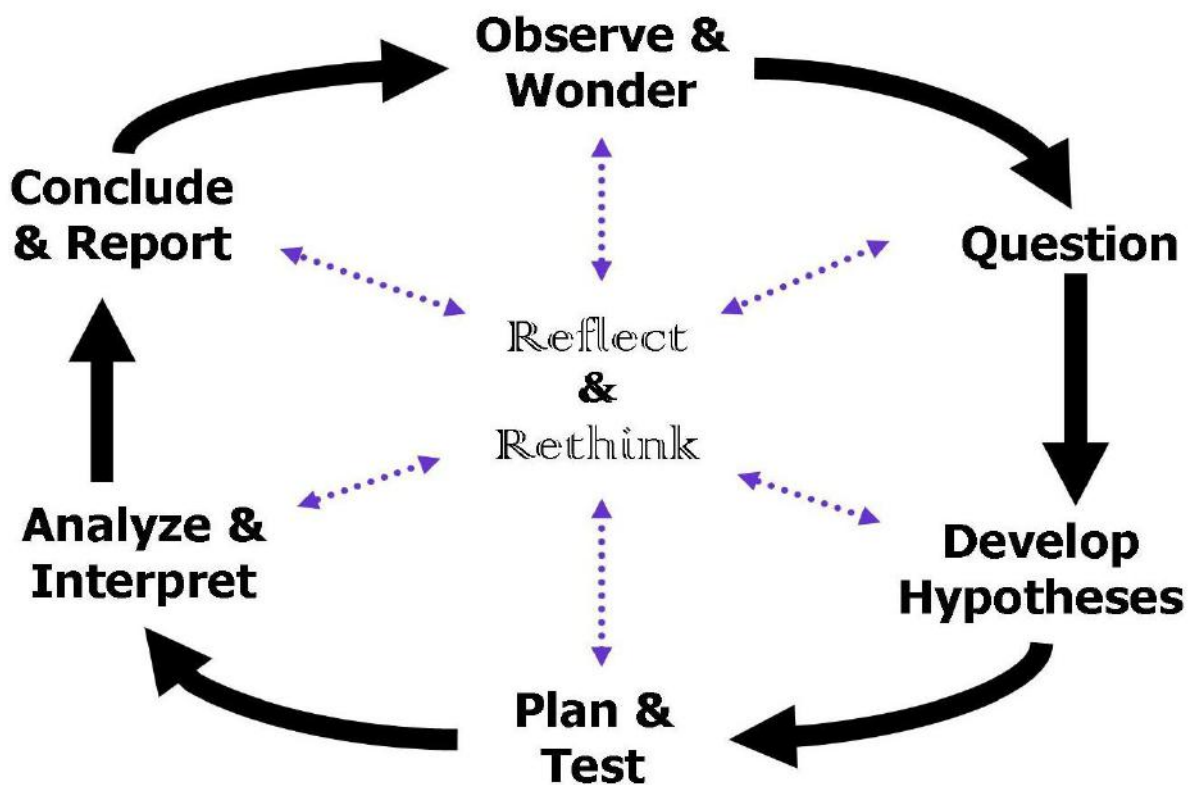
Momentum

Momentum pertains to the quantity of motion that an object possesses. Any mass that is in motion has momentum. In fact, momentum depends upon mass and velocity, or in other words, the amount of "stuff" that is moving and how fast the "stuff" is moving. A train of roller coaster cars moving at a high speed has a lot of momentum. A tennis ball moving at a high speed has less momentum. And the building you are in, despite its large mass, has no momentum since it is at rest.

Centripetal Force

Motion along a curve or through a circle is always caused by a centripetal force. This is a force that pushes an object in an inward direction. The moon orbits the earth in a circular motion because a force of gravity pulls on the moon in an inward direction toward the center of its orbit. In a roller coaster loop, riders are pushed inwards toward the center of the loop by forces resulting from the car seat (at the loop's bottom) and by gravity (at the loop's top).

THE PROCESS OF INQUIRY



Scientific discoveries are made through the process of inquiry, though scientists often use the word “research” or “the scientific method” to describe what they do. Inquiry involves detailed examination of phenomena with the goal of discovering and interpreting new knowledge, whether the knowledge is new to human-kind, to a small group of people, or even just to the person doing the research.

