

The Great Rocket Car Challenge

Time Needed: 4 hours

Skill Level: Basic

Number of Families: 6

Deployment Segment: Reintegration: Youth & Family

Internet Required: Optional

Life Skill Objectives:

- **Communication:** Develop conversation skills among Family members to enhance working together and talking about roles and shifting roles
- **Teamwork:** Work collaboratively and cooperatively with Family members
- **Problem Solving:** Solve problems and achieve success together during construction
- **Decision Making:** Examine variables and how to change and modify them for a more positive outcome

Resilience Skill Objectives:

- **Social:** Develop and maintain trusted, valued relationships and friendships
- **Family:** Explore how open communication assists in making you feel part of the Family
- **Spiritual:** Look for and appreciate the positive things that happen

Science and Technology Objectives:

- Understand basic engineering concepts by designing rocket cars
- Test and redesign rocket cars
- Work within the constraints of the engineering process



Activity Overview:

Youth and Families will work together to create a rocket car and compete in a friendly challenge.

Shout Out to Youth!

Did you ever want to design your own car? In the Great Rocket Car Challenge, you will experience firsthand what it is like to create and race your own rocket car. You might even be inspired to design the next new model of cars for the future!

Prerequisites: None

Breakdown of Activities:

Icebreaker	That's How I Roll	(20 Minutes)
Activity 1:	Rocket Car Design	(70 Minutes)
Activity 2:	The Great Rocket Car Challenge	(70 Minutes)
Activity 3:	Rocket Car Summit	(45 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(15 Minutes)

Budget Range for Activity: \$5/participant

Space Needed:

Large room with a table and chairs for each Family team, plus a large open space that includes a flat surface that runs for 50 to 100 feet for the Performance Test Track

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 the OMK Tech Discovery Tool Kit. (If you anticipate a large group, schedule additional OMK Tech Discovery Tool Kits. 1 Kit=6 Families.)
2. Schedule use of OMK Yellow Ribbon Tool Kit.
3. Schedule Uniformed Service Member and at least 1 volunteer per 6 Families to participate in the activity.
4. Schedule a Military Family Life Consultant (MFLC).
5. Borrow or buy supplies.
6. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).
7. Check with the OMK Tech Discovery Point of Contact to see if there is a PVC Launcher in the OMK Tech Discovery Tool Kit; if not, make 1 per the instructions provided at the end of the activity plan (make 2 launchers if the group is large).
8. Cut several 1-foot pieces of 1/2" PVC for use during construction (at least 1 per Family team); these can be shared during building.
9. Cover work tables with plastic table clothes to protect them from the hot glue guns.

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Family letter (1 per Family team = 6 copies)
- "Rocket Car Assembly Instructions" handout (found at the end of the activity plan; 1 per Family team=6 copies)
- "The Great Rocket Car Challenge Score Sheet" handout (found at the end of the activity plan; 1 copy per participant)

Get from OMK Yellow Ribbon Tool Kit:

- Hot glue guns
- Glue gun glue sticks
- 2 or 3 stopwatches (if that option is chosen in Activity 2)
- Duct tape
- First aid kit

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Problem Solving, Decision Making, Social, Family and Spiritual)
- Sign-in sheet
- Nametags
- iPad 2 devices to document the races
- 4 large wheels per Family team
- 4 small wheels per Family team
- 2 axles per Family team
- 4 axle clips per Family team
- Transparent tape
- Writing utensils
- Blank white paper
- Safety glasses

Buy or Borrow Supplies**PVC Launcher to Be Made in Advance:**

(assembly instructions found at the end of the activity plan; used in Activity 2)

<u>Quantity</u>	<u>Item (Schedule 40 PVC)</u>
2	1½-inch end caps
1	Metal tire valve
2	1½-inch diameter PVC pipes cut into 1-foot sections
1	Tee section with (2) 1½-inch openings and (1) 1-inch opening
2	1-inch diameter PVC pipe cut into 1-foot sections
1	1-inch PVC ball valve
1	1-inch PVC connector bushing
1	1-inch x ½-inch PVC bushing, with the ½-inch end threaded
1	½-inch straight 90° PVC elbow
1	½-inch X 13 to 24 inches of PVC tube that will be used to launch the rocket cars (this is the launch tube; the longer the launch tube the more pressure you will have 😊)
	PVC primer and glue
	Drill

Icebreaker: That's How I Roll

- 32 small toy cars featuring a wide variety of types
- Nametags for all youth, volunteers, Family members 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)

Activity 1: Rocket Car Design**Each Table (Family Team) Will Need the Following Set of Supplies:**

- Blank white paper (OMK Tech Discovery Tool Kit)
- Plastic straws
- Modeling clay
- Paint, decals or other decorations appropriate for a paper vehicle
- Small (craft-sized) paint brushes
- Hot glue guns (6 available from the OMK Yellow Ribbon Tool Kit; buy or borrow additional if you want more than 1 per table)
- Several hot glue gun glue sticks (OMK Yellow Ribbon Tool Kit)
- Plastic tablecloths to protect the tables from the glue
- 4 large wheels (OMK Tech Discovery Tool Kit)
- 4 small wheels (OMK Tech Discovery Tool Kit)
- 2 axles (OMK Tech Discovery Tool Kit)
- 4 axle clips (OMK Tech Discovery Tool Kit)
- ½" PVC tubes 1 foot long (1 per Family team)

- 6 pairs of scissors
- Packing tape
- Duct tape (OMK Yellow Ribbon Tool Kit)
- Transparent tape (OMK Tech Discovery Tool Kit)
- “Rocket Car Assembly Instructions” handout (found at the end of the activity plan)

Activity 2: The Great Rocket Car Challenge

- Extra items to make repairs: wheels, axles, tape, paper (OMK Tech Discovery Tool Kit); hot glue guns and hot glue gun glue sticks (OMK Yellow Ribbon Tool Kit); scissors and other leftover items from Activity 1
- 2 or 3 stopwatches (if used, OMK Yellow Ribbon Tool Kit)
- Air pump (bicycle pump)
- Tire pressure gauge (if the pump does not have a gauge)
- PVC launcher as made in advance per instructions (see materials listed at the beginning of the “Buy or Borrow Supplies” section)
- Safety glasses (OMK Tech Discovery Tool Kit)
- 6 pairs of scissors
- “The Great Rocket Car Challenge Score Sheet” handouts (found at the end of the activity plan)
- Writing utensils (OMK Tech Discovery Tool Kit)
- iPad 2 devices (to document the races, OMK Tech Discovery Tool Kit)
- Large open space with flat surface that runs for 50 to 100 feet set up ahead of time as the performance test track (see instructions at end of activity plan):
 - heavy gauge fishing line between 50 to 100 feet
 - an end post, peg or chair leg
 - colored markers (optional)

Activity 3: Rocket Car Summit

- Healthy snack
- Healthy drink
- Flip chart
- Markers
- Transparent tape (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 and how reintegration is going for them
- Share your personal stories about reintegration and the importance of innovation and teamwork

Roles for Volunteers:

- Help youth/Families with all activities
- Be a positive, supportive presence throughout the activities
- Facilitate problem solving and use teamwork when youth/Families become frustrated or have questions
- Assist with setup and cleanup

Before the Youth/Families 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. For Activity 1, make sure that each Family team table has all the necessary supplies on hand (paper, straws, modeling clay, paint, paint brushes, decals (optional), hot glue gun, several hot glue gun sticks, 4 wheels of each size, 2 axles, 4 axle clips, ½” PVC tubes 1 foot long, scissors, packing tape, duct tape and transparent tape).
3. For Activity 2, make sure the PVC Launcher has been made/assembled (instructions found at the end of the activity plan).
4. For Activity 2, ask volunteers to review the safety and launch procedures located in the activity plan.
5. **Activity Orientation for all Volunteers** (1½ hours 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: Large room with tables and chairs for each Family team plus a large open space that includes a flat surface that runs for 50 to 100 feet for the Performance Test Track

1. Post **Life/Resilience Skill signs** around the room.
2. Set up a greeting table with a sign-in sheet.
3. Set up the Performance Test Track (instructions provided at the end of the activity plan).

WHAT TO DO

The Great Rocket Car Challenge

As the Youth/Families Arrive....

1. Have youth and accompanying adult(s) fill out the sign-in sheet and have participant(s) put on a nametag.
2. Have each participant select a toy car.
3. 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:

That's How I Roll (20 Minutes)

1. *"Hello and welcome to the Great Rocket Car Challenge! I'm (your name), and I'll be working with you today. Have you noticed how many different vehicles there are in the world? We're going to start out today by talking about the vehicles you're holding."*
2. Make sure each participant has selected a small toy vehicle.
3. Participants will divide into Family groups.
4. Within their Family groups, participants will tell why they each selected that car.
5. Give the participants about 10 to 12 minutes to talk within their Family groups.

Debriefing Questions:

- Were all the vehicles in your group the same? How were they similar? Different?
- Are all people exactly the same? In what ways are people in your Family different?
- Before your Service Member deployed, how did your reactions to problems or situations differ from their reactions?

Activity 1:

Rocket Car Design (70 Minutes)

1. Hand out a "Rocket Car Assembly Instructions" sheet to each table.
2. *"Now we're going to make a rocket car! You'll find the materials you'll need at your table. Teamwork and flexibility will be critical as you make decisions and solve problems. There are plenty of hands to help you if you run into any problems. We want you to make the best car you can for the Great Rocket Car Challenge! Good Luck!"*
3. Encourage volunteers to circulate around the room and help out participants as they build their rocket cars.
4. Challenge Family teams to name their cars.
5. After all teams have their cars in final form, have them come to the front of the room, 1 team at a time.
6. Stage a car show, where Family teams introduce their crew, showcase their vehicles and explain its special features.
7. If it was not done in advance, during the car show volunteers should set up the Performance Test Track and get the launch apparatus ready to go.

Activity 2:

The Great Rocket Car Challenge (70 Minutes)

Get Ready for Rocket Car Performance Testing

1. *"Now we're going to challenge your vehicle's performance. Get ready for the Great Rocket Car Challenge!"*

2. *“Use this time to make sure that your vehicle will perform at its best. You might need to make repairs or modifications during our performance testing, so we’ll have materials on hand for that. But keep in mind that the need to make repairs will affect your score.”*
3. Allow teams 10 minutes to make final adjustments to their vehicles prior to performance testing.

Discuss the Safety Rules

“Since we are dealing with pressurized air there are some ‘gotta have’ rules we MUST make sure everyone understands!”

- Only the team members of the vehicle being launched, plus 1 volunteer, are allowed within 10 feet of the launch area
- All other participants should be at least 10 feet behind the launch area
- Launch team and volunteers must wear safety glasses
- No one is to stand or walk directly in front of the launcher at any time
- A countdown of 3 - 2 - 1 is used before each launch
- No chasing or running after vehicles
- DO NOT EXCEED 100 PSI when inflating the launcher
- *“Are there any other important rules you think the group should follow?”*

Describe How the Testing Will Work

1. Remind teams that the vehicle will be judged on 3 criteria following the performance test:
 - Appearance
 - Performance
 - Reliability
2. Use any of several possible procedures to determine order of launch:
 - Lottery system
 - Each person launches 2 to 4 times consecutively
 - Each person launches once, then it moves on to next person
 - Allow Family teams to decide
4. Tell the teams they can use the iPad 2 devices to take photos or videos of the races. Review the **iPad 2 Rules and Regulations** (read the following out loud and then ask participants 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)

Launch Vehicles

1. Following the launch order that has been determined, and keeping in mind that only 1 team can launch at a time, begin the launch.
2. Volunteers or youth connect the bike pump to the PVC launcher at the valve stem.
3. If the bike pump has a pressure gauge the youth should pump to **NO MORE THAN 100 PSI**.
4. If the bike pump doesn't have a pressure gauge the youth should pump to a certain count (10 or 15) and then use a tire pressure gauge to check the PSI in the launcher.
5. After the launcher has the desired air pressure the youth should lead the group in a countdown, starting at 3 and launching at 1.

6. On launch the youth turns the ball valve to release the air pressure and launch the Rocket Car.
7. Record the number of “full” trips each vehicle makes on the Performance Test Track (it’s easiest to measure a full trip by using a required distance or marking the fishing line with colored markers, but you could also attempt to use stopwatches and time vehicles for their speed).
8. Teams may choose to make modifications after their initial test run to try to improve their vehicle’s performance; they may also need to make repairs.

Determining Best in Show

1. Hand out “The Great Rocket Car Challenge Score Sheet” to each participant.
 - a. Appearance: rate each vehicle 3 – 2 – 1, where:
 - 3 = exceptional
 - 2 = above average
 - 1 = average
 - b. Performance: receive 1 point for each “full” trip
 - c. Reliability:
 - 2 = few or no repairs needed during testing
 - 1 = major repairs needed during testing
2. After all the races, give the participants/teams time to fill out their score sheets.
3. Total points will determine “Best in Show” placing.

Activity 3:

Rocket Car Summit (45 Minutes)

1. Gather the youth/Families and have them sit with their teams; they can bring their cars with them if they want.
2. Let the teams get snacks as they gather; they can eat their snack during the summit.
3. *“As scientists, it’s now time to report your results! Remember to introduce yourself and your team.”*
4. Let the youth run the summit as much as you can.
5. Have each team share their results.
6. Have each team write their team name on a flip chart and record their scores for appearance, performance and reliability for each vehicle.
7. Each youth/Family crew should talk about the variables they chose and how those may have impacted their score; prompt youth/Family if needed.
8. Remind youth of respectful behavior (if they need it) and model applause after each presentation.
9. Post flip chart pages for each team around the room.

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 participant comments.

Share/Reflect

- Did all of the cars look the same?
- Did all of the cars perform the same?
- What was your favorite part of these activities?
- How did the constraints of this project affect your design (i.e. you had to use printer paper, axles and wheels provided)?
- Were there any surprises?

Process

- What were the design characteristics that led to the best performance?
- What did you learn while you built, tested and redesigned your car to make it better?
- What problems did you have while you tested your car? How did your team solve them?
- How did you and your team negotiate adjusting the car “on the fly?”
- How did you work together to discover solutions for a positive outcome? How were everyone’s ideas/contributions incorporated into your car?

Generalize

- What did you learn about your own skill in communicating with others?
- What did you learn about working with other people in your Family during this activity?
- How can you use other people, like your teammates or your Family, to help you overcome challenges?
- How can engineering and the engineering process (having a problem and then finding a solution) help you solve problems at home?

Apply

- How can you use the skills you learned today to help you develop and maintain important relationships?
- In what ways do people help each other learn new things?
- When your Service Member returns and as you go through reintegration, how will you need to make adjustments “on the fly?”
- How can constant communication help you and your Service Member understand each other and your Family’s “new normal?”

Debrief Youth on Life/Resilience Skills:

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

Communication, Teamwork, Problem Solving, Decision Making, 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:

(15 Minutes)

“I hope you had a good time. I think everyone did a fine job on their cars. If you like, your team can take your car home with you. If you don’t want it, we’ll recycle the paper and reuse the wheels. Now we need to clean up, but before you get started, I want to make sure each Family takes this letter that gives you some ideas about other things you might want to talk about once you’re back home. Thanks for coming! ☺”

Extend the Activity:

- Do Internet research on rocket cars or alternative energy sources for automobiles
- Research car designs and car engineering

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

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The Great Rocket Car Challenge



Dear Family,

The Great Rocket Car Challenge was not just a contest to solve an engineering problem, it was also a test of communication skills, teamwork, problem solving and decision making. In order to meet the challenge, participants needed all this plus an ability to look for and appreciate the positive things that can happen.

It was a great day and we hope that your youth had an opportunity to spend more time with people they care about. Open communication assists in making everyone feel part of the Family and that's very critical as Family dynamics shift when Service Members reintegrate home.



Talk with your youth about the experiences they had today and the skills they've learned. Use the conversation starters on your way home or over dinner tonight to extend the fun and learning.

We hope to see you or your youth again at another OMK Tech Discovery Experience in the future!

Best regards,

Conversation Starters:

- What is your favorite sports car? What color would you buy?
- Would you buy a hybrid car? An electric car? Why? Why not?
- Would you rather solve a problem yourself or work as part of a team? Why?
- How fast is fast?
- Which intersection in our neighborhood is the most unsafe? Why?

Rocket Car Assembly Instructions

Vehicles will be judged in three categories:

- Performance
- Appearance
- Reliability



To construct main body of vehicle:

1. Use one complete sheet of paper and roll into a tube (use longest length) around a ½” piece of PVC.
2. Use one long piece of packing tape the length of the seam of paper to hold body tube together; paper roll (tube) should move easily on the PVC, not too tight.
3. Remove PVC from the paper body tube.
4. Form a ping pong ball sized piece of modeling clay to be used as a seal and to add mass to the vehicle; you may need to reduce the size of ball to fit into the end of the tube.
5. Use packing tape to secure it to improve the seal and keep modeling clay in the tube during launch.
6. Use a second piece of paper to make fins, nose cover (over the modeling clay) or any other additions in an attempt to improve aerodynamics and the appearance of the vehicle.
7. Decorate and individualize your vehicles: paint and add decals and anything else.
8. Cut 2 pieces of 1-inch lengths from the straw.
9. Decide where you are going to locate these pieces of straw, one toward the front (modeling clay end) and the other toward the back, on top of the vehicle body.
10. Be sure to align both 1-inch pieces of straw as these will be used to guide vehicles on fishing line down the Performance Test Track.
11. After checking alignment of the 2 straw pieces, use the glue gun to tack them to the body tube.
12. Attach the axles to the body tube using the glue gun; align them carefully as this will be very important in the performance of the vehicle (you will need to make a decision regarding the distance you leave between the front and rear axle).
13. Attach wheels to the axles; you will need to decide which type goes in front and which in the rear as 2 types of wheels have been provided.
14. Use axle clips to hold the wheels on the vehicle; apply to axle outside the wheel.
15. Now you're ready to race!