FACILITATOR SKILLS THAT FOSTER INQUIRY

Inquiry is learner-driven, not teacher driven, so the instructor must take a back seat to his or her participants’ curiosity. The instructor simply facilitates the learning process. Facilitating inquiry experiences requires flexibility, patience, tolerance of ambiguity, and an emphasis on student skill building. When learner-driven inquiry takes place, the instructor becomes a learner, too. And not just in the content area, but by gaining a deeper understanding of his/her students’ thinking processes as well as the process of inquiry itself.

Video Talk Show

Time Needed: 4 hours

Skill Level: Basic

Number of Youth: 12

Deployment Segment: Reintegration: Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Develop skills to express your emotions, experiences and stories about the reintegration of your Service Member
- **Teamwork:** Learn to work with varying points of view to share feelings about the reintegration of your Service Member
- **Decision Making:** Develop skills in organizing ideas and materials to produce the show

Resilience Skill Objectives:

- **Emotional:** Cultivate and nurture positive emotions
- **Family:** Discover how being a part of a supportive Family unit or community of youth with similar experiences better prepares you to face the challenges of reintegration



Science and Technology Objectives:

- Understand basic skills for creating videos, including script, storyboarding, production techniques, shot composition, angles and post production

Activity Overview:

Youth will learn how to create their own video talk show. They will work together to create a finished product and have the opportunity to think about and share their feelings and deployment experiences with others.

Shout Out to Youth!

Ideas, Camera, Action! We will explore the basics to creating videos, including Pre-Production (script & storyboard development), Production (video techniques, shot composition and angles) and Post-Production (video editing and sharing) while creating our own video talk shows! Be the Director and let the good times roll!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Conversation Rotations	(15 Minutes)
Activity 1:	Talk Show Prep	(60 Minutes)
Activity 2:	Action!	(60 Minutes)
Activity 3:	Video Editing	(60 Minutes)
Activity 4:	Screen Scene	(40 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$2/youth

Space Needed:

You need a room with tables, chairs and open space to move around. Wireless Internet access is required.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional OMK Tech Discovery training (found at: <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Review the activities, all materials and handouts
- Prepare index cards for the Icebreaker (Conversation Rotations). On each card, write an incomplete statement that players will use to talk about themselves. The following are examples of these statements:
 - I like neighbors who...
 - I like to play sports that...
 - I like to spend time with people who...
 - I like to go places that have...
 - I like to read books about...
 - I like spending time outside to...
 - I like to collect...
 - I like to play games that...
 - I like to watch movies that...
 - I like to listen to music that...
 - I like to eat food that...
 - I like activities that...

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the OMK Tech Discovery Tool Kit. (If you anticipate a large group of youth, schedule additional OMK Tech Discovery Tool Kits. 1 Kit=12 youth.)
2. Schedule use of Mobile Technology Lab.
3. Ensure Internet access.
4. Schedule Uniformed Service Member and at least 1 volunteer per 6 youth to participate in the activity.
5. Recruit a Tech volunteer (for device, laptop and Internet support).
6. Schedule a Military Family Life Consultant (MFLC).
7. Borrow or buy supplies.
8. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- “Video Talk Show Guide” (2 pages found at the end of the activity plan; 1 set of copies per youth = 12 sets of copies)
- “Quick Tips for Shot Composition” (6 pages found at the end of the activity plan; copy and staple 1 packet per youth = 12 packets; copy in color if at all possible)
- Parent letter (1 per youth = 12 copies)

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Decision Making, Emotional and Family objectives)
- Sign-in sheet
- Nametags
- 4 iPad 2 devices, which have the following app downloaded:
 - iMovie
- iPad Camera Connection Kit
- Writing utensils
- Blank paper

Get from Mobile Technology Lab:

- Flip camera
- Video camera
- Wireless router with Internet connection
- LCD projector
- Laptop (to use with LCD projector)

Buy or Borrow Supplies

Icebreaker: Conversation Rotations

- Index cards (1 per youth = 12 total, prepared as instructed in the “Get Ready” section)
- Nametags for all youth, volunteers and anyone else who will be present (OMK Tech Discovery Tool Kit)
- Table for sign-in sheet
- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)

Activity 1: Talk Show Prep

- “Video Talk Show Guide” handouts (found at the end of the activity plan)
- Blank paper (OMK Tech Discovery Tool Kit)
- Writing utensils (OMK Tech Discovery Tool Kit)
- “Quick Tips for Shot Composition” handouts (found at the end of the activity plan)

Activity 2: Action!

- 4 iPad 2 devices (OMK Tech Discovery Tool Kit)
- Flip camera (Mobile Technology Lab)
- Video camera (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)
- “Video Talk Show Guide” handouts (found at the end of the activity plan)
- Writing utensils (OMK Tech Discovery Tool Kit)
- “Quick Tips for Shot Composition” handouts (found at the end of the activity plan)

Activity 3: Video Editing

- 4 iPad 2 devices with the following app (OMK Tech Discovery Tool Kit):
 - iMovie (double-check to make sure it is already downloaded)
- Flip camera (Mobile Technology Lab)
- Video camera (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)
- iPad Camera Connection Kit (OMK Tech Discovery Tool Kit)
- “Video Talk Show Guide” handouts (found at the end of the activity plan)
- Writing utensils (OMK Tech Discovery Tool Kit)
- “Quick Tips for Shot Composition” handouts (found at the end of the activity plan)

Activity 4: Screen Scene

- 4 iPad 2 devices with the following app (OMK Tech Discovery Tool Kit):
 - iMovie (double-check to make sure it is already downloaded)
- LCD Projector (Mobile Technology Lab)
- Laptop (Mobile Technology Lab, to use with LCD projector)
- Wireless router with Internet connection (Mobile Technology Lab)
- Snack

Day of the Event

Roles for Uniformed Service Member:

- Help youth identify and form a positive connection with another Service Member
- Encourage youth to ask questions about the Deployment Cycle

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth
- Provide positive support for youth throughout the activities
- Assist youth in setting positive goals
- Model problem-solving strategies
- Facilitate problem solving and use teamwork when youth become frustrated or have questions
- Assist with setup and cleanup

Before the Youth Arrive....

1. Orient your group of volunteers to the activity (make sure they all have nametags and introduce themselves to each other before you get started).
2. Have Tech volunteer ensure Internet access and set up a laptop to work with the LCD projector for demonstration purposes.
3. **Activity Orientation for All Volunteers** (before the beginning of the event):
 - Review each activity
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them during the activity; remind them how these will help youth manage deployment issues and adjustments
 - Have volunteers help set up for the event

Set up Your Space:

Space: You need a room with tables, chairs and open space to move around. Wireless Internet access is required.

1. Post **Life/Resilience Skill signs** around the room.
2. Set up a greeting table with a sign-in sheet.

WHAT TO DO

Video Talk Show

As the Youth Arrive....

1. Have youth and accompanying adult fill out the sign-in sheet and have participant(s) put on a nametag.
2. Don't forget to introduce yourself and your team of volunteers, the Uniformed Service Member and others that might be in the room, along with their roles.

Icebreaker:**Conversation Rotations (15 Minutes)**

1. *“During this activity, each of you will be given 1 index card. Your card will have an incomplete statement written on it that is different from everybody else’s card. You’ll use those statements to get to know each other.”*
2. Index cards include the following statements:
 - I like neighbors who...
 - I like to play sports that...
 - I like to spend time with people who...
 - I like to go places that have...
 - I like to read books about...
 - I like spending time outside to...
 - I like to collect...
 - I like to play games that...
 - I like to watch movies that...
 - I like to listen to music that...
 - I like to eat food that...
 - I like activities that...
3. Tell youth not to look at their cards until instructed.
4. Each youth is given a different index card containing 1 of the unfinished statements.
5. On “Go,” players should roam around the room, introducing themselves to 2 different people.
6. During the first 2 meetings they should exchange names and a handshake.
7. During the third meeting, after introductions, 1 player should turn over his/her card, see what it says, and finish the statement appearing on the card.
8. They should then politely ask the other player, “What about you?”
9. The other player should finish the statement from the first player’s card. Then they can read the statement appearing on their own card, comment, and then ask their partner, “What about you?”
10. When they are finished, youth continue mingling until they’ve greeted 3 more people.
11. Keep youth on the same pace by counting rounds out loud:
 - a. Round 1: Meet and greet
 - b. Round 2: Meet and greet
 - c. Round 3: Index card
 - d. Round 4: Index card
 - e. Round 5: Index card
 - f. Round 6: Index card