The Great Rocket Car Challenge Score Sheet



Use this score sheet to rank your vehicle

Appearance:

Exceptional appearance = 3 points
Above average appearance = 2 points
Average appearance = 1 point

Performance:

Receive 1 point for each “full” trip

Reliability:

Few or no repairs during tests = 2 points
Major repairs during tests = 1 point

Total Points:

Team with the highest score wins “Best in Show”

How to Set up the Performance Test Track



1. Rocket Cars should run along a flat surface between 50 to 100 feet in length.
2. The performance test track consists of a heavy gauge fishing line between 50 to 100 feet.
3. One end of the fishing line is attached to the Rocket Car PVC Launcher and the other end is tied to something such as an end post, peg or chair leg and made taut.
4. Volunteers might find it useful to mark different distances on the fishing line with colored marker (10 feet = blue; 20 feet = orange), etc., so they can quickly judge the distance each car travels.
5. Ends should be securely tied but also easily untied to facilitate taking cars on and off the track.

Rocket Car Launcher (PVC Launcher) Assembly Instructions



Parts List:

<u>Quantity</u>	<u>Item (Schedule 40 PVC)</u>
2	1½-inch end caps
1	Metal tire valve
2	1½-inch diameter PVC pipes cut into 1-foot sections
1	Tee section with (2) 1½-inch openings and (1) 1-inch opening
2	1-inch diameter PVC pipe cut into 1-foot sections
1	1-inch PVC ball valve
1	1-inch PVC connector bushing
1	1-inch x ½-inch PVC bushing, with the ½-inch end threaded
1	½-inch straight 90° PVC elbow
1	½-inch X 13 to 24 inches of PVC tube that will be used to launch the rocket cars (this is the launch tube; the longer the launch tube the more pressure you will have ☺)
	PVC primer and glue
	Drill

Assembly Instructions:

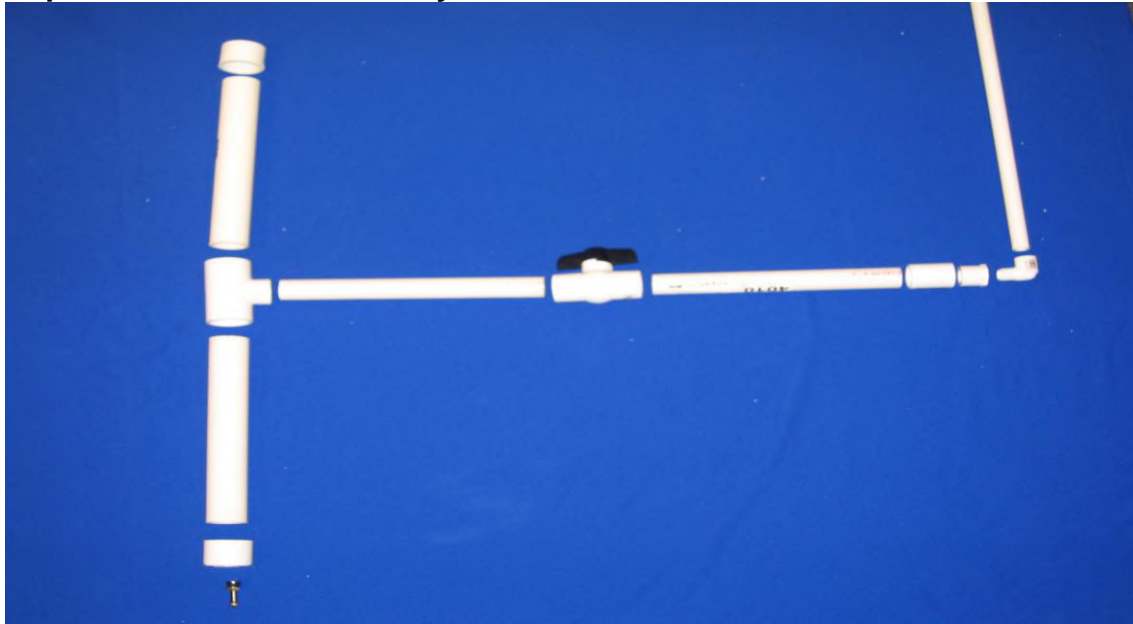
1. Drill ⅜-inch hole in the middle of one of the end caps. Make sure hole diameter and tire valve size match.
2. Install and tighten tire valve in drilled hole with valve pointing out of cap (see photo detail: Valve-Cap Assembly).
3. Note: Work in well-ventilated area and follow precautions on primer and glue.
4. Prime and glue end caps onto the end of each 1½-inch by 1-foot PVC pipe so that each section has an end cap (see photo: Exploded View Pre-Assembly).
5. Find the tee.
6. Prime and glue the uncapped end of the 1½-inch by 1-foot sections.
7. Now insert these 1-foot sections into the 1½-inch openings on the tee. Make sure to use plenty of glue so that it is tight.
8. Next locate one of the 1-inch diameter by 1-foot sections of PVC pipe.
9. Prime and glue 1 of the 1-inch diameter by 1-foot sections into the 1-inch opening on the tee.
10. Now find the ball valve.
11. Prime and glue the other end of the 1-inch diameter by 1-foot section you glued into the tee.
12. Now prime and glue the ball valve as well.
13. Connect the already connected tee section of 1-inch PVC pipe to the ball valve.
14. Next prime and glue the other 1-inch diameter by 1-foot section to the other side of the ball valve.
15. Make sure that the valve handle is parallel with the 1-inch PVC pipes (see photo: Assembled Launcher).

16. Locate the 1-inch PVC connector bushing.
17. Prime and glue this bushing onto the open end of the 1-inch diameter by 1-foot section.
18. Now find the 1-inch x ½-inch PVC bushing, with the ½-inch end threaded.
19. Prime and glue this bushing onto the end of the other bushing, leaving the ½-inch end threaded ready for the next step.
20. Thread (**do not glue**) ½-inch straight 90° PVC elbow onto bushing. Do not over-tighten. Turn elbow so it points parallel to the floor. *Note: Photo of Assembled Launcher shows this elbow attached and pointing at a 90° angle to the floor for launching rockets, not rocket cars. You will need to make sure the elbow is attached and points PARALLEL to the floor.*
21. **Do not glue**; insert ½-inch PVC launch tube into elbow.

Assembled Launcher



Exploded View Pre-Assembly



Valve-Cap Assembly



Re-Engineering Our Family

Time Needed: 2 hours

Skill Level: Basic

Number of Families: 6

Deployment Segment: Reintegration: Youth & Family

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Develop Family scheduling skills to facilitate communication as everyone reintegrates with the returning Service Member
- **Self-responsibility:** Help plan reintegration with all members of your Family by updating your schedule and notifying Family members if things change
- **Decision Making:** Make choices about your privacy and what is important to share with your Family versus your community

Resilience Skill Objectives:

- **Social:** Develop and maintain trusted, valued relationships and friendships
- **Family:** Explore how open communication assists in making you feel part of the Family



Science and Technology Objective:

- Use Google Calendar to facilitate communication and re-link Family members in preparation for reintegration and during reintegration

Activity Overview:

Families will re-engineer how they communicate with their Service Member to help ease the transitions around reintegration, by providing the Service Member with thoughtful, specific details about their daily lives.

Shout Out to Youth!

Are you experiencing a scheduling nightmare? Not anymore! With Google Calendar, everyone in your Family can access a common calendar and learn to keep things straight!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Truth Be Told?	(30 Minutes)
Activity 1:	Family Mapping	(30 Minutes)
Activity 2:	Google Calendar	(30 Minutes)
Talk It Over		(25 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$3/participant

Space Needed:

You will need a room large enough for participants, a flat place to use to project an image, tables and chairs. 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 the OMK Tech Discovery Tool Kit. (If you anticipate a large group, schedule additional OMK Tech Discovery Tool Kits. 1 Kit=6 Families.)
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. Sign up for a free Google account and work with the calendaring function to make sure you understand all steps in Activity 2.
9. Recruit a Tech volunteer (for device, laptop and Internet support).

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- “Setting up a Google Account and Google Calendar” handout (found at the end of the activity plan; copy all 11 pages, ideally in color, and staple together to create 1 packet per Family for a total of 6 packets)
- Family letter (1 per Family = 6 copies)

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Self-responsibility, Decision Making, Social and Family objectives)
- 4 iPad 2 devices
- Sign-in sheet
- Writing utensils
- Nametags

Get from Mobile Technology Lab:

- 10 laptops
- Wireless router with Internet connection
- LCD Projector

Buy or Borrow Supplies

Icebreaker: Truth Be Told?

- Bag of suckers
- Nametags for all youth, Family members, 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: Family Mapping

- 1 flip chart for each Family unit (additional if there will be groups that are youth-only)
- 1 set of colored markers for each Family unit (additional if there will be groups that are youth-only)

Activity 2: Google Calendar

- 4 iPad 2 devices (OMK Tech Discovery Tool Kit)
- 10 laptops (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)
- LCD Projector (Mobile Technology Lab)
- “Setting up a Google Account and Google Calendar” handouts (found at the end of the activity plan and copied as instructed)
- Writing utensils (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 how you or others used technology to reconnect during reintegration and how scheduling is important to reintegration
- Share your personal stories about reintegration, communication and technology

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 wireless access is working in the room and set up the LCD projector to work with the lead volunteer's computer.
3. **Activity Orientation for All Volunteers:**
 - 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 will need a room large enough for participants, a flat place to use to project an image, tables and chairs. 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

Re-Engineering Our Family

As the Youth/Families Arrive....

1. Have youth and accompanying adult(s) 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:

Truth Be Told? (30 Minutes)

“Sometimes when you meet someone new, you want to say things about yourself but it can seem uncomfortable. And you never know if someone else is telling a ‘truth’ or a ‘lie.’ We don’t always mean to lie. When we’re nervous, sometimes we can exaggerate or say something that’s not quite true.”

“We’re going to play a game where you get to tell the group two truths and a lie. Try to make the lie sound like a truth and see if the group can guess which one is a lie. Here’s an example: ‘I hate peas, I like potato chips and my favorite band is Cold Play.’ Which do you think is the lie?”

1. *“Now we’ll take turns and go around the circle to play our first round.”*
2. Encourage the youth and adults to be silly, yet reveal something fun about themselves.
3. *“Now I want you to pair up with another person in the room that you don’t know or who isn’t in your Family. It’s time to do the activity again, EXCEPT now you should tell your partner **3 truths or lies about the reintegration experience.** What you say can be all truths, all lies or any combination in between. The only important thing is that you’re able to tell the other person what is the truth and what is a lie. Here’s an example: ‘I like when Dad is deployed, I feel happy when Mom’s finally home, I’m not worried about Dad’s safety.’”*
4. Give the pairs time to exchange their truths/lies.
5. Hand out the suckers.

Debriefing Questions:

Note to Lead Volunteer: The point of this debriefing is to have the youth understand that it’s never a good idea to lie to anyone. Help them discuss appropriate ways to say things to people without having to hurt their feelings or tell un-truths so that they look cool. This activity should help youth and their Families to also understand how others are handling reintegration.

“Let’s talk a little more about this activity.”

- What surprised you about doing this activity?
- Was it easier to tell the whole group about truths and lies that were more general?
- How did it feel when you had to tell your truths and lies to your partner when it was about deployment?
- Did you have similar truths and lies with your partner when you did the activity about deployment?
- What did you learn about yourself?
- What did you learn about others?
- Was the activity harder when you didn’t know how many truths or lies might be in the set of statements? Why?
- Would you ever lie to a Family member?
- Why would lying to a Family member be different than lying to another person you just met?
- How can you tell if people are lying?
- Is lying ever a good idea?

Activity 1:

Family Mapping (30 Minutes)

“People change. While your Service Member has been deployed, you may have taken on new responsibilities or signed up for new activities.

“Let’s take a look at what you and your Family do during a typical week. We’re going to chart a week in your life. Using flip chart paper and different colored markers for each person, make a list of the things you and your Family will do in the next week.

*“Try to be specific. Day, time, frequency, how much time is needed, who you do the activity with, where the activity is located, etc. Think about routine activities as well as special events. Make sure you capture what **all** of your Family members do during the week.”*

1. Have participants gather in Family teams.
2. Hand out a flip chart and markers to each team.
3. Allow each team to decide how to best chart their Family’s activities during a typical week.
4. Recommend to the group that they use a different color marker for each member.
5. Challenge each team to be as thorough as possible: to include events (concerts, games, etc.), special occasions (birthdays, anniversaries, etc.) as well as the more routine activities (practice, day care, appointments, meetings, etc.).

Activity 2:

Google Calendar (30 Minutes)

“Now let’s take it to the next level. Your Service Member will be home soon, or may already be home. It’s an exciting time, but could also be a little stressful. You and your Family have adjusted to a new schedule and in some cases new responsibilities during deployment. Your Service Member might have an idea of what life at home is like, but does he or she really understand or know? One way we can help them understand is to invite them into our daily lives. If we share the details of what we do each day, they’ll have a window into our lives and an opportunity to understand. You can use an iPad 2 or a laptop to do this activity. All the information you are entering is password protected and kept up on the web. It can be accessed from your home or anywhere else with the right password.”

1. *“Let’s get started.”*
2. Provide each Family team with a copy of the handout “Setting up a Google Account and Calendar.”
3. Demonstrate how to create a Google Calendar on the LCD projector.
4. Have them choose which electronic device(s) they would like to use. A Family may choose to have 1 laptop they work on together, or work individually.
5. Distribute the 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)

6. Suggest to the group that they plan to include information about their Family activities 1 month prior to the Reunion date and 1 month after the Reunion date.
7. Suggest 3 categories of dates: Events; Activities and Special Occasions.
8. During the activity, walk from group to group providing the following suggestions and prompts:
 - Prompt Family teams to brainstorm and list everything they do in a week, the more mundane the better; suggestions might include: chores, music/sports practice, concerts, meets, religious meetings/activities, school schedule, play dates, meetings, etc.; if a Family comes up with a unique item to put into a calendar, bring this item to the attention of all the Families
 - Prompt teams to include all members of the household
9. At least 10 minutes before the activity needs to end, ask for everyone's attention and demonstrate how to share a calendar with another person.

Talk It Over:

(25 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 kinds of activities did you include in your Family calendar?
- What did you not put in that you know needs to be added?
- What calendar items surprised you?
- Which items seem to take up most of your time? What about other members of your Family? Your Service Member?
- How can sharing schedules reduce stress and conflict?

Process

- What is 1 thing about your Family calendar that you think is unique?
- How does your Family make decisions about what is included in your weekly calendar?
- How are adjustments made to your Family calendar when individual entries conflict or when re-scheduling is necessary?
- How do you think this Family calendar is different from before your Service Member deployed?
- What does this project show you about your responsibilities?
- What choices did you make about privacy?
- Did you make a plan to finish this project at home?

Generalize

- How do you think your calendar will change when your Service Member returns?
- How does each Family member communicate their needs and wants?
- Why do you think it might be important to understand how this calendar will change when your Service Member returns?

- Why do you think it might be important for your Service Member to understand your daily routine before he or she returns?
- How do the activities/events and important dates change over the 3 months? How are they the same?

Apply

- How else can you help your Service Member understand your new responsibilities?
- What other tools can you use to communicate with your Service Member?
- What other parts of your life might your Service Member not understand or need an update on?
- How can re-engineering your Family time help you be more resilient?

Debrief Youth on Life/Resilience Skills:

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

Communication, Self-responsibility, Decision Making, 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:

(5 Minutes)

“Thank you for spending some time together with us today. We hope you learned a new way to communicate with your Service Member, so they can see the new responsibilities you’ve grown into during this deployment. Please help us pack up the equipment and clean up our space. Before you go, please take a family letter that explains a little more about what we did today. Thanks again for spending time with us!”

Extend the Activity:

- Take pictures or a video tour of your daily activities and share them via Vimeo or YouTube with your deployed Service Member
- Create a message for your deployed Service Member using coins, crayons or other household items; take pictures with your iPod or iPad and then “animate” them using Animoto; the message should explain the Google Calendar project and invite them to check it out

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:

Mark Otto, 4-H/Army Youth Development Project; Auburn University

Wendy Rubinyi, Instructional Design Specialist (rubinyi.com)

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

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Re-Engineering Our Family

Dear Family,

Today we learned about Google Calendar and how it can be used by a Family to keep track of a changing Family's schedule during mobilization and after your Service Member returns. We talked about how knowing the schedule can help reduce stress and conflict as well as be an avenue to explore how open communication assists in making everyone, especially the returning Service Member, feel part of the Family.



We also discussed how it is everyone's responsibility to update the calendar and the importance of sharing information that is critical for the positive reintegration of the Service Member. The technology skill of calendaring is not just useful and important to the reintegration of your Service Member, but will also play a role in your future at work and school. Encourage your youth to keep up with calendaring, whether your Family continues to use Google Calendar or some other tool. Knowing what you're supposed to do, when, where you have to be, and what you need to get done, is a structure that is important for everyone!

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

Best regards,

Conversation Starters:

- Do you think having a calendar is useful? Why? Why Not?
- Would you rather make a calendar using a computer or have a hard copy on the refrigerator? Why?
- What does the phrase "running out of time" mean to you?
- How can you make "more time?"
- Who in our family is best at "making more time?"