Debriefing Questions:

- Did everyone look each other in the eye when they exchanged greetings? Did you shake hands? Exchange names?
- Why do you think those things are important to do when you are meeting new people?
- What message do you think it sends to others when you are able to meet and greet them well?

“We had you take part in this activity for a couple of reasons, but 1 of them is to get you to think about how you communicate with your Service Member. Was it hard to communicate with them while they were gone? How about now that they’re home? Now that they’re home it’s even more important for you to open up and share things with them and listen to their responses so that you can fully reconnect and learn more about each other.”

Adapted from: *Great Group Games For Kids* by Susan Ragsdale and Ann Saylor, pages 45-46 (Book is located in the OMK Tech Discovery Tool Kit)

Activity 1:

Talk Show Prep (60 Minutes)

“You’ve all seen talk shows. A typical talk show, like the “Tonight Show” or “Late Night,” have a host who asks 1 guest at a time a series of questions about what they’re doing with their lives and then engages them in a discussion on a topic. Your talk show will be about deployment: your experiences, emotions and stories.

“Videos don’t just happen; even reality shows need to go through the hoops of planning a video production. Today we’re going to learn the steps needed to create a short interview-type talk show. You and your ‘production crew’ will learn the steps, shoot the show and edit the video to present to other crew, your Service Member, Families and maybe even...the World!

“There are 3 different production phases: Pre-Production, Production and Post-Production.

- *During the Pre-Production phase of your video talk show, you will write your script (interview questions) and develop your storyboard.*
- *Throughout the Production phase, you will film your Talk Show in short segments that you’ll combine during the Post-Production phase.*
- *In the Post-Production phase, you’ll edit your interviews.*

“Video production takes tons of planning before you actually shoot your video. Even the reality TV shows have these steps. Let’s get started!”

1. Break youth into 4 production crews; try to be sensitive to gender and age balance.
2. Hand out the “Video Talk Show Guide” and extra paper.
3. Ask youth to look at the questions and start the brainstorming process.
4. Remind youth that this is a talk show that explores their experiences and stories with deployment.
5. Give youth 20 minutes to settle down and start writing their answers to questions 1 through 13, talking with each other and formulating the flavor of their talk show; this is termed the “research” phase of Pre-Production.

*“Now that you’ve done your research, it’s time for you to start thinking about **interview questions.**”*

1. Have youth look at their Video Talk Show Guide and the tips for writing interview questions.
2. Prompt youth to think about what questions they would like to ask when they interview someone else on their crew.

3. Remind them to be respectful and consider “how, who, what, where, when and why” questions.
4. Encourage youth to think about the questions they have been answering themselves and the stories they have already started.
5. Ask youth to write down some sample questions that they have from the stories they gathered from each of the members of their crew.
6. Give youth 15 minutes to work on this segment.

*“Now it’s time to put images to our words and plan out the words with images. This is called **storyboarding**. To get started, we’re going to fold our paper into 9 boxes.”*