Re-Engineering Our Family

Setting up a Google Account and Google Calendar

Contents:

Section 1 – Setting Up a Gmail Account

Section 2 – Using an Existing Email Address to Create a Google Calendar

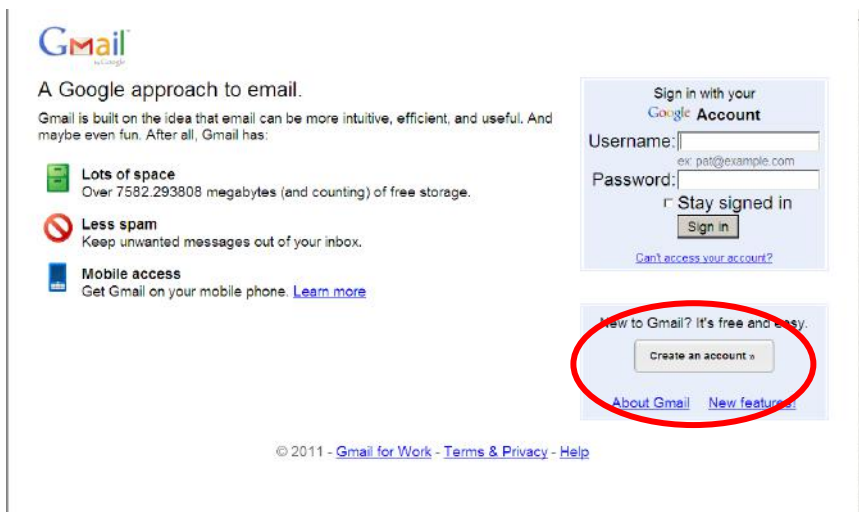
Section 3 – Creating Entries on Google Calendar

Section 4 – Sharing Your Google Calendar With Your Service Member

Section 1 - Setting Up a Gmail Account

If you already have an email address, setting up a Google Calendar is a matter of several steps – go to the next section (*Using an existing email address to create a Google Calendar*). If you don't have an email address, you can get one very easily and for free. There are several providers, one being Google.

1. Go to www.google.com and choose *Create an account*.



2. Input the requested information and choose *I accept. Create my account.*

Gmail
by Google

Change Language: English

Create an Account

Your Google Account gives you access to Gmail and [other Google services](#). If you already have a Google Account, you can [sign in here](#).

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

clark.manofsteel.kent021 is available

Choose a password: Password strength: **Strong**
Minimum of 8 characters in length.

Re-enter password:

Stay signed in

Terms of Service: Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

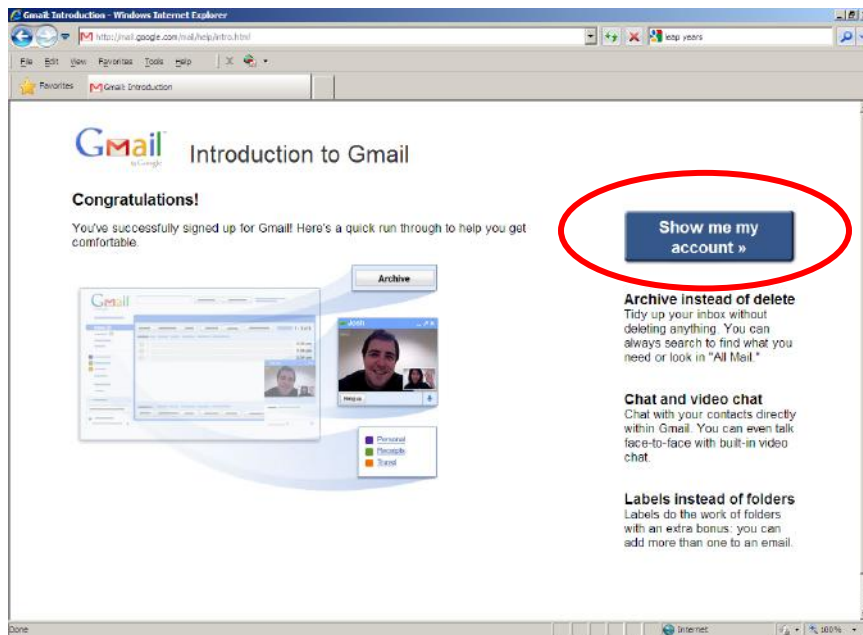
With Gmail, you won't see blinking banner ads. Instead, we display ads you might find useful that are relevant to the content of your messages. [Learn more](#)

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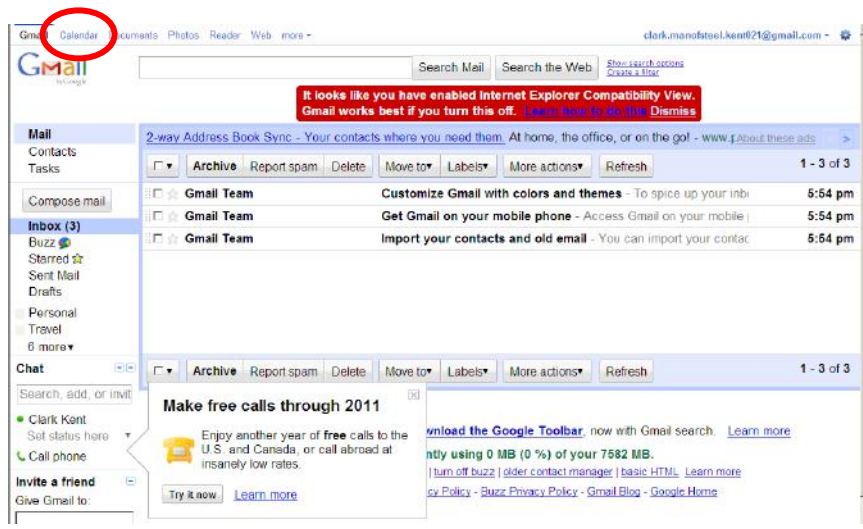
Welcome to Google!
1. Your relationship with Google

By clicking on 'I accept' below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

3. Choose *Show me my account*.



4. Choose *Calendar*.



5. Verify your name, location and time zone. Choose *Continue*.

clark.manofsteel.kent021@gmail.com | [Google Home](#) | [My Account](#) | [Sign out](#)

Google accounts

Welcome to Google Calendar

Welcome back, Clark. Before using Google Calendar, we need to know a little more about you. Please enter the additional information below.

If you want to use the Google Calendar service as part of a separate Google Account, [click here](#). (Note: you can only be logged into one Google Account at a time)

Get started with Google Calendar

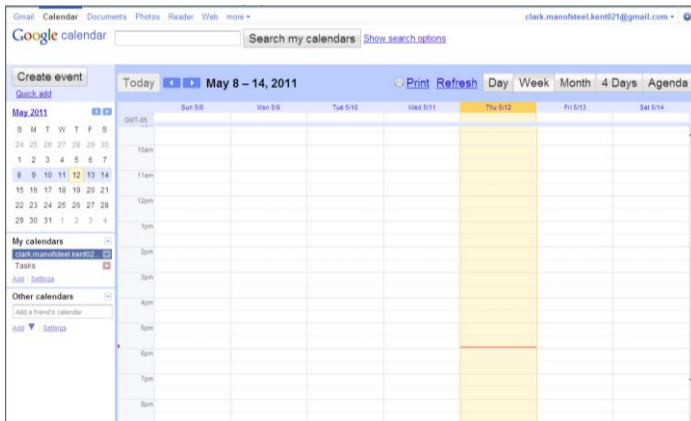
First name:

Last name:

Location: [Change](#)

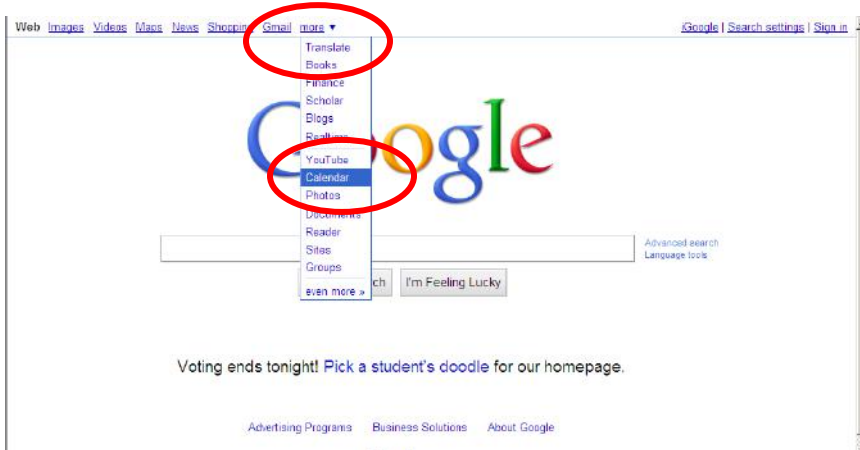
Time zone:

6. Welcome to Google Calendar!

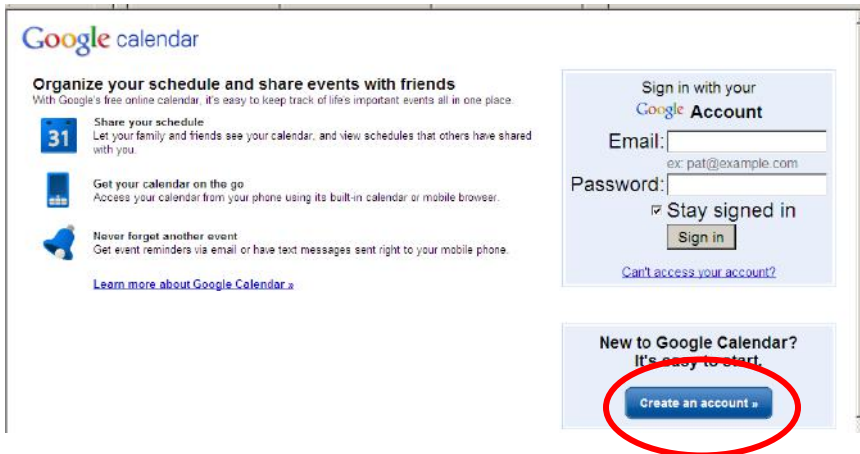


Section 2 – Using an Existing Email Address to Create a Google Calendar

1. Go to www.google.com and choose *more* and *Calendar*.



2. Choose *Create an account*.



3. Input the requested information and choose *I accept. Create my account.*

Google accounts

Create an Account

Your Google Account gives you access to Google Calendar and [other Google services](#). If you already have a Google Account, you can [sign in here](#).

Required information for Google account

Your current email address:
e.g. myname@example.com. This will be used to sign-in to your account.

Choose a password: [Password strength: Strong](#)
Minimum of 8 characters in length.

Re-enter password:

Stay signed in

Time zone:

Birthday:

Word Verification: Type the characters you see in the picture below.

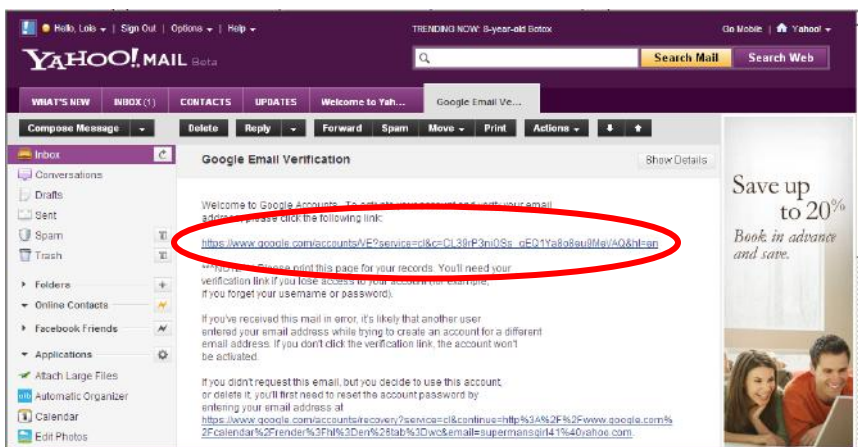
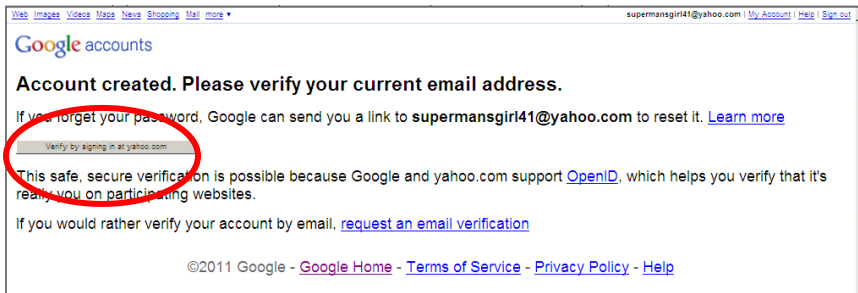
Letters are not case-sensitive

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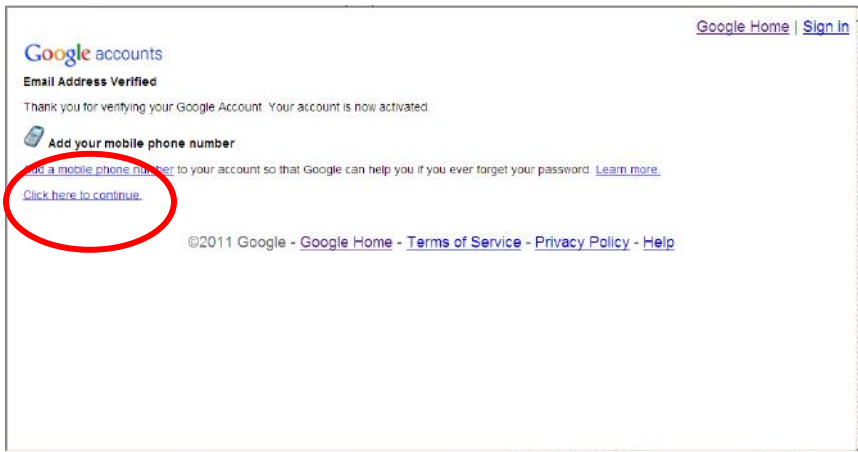
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By clicking on "I accept" below you are agreeing to the [Terms of Service](#) above and the [Privacy Policy](#).

4. *Verify your account* by logging into your email and clicking the link in the email sent to you by Google.