1. Hand out “Quick Tips for Shot Composition.”
2. Demonstrate: Fold a blank piece of paper into thirds, so that you end up with 9 boxes.
3. *“Each of these boxes become individual segments of your interview/video. Each box will have the question you will ask and the image you want to have with it, as well as other things like music.”*
4. *“Now you need to think about **shot composition**. Look at the examples on your handout called “Quick Tips for Shot Composition.”*
5. *“As you think about images for your storyboard, try to be purposeful in the types of shots you choose.”*
6. Give youth time to look at the handout; review key concepts with them.
7. *“You also need to think about a setting, or location. Is it a desk? Is it outside? Is there a flag in the background? Is each question of the interview a different location? A different youth? A Service Member in the room? Take a moment and decide these things as a team.”*
8. Have youth complete each box on their storyboard with details on what will be happening in each segment of the video.
9. Remind youth to pay attention to details of their setting, including avoiding settings with distractions such as:
 - **Sound:** background sounds that may cause distraction in your video could include wind, people talking in the background, cars driving on the streets and planes flying overhead
 - **Lighting:** ensure that your location has appropriate lighting so that subject(s) of the video are clear
10. Remind youth that they can be creative; graphics can be added by making signs and drawing. They can animate stills, make flip books, have voices over a video, etc. Encourage the youth to be creative and have it reflect their personality and the personality of their crew.

Activity 2:

Action! (60 Minutes)

“Now it’s time for you and your crew to get to work shooting the raw footage for your video. Your crew will have an iPad 2 to use, and there is also a Flip camera and a video camera available. You may even be able to use your phone. Anything with an SD card or USB port works great. Follow your storyboard as closely as possible because it will make it easier for editing.

“If you have any questions, ask someone for help. It’s really important to work with your crew to get the best images and sounds you can to express your emotions and share your experiences and stories.”

1. Hand out iPad 2 devices to the teams and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask youth for examples of what NOT to do):
 - Handle with care
 - Use 2 hands at all times
 - Keep it clean
 - If you break it, you buy it (\$500.00)
2. Record segments using iPad 2 or other cameras.
3. If youth use a video camera, they can download their video from the SD card to the iPad 2 device using the iPad Camera Connection Kit (for editing on iMovie).
4. Youth can use the room to do their segments. If they want, they can download images from the Internet and if it’s safe, go out of the room to shoot, as long as there are enough volunteers so that 1 can go with them.

Activity 3:

Video Editing (60 Minutes)

1. *“Now it’s time to put it all together! We’ll be using iMovie on your iPad 2 devices. Watch the tutorial on iMovie using your browser: youtube.com/watch?v=MEaWuCrI24s. Or search for ‘iMovie for iPad 2’ done by DetroitBORG.”* (video runs 11 minutes 46 seconds)
2. After watching the video tutorial, youth will work together with their teams to edit their talk shows.

Activity 4:

Screen Scene (40 Minutes)

“It’s Showtime! Make sure you’re respectful of the other crews and that you are an appreciative audience.”

1. Each crew should introduce their team members as well as give a brief introduction to their talk show.
2. After each video, make sure that the others give a round of applause.
3. When they are done with their premieres, hand out the snack.
4. Talk with youth about how they can access their video once they are home so they can share it with their Service Member (options: you can email the video to them, post it somewhere that they can download it, etc.).

Talk It Over:

1. To help you focus the discussion, briefly look at Life Skill, Resilience Skill and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Remember to include the Uniformed Service Member in the discussion.
4. Have a volunteer take comments/notes about group dynamics and specific youth comments.

Share/Reflect

- What did you learn about teamwork while doing this activity?

- How did you share your ideas with others during the activity?
- What was your favorite thing about working on this project?
- What surprised you?
- How did this activity help you express your emotions, experiences and stories about the reintegration of your Service Member?

Process

- How did you make decisions as a team about how to complete the activity?
- How did others help you with this project?
- What did you learn through sharing with others throughout the activity?
- What common themes resulted while working on this activity together?

Generalize

- What did you learn about your decision-making skills that you can use at home?
- What advice would you give to someone who wants to learn this life skill while using video technology?
- How can what you did here today be a positive influence on others?

Apply

- What did you learn about yourself today?
- How will you share your feelings about your deployment experience with your Family, particularly your returned Service Member?
- What are some ways that you can use what you learned today back in your Family and community during the reintegration of your Service Member?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:
Communication, Teamwork, Decision Making, Emotional and Family.

As you point to each sign, ask:

- How have our activities today helped you develop your _____ (skills)?
- Why do you think these skills are important?