5. Choose *Click here to continue*.

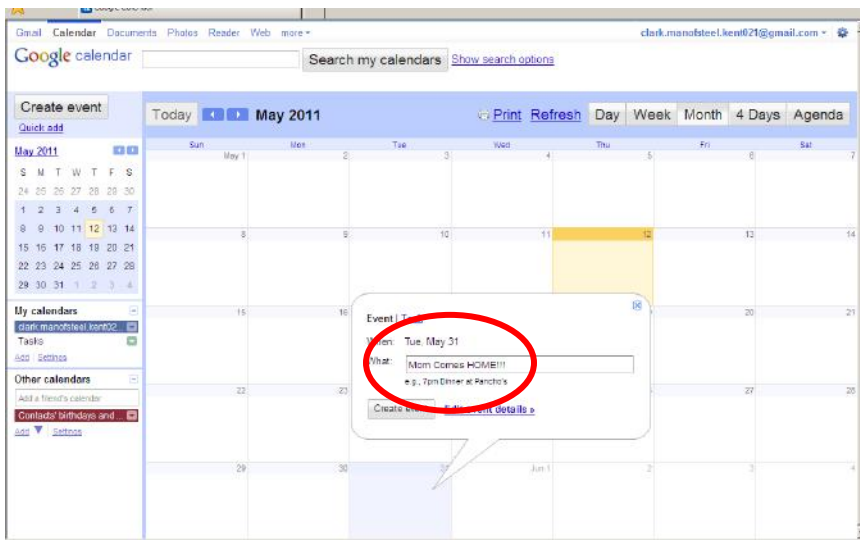


6. Welcome to Google Calendar!

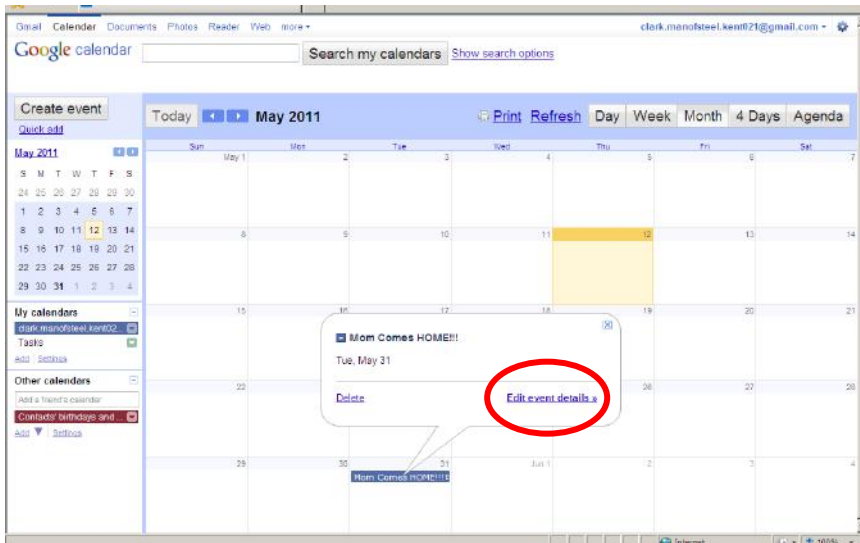


Section 3 – Creating Entries on Google Calendar

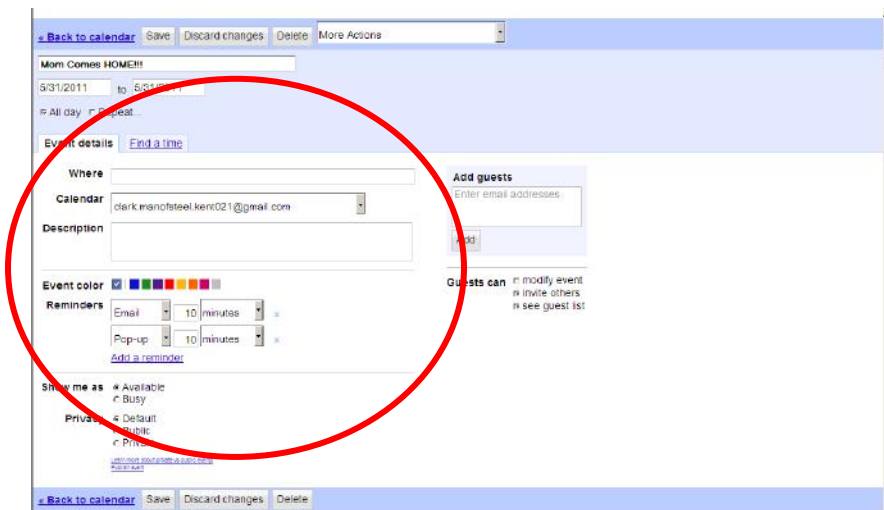
1. Click the date for your Reunion and type in a short reminder for the event.



2. Choose *Edit event details* for more options.



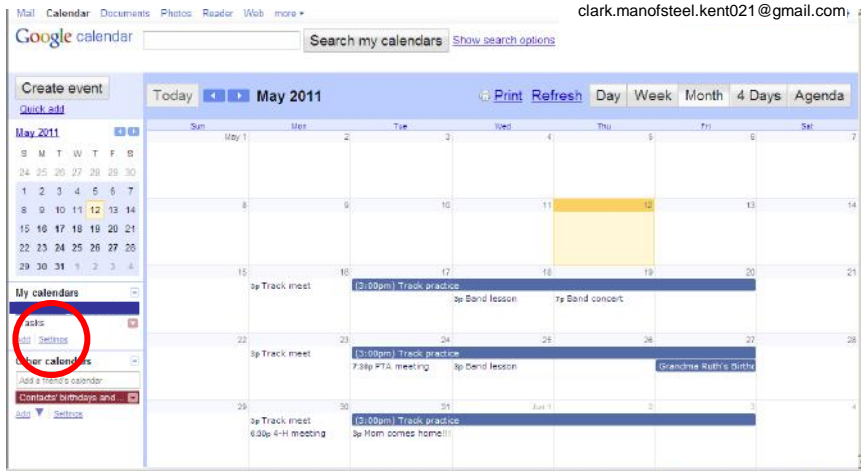
3. Provide details such as where the event takes place (i.e. school, church, home); provide a description and color code the event and the Family member if you like.



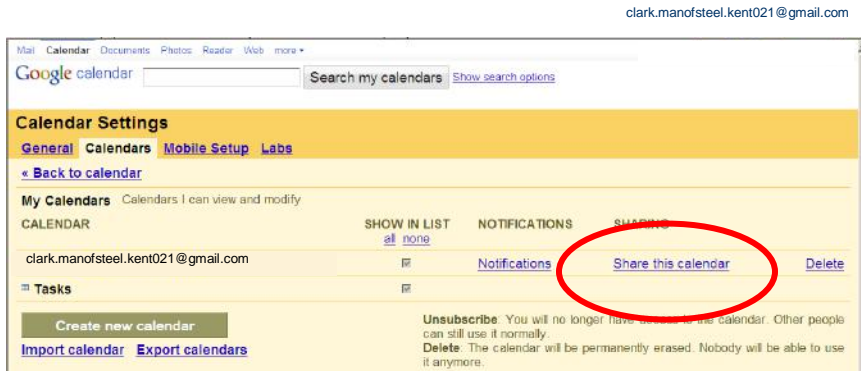
4. Now add all of the events you know will occur the 30 days before and after the reunion date. Include events like graduations, concerts and sports events, but also activities like practice, play dates, meetings and special occasions like birthdays and anniversaries.

Section 4 – Sharing your Google Calendar With Your Service Member

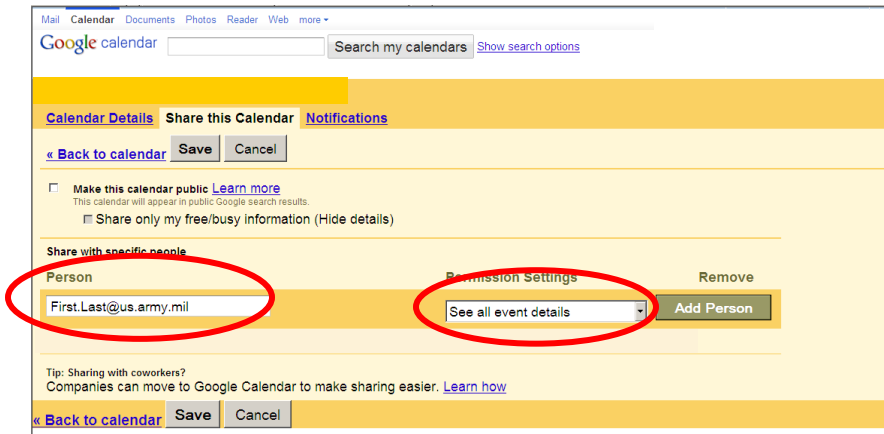
1. Choose *Settings*.



2. Choose *Share this Calendar*.



3. Input your Service Member's email address (AKO is okay) and select *See all event details* under Permission Settings.



4. Input other members of the household who also have email addresses so they can add and share on this calendar.

Team VoiceThread

Time Needed: 4 Hours

Skill Level: Basic

Number of Families: 6

Deployment Segment: Reintegration: Youth & Family

Internet Required: Yes

Life Skill Objectives:

- **Communication:** As you and your Service Member explore the changes you each experienced during the deployment stages, you will use multiple mediums to develop skills in expressing emotions and better communicate with Family and friends
- **Decision Making:** Analyze decisions made by you and your returned Service Member through each stage of deployment, exploring how those decisions may have affected your relationship with each other

Resilience Skill Objectives:

- **Emotional:** Approach life's challenges in a positive and optimistic way by demonstrating self-control, stamina and good character with your choices and actions
- **Family:** Understand how Family communication and interactions change after deployment and upon reintegration
- **Spiritual:** Explore issues related to beliefs, principles and values and how they can be expressed positively



Science and Technology Objectives:

- Understand the issues involved with online safety (determine what **can** be shared online, what **should** be shared online and **when** anything should be shared) in relation to personal safety, Family emotional safety and Military security
- Explore online resources that may be used to keep a Family connected and engaged

Activity Overview:

- Families will process the deployment experience from beginning to end using VoiceThread, a free and secure website that uses audio, video and digital images to tell a story.

Shout Out to Youth!

What has it been like for you and your Family throughout the Deployment Cycle? We'll use online VoiceThreads to explore and communicate about your experiences from pre-deployment through reintegration. Bring digital photos on data sticks or even video from the time throughout the Deployment Cycle to build into your finished product. Make sure to have email addresses for parents, grandparents, other relatives or friends too!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Community Puzzle	(30 Minutes)
Activity 1:	Operational Security	(5 Minutes)
Activity 2:	Introduction to VoiceThread	(10 Minutes)
Activity 3:	Get Your Own VoiceThread Account	(10 Minutes)
Activity 4:	Explore VoiceThread	(30 Minutes)
Activity 5:	Plan Your VoiceThread	(40 Minutes)
Activity 6:	Create Your Own VoiceThread	(75 Minutes)
Talk It Over		(30 minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity:

\$1/participant (The online tool used in this activity is free. If there is local funding for a paid version of VoiceThread, organizers will have increased capabilities.)

Space Needed:

You need a room with tables, chairs and enough outlets for all the laptops. 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
- Watch an introductory “how to and features” demonstration of VoiceThread at <http://voicethread.com/share/409/>
- Set up a VoiceThread account at voicethread.com; watch a tutorial and practice using the tool so you are able to demonstrate its many features
- Find 2 to 3 public threads to use during Activity 2, especially ones where you can leave a comment as a demonstration (since VoiceThread is also used in activities related to the mobilization stage, there may be some OMK threads out there to look at and comment on).

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 = 6 Families.)
2. Schedule use of OMK Yellow Ribbon Tool Kit.
3. Schedule use of Mobile Technology Lab.
4. Ensure Internet access.
5. Schedule Uniformed Service Member and at least 1 volunteer per 3 Families to participate in the activity.
6. Schedule a Military Family Life Consultant (MFLC).
7. Borrow or buy supplies (note in particular the Community Puzzle you will need to order for the Icebreaker activity).
8. Contact volunteers and go through online training (to learn more before you show up about OMK and OMK Tech Discovery).
9. Recruit a Tech volunteer (for device, laptop and Internet support).