Closing & Cleanup:

(5 Minutes)

“Today we learned how to use video and video editing to share common stories and unique experiences that we’ve faced during the deployment of our Service Member. We explored the 3 phases of video production: Pre-Production (script & storyboard development), Production (video techniques, shot composition and angles) and Post-Production (video editing and sharing). Think about the activities that you completed today, the friends you made, and the teamwork, communication and decision-making skills that you used.

“Think about how your experiences with video production and these life skills can help you now that your Service Member has returned from deployment. As you leave today, please take the parent letter and share it with your parent/guardian. But before you leave, make sure each team has returned the iPad 2 device and/or video camera you used during today’s activities and help us clean up our space.”

Extend the Activity:

- Play with the iPad 2 devices or video cameras to create additional short videos

Post Event

Lead Volunteer:

- Check to make sure that the space is clean and returned to the arrangement it was in prior to your arrival
- Inventory and put all equipment and supplies back into their respective kits and pack them up to return as directed; make sure all iPad 2 devices, connector kits, cords and power chargers are returned to the OMK Tech Discovery Tool Kit
- Fill out report:
 - Names of all volunteers
 - Number and names of youth (attach sign-in sheet)
 - Quotes from youth about activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)
 - Indicate if there are videos, photos or other content that needs to be forwarded to youth/Family; make it clear which items go to each youth/Family

Activity Developed for OMK Tech Discovery by:

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Video Talk Show

Dear Family,

Today we learned how to use video and video editing to share common stories and unique experiences that we've faced during the deployment of our Service Member.

We explored the 3 phases of video production: Pre-Production (script & storyboard development), Production (video techniques, shot composition and angles) and Post-Production (video editing and sharing), while creating videos that explored the experiences and stories we had during the deployment of our Service Member.



During our activities, we focused on cultivating and nurturing positive emotions and the importance of supporting each other. Today's activities emphasized teamwork, communication and decision-making skills, which are essential both in video production and while reconnecting with your Service Member upon return from deployment.

Thank you for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- What movie that you've recently seen might help you face the challenges of reintegration?
- How can being on a team help you reach a goal??
- Who is your favorite screen hero? Why?
- Would you rather act or direct? Why?
- What's more important to you in a movie or TV show, the music or the dialogue? Why?

Video Talk Show Guide



Work with your production crew as a team to talk about and consider these questions:

1. What is your deployment story?

2. What words would you use to express your emotions, experiences and stories about reintegration? (List at least 5)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

3. When and where does your story take place?

4. What emotions do you want to convey in your story?

5. What will your story look like? What pictures, images and scenery will you use to tell your story?

6. What kind of music will go well with your story?

7. Who is your target audience?

8. What kind of response do you want to get from your target audience?

9. What do you want your target audience to realize?
10. Estimate the length of your story
11. Ask yourself: Do you have time to tell your whole story?
12. What aspect of your story seems to be the most important part to tell?
13. Why is it important to share your stories with others?

Pre-Production: Tips for Writing Interview Questions

1. Begin interview with:
 - Date
 - First names of people being interviewed
 - Location and topic
2. Ask open-ended questions that begin with: Who, What, When, Where, Why, How (avoid questions that can be answered with a simple “yes” or “no”).
3. Write down your questions and make sure “interviewer” and “interviewee(s)” discuss the questions before the interview, but don’t rehearse.

Quick Tips for Shot Composition

Framing: Focus on the subject of your photo, but also pay attention to what is in your photo's background and around the edges of your subject. Be aware of items that could be distracting, such as: people, animals, cars, poles, signs, power lines and trees.

This is an example of a shot that is distracting around the edges and in the background:



Photo Credit: Arizona Operation Military Kids – University of Arizona 2011

Rule of Thirds: Imagine the subject of your image being in a grid that divides your image into nine equal segments, using 2 vertical and 2 horizontal lines (see the example below). Try to position the most important elements of the scene along the lines, or at the points where the lines intersect, instead of in the center of the frame. Following the Rule of Thirds helps to add balance and interest to your photo.

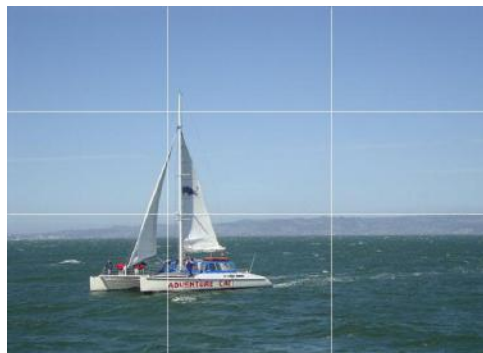


Photo Credit: Teresa Noon (AZ) Photography - 2011

Foreground/Background: Every photo has a foreground and a background. When composing your photos, pay close attention to what is in your foreground and your background. Do you want the items in your background to be focused or blurred? Are items in your foreground (for example, the subject) in focus?

This is an example of a focused foreground/blurred background:



Photo Credit: Teresa Noon (AZ) Photography - 2011

Perspective: The subject of your photo can be shot from different perspectives. For example, if your subject is close to the ground, try kneeling or shooting closer to the ground (see below), or change the angle by climbing stairs and shooting from above the subject. Changes in perspective can add dramatic effects to the photo, including textures and other details.



Photo Credit: Teresa Noon (AZ) Photography - 2011

Patterns and Interesting Effects: Look for patterns or other features of the subject that could produce interesting photo effects.

Notice how the shadows and the shapes create a dramatic effect in this shot:



Photo Credit: Teresa Noon (AZ) Photography - 2011

Exploring Camera Shots & Angles

Extreme Long Shot (ES): This type of shot establishes the setting or a sense of place. The shot is taken very far away from the subject (see below).



Photo Credit: Teresa Noon (AZ) Photography - 2011

Long Shot (LS): This type of shot captures the entire subject of the photo (see below).



Photo Credit: Arizona Operation Military Kids – University of Arizona 2011

Medium Shot (MS): This type of shot captures half of the subject in action (see 2 examples below).



Photo Credit: Arizona Operation Military Kids – University of Arizona 2011

Close Up/Extreme Close Up Shot: This type of shot focuses in closely on the subject and can focus on specific details and textures of the subject (see 3 examples below).



*Photo Credit: Arizona Operation Military Kids
University of Arizona 2011*

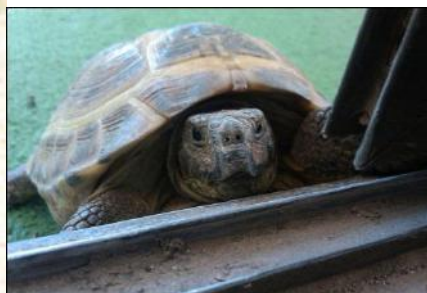
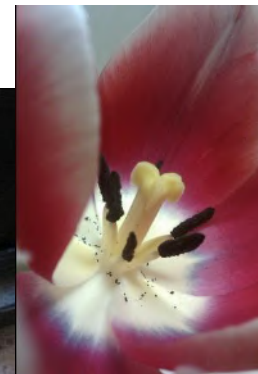


Photo Credit: Teresa Noon (AZ) Photography - 2011



Bird's Eye View: Shooting the subject from above, looking down at the subject. This type of shot can establish the setting and a sense of place (see 2 examples below).



*Photo Credit: Arizona Operation Military Kids
University of Arizona 2011*



*Photo Credit: Teresa Noon (AZ)
Photography - 2011*

High Angle: Shooting the subject looking down, but not as high as a Bird's Eye View. This type of shot can make the subject appear smaller (see below).



Photo Credit: Teresa Noon (AZ) Photography - 2011

Low Angle: Shooting just below the subject, looking up at them. This type of shot can make subjects look larger (as in the flower example below).



Photo Credit: Teresa Noon (AZ) Photography - 2011



*Photo Credit: Arizona Operation Military Kids
University of Arizona 2011*

Tilted Angle: Shooting from an angle, creating a feeling of imbalance and alternate perspective (see 2 examples below).



Photo Credit: Teresa Noon (AZ) Photography – 2011

Over the Shoulder: During interview shots, shooting from “over the shoulder” makes the subject appear as though they are looking into the camera while speaking to the person interviewing them.



Photo Credit: Arizona Operation Military Kids University of Arizona 2011

Practice using different composition techniques and angles as we continue with our activities today or after you go home.