Copy:

- Sign-in sheet (OMK Tech Discovery Tool Kit)
- Family letter (1 per Family = 6 copies)
- “Community Puzzle” sheet (found at the end of the activity plan; 1 per participant)
- “Think-Sheet” handouts (2 pages found at the end of the activity plan; 1 set per participant)
- “How to Make a “Thread”” handout (3 pages found at the end of the activity plan; copy and staple 1 set per Family team = 6 sets, ideally copied in color)

Get from OMK Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Decision Making, Emotional, Family and Spiritual objectives)
- Sign-in sheet
- Nametags
- Writing utensils
- 4 computer headsets with microphones

Get from OMK Yellow Ribbon Tool Kit:

- Boom box
- Music CDs

Get from Mobile Technology Lab:

- 7 laptops
- 6 webcams if not integrated into the laptops
- Extension cords/power strips if needed
- LCD projector
- Flip Camera
- Video camera
- Digital camera
- Wireless router with Internet connection
- 4 computer headsets with microphones

Buy or Borrow Supplies

Icebreaker: Community Puzzle

- Nametags for all youth, Family, 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)
- Permanent markers, crayons, etc.
- Community Puzzle pieces (thecomunitypuzzle.com, \$11.45 plus tax and shipping for a Community Puzzle; 1 puzzle has enough center pieces for 24 participants; if you have more than 24 participants, you will need to give some of them border pieces or order 2 puzzles)
- “Community Puzzle” sheets (found at the end of the activity plan and copied as instructed)

Activity 1: Operational Security

- Large flip chart with sticky pages that can be posted on walls (or you could tape them up; prepare the flip chart in advance as indicated)
- Markers

Activity 2: Introduction to VoiceThread

- Laptop for OMK lead volunteer to use with LCD projector (Mobile Technology Lab)
- LCD projector (Mobile Technology Lab)
- External computer speakers that work with OMK lead volunteer’s laptop
- 6 laptops for Families (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)

Activity 3: Get Your Own VoiceThread Account

- Laptop for OMK lead volunteer to use with LCD projector (Mobile Technology Lab)
- LCD projector (Mobile Technology Lab)
- External computer speakers that work with OMK lead volunteer’s laptop
- 6 laptops for Families (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)

Activity 4: Explore VoiceThread

- Laptop for OMK lead volunteer to use with LCD projector (Mobile Technology Lab)
- LCD projector (Mobile Technology Lab)
- External computer speakers that work with OMK lead volunteer’s laptop
- 6 laptops for Families (Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)

Activity 5: Plan Your VoiceThread

- “Think-Sheet” handouts (found at the end of the activity plan and copied as instructed)
- Writing utensils (OMK Tech Discovery Tool Kit)
- Boom box (OMK Yellow Ribbon Tool Kit)
- Music CDs (OMK Yellow Ribbon Tool Kit)

Activity 6: Create Your Own VoiceThread

- Laptop for OMK lead volunteer to use with LCD projector (Mobile Technology Lab)
- LCD projector (Mobile Technology Lab)
- External computer speakers that work with OMK lead volunteer’s laptop
- 6 laptops for Families (Mobile Technology Lab)
- 6 webcams (if not integrated into laptops; Mobile Technology Lab)
- Flip camera (Mobile Technology Lab)
- Video camera (Mobile Technology Lab)
- Digital camera (Mobile Technology Lab)
- 8 computer headsets with microphones (OMK Tech Discovery Tool Kit and Mobile Technology Lab)
- Wireless router with Internet connection (Mobile Technology Lab)
- Boom box (OMK Yellow Ribbon Tool Kit)
- Music CDs (OMK Yellow Ribbon Tool Kit)
- “Think-Sheet” handouts (found at the end of the activity plan and copied as instructed)
- “How to Make a ‘Thread’” handout (found at the end of the activity plan and copied as instructed)

Talk It Over:

- Healthy snack
- Laptop for OMK lead volunteer to use with LCD projector (Mobile Technology Lab)
- External computer speakers that work with OMK lead volunteer’s laptop

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 used the Internet to communicate during your deployment
- Share your personal stories about what it was like throughout the Deployment Cycle

Roles for Volunteers:

- Help youth with all activities and form a positive connection with the youth and Families
- Provide positive support for Families throughout the activities
- Facilitate Family problem-solving when Families 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. Look at voicethread.com and make sure you can access your account.
3. Find 2 to 3 public threads to use during Activity 2, especially ones where you can leave a comment as a demonstration (since VoiceThread is also used in activities related to the mobilization stage, there may be some OMK threads out there to look at and comment on).
4. Select CDs that feature gentle music to play during the event to ease the silence
5. Volunteers may want to familiarize themselves with VoiceThread too.
6. Write OPSEC points from Activity 1 on the flip chart as directed in the activity.
7. Have the Tech volunteer ensure wireless Internet access is working in the room and that the LCD projector and external speakers are working with the lead volunteer's laptop for demonstration purposes.
8. **Activity Orientation for All Volunteers** (before the beginning of the event):
 - Review the activity and demonstrate VoiceThread
 - 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 enough outlets for all the laptops. 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 and nametags.
3. Set out markers, crayons, writing utensils for decorating Community Puzzle pieces.

WHAT TO DO

Team VoiceThread

As the Youth and Families Arrive....

- Have youth and accompanying adult(s) 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:

Community Puzzle (30 Minutes)

"Today we're going to start out by creating a Community Puzzle. Each person is going to design their very own piece of our Community Puzzle. We want you to decorate your puzzle piece so that it represents you. You might include your hobbies, sports that you play, pets that you love or anything else that you want to share about who you are!"

1. Hand out "Community Puzzle" sheet to all participants.
2. Point out markers, writing utensils and crayons for everyone to decorate with.
3. Allow participants to plan the design for their puzzle piece.
4. Hand out 1 of the center puzzle pieces to each participant and let them decorate them (if you have more than 24 participants, you will need to give some of them border pieces or order 2 puzzles).
5. As participants finish, have the group decide how they want the border decorated (have it look the same to tie the community together, i.e. same design, color, etc.).
6. Have those that finish first work on the border pieces of the puzzle.
7. When everyone is finished decorating their own puzzle piece, pull the group back together into a large circle.
8. Go around the circle and have everyone introduce themselves and describe what is on their puzzle piece and then piece the puzzle together in the center of the circle on the floor (or on a table).

"What a great puzzle! You all came together with your unique personalities, interests and talents and created a community that you should be proud to be a part of. All of you are an important piece of your Family and community and help make them what they are. Be the best you can be as you work together, make decisions and communicate with each other."

Debriefing Questions:

- How did you decide what you would put on your puzzle piece?
- How did it make you feel to share information about yourself?
- Everybody came together and created a puzzle/community; why is it important to work as a team/Family?
- How can you use these skills as you work together as a Family during this reintegration phase?

Activity 1:

Operational Security (5 Minutes)

1. Discuss Operational Security (OPSEC) using the flip chart pages you wrote up in advance (the information to be written on the flip chart in advance is found in numbers 4 and 5 below).

2. *“How many of you have heard of OPSEC, or Operational Security? What do you think it means? We’re going to talk a little bit today about OPSEC, because we want to help keep you safe while you’re staying connected with your Service Members. It’s important for you to take OPSEC seriously because it will protect you and your Service Members.”*
3. *“When do you think you need to be aware of OPSEC?”* (Use the flip chart to write down answers; possibilities include: snail mail, phone calls, Internet, email, Facebook, photo sharing, etc.)
4. *“Because we’re going to show you an online tool, we’re going to focus on Internet safety first.”* (Written on the flip chart in advance as instructed: “OPSEC” as the title, and the list below to read out loud.)
5. *“Here are some tips to help keep you and your Service Members safe while using the Internet:*
 - *Think before you interact with your Service Member/Family/friends; think about who else can read or see what you post; do you want everyone to know everything?*
 - *Once it’s out there, it’s virtually impossible to erase something or get it all back*
 - *Talk with your Family about OPSEC to ensure all members understand the importance of keeping your Family safe*
 - *Don’t ‘friend’ anyone you don’t know on Facebook or other social networking pages*
 - *Don’t post personal information that would allow someone to find or single you out (for example: your full name, birthday, address, school, etc.)*
 - *Don’t post deployment information (for example: exactly where your Service Member is deployed, their deployment dates, Service Member’s mission on deployment, etc.)*
 - *Don’t post when you’re going on vacation or when your parent/guardian will be away*
 - *Know how to set your privacy settings and use them*
 - *Again, think before you share ANY personal information, because you never know who’s going to see it”*
6. *“Do you have any questions or comments on OPSEC? I’ll post these rules up on the wall to remind you of security as you work.”*

Activity 2:

Introduction to VoiceThread (10 Minutes)

1. Ideally, the activities will be done by Family teams who process as a Family the deployment experience and what they were each doing and feeling while they were apart. Encourage them to use before, during and after images as part of their work together.
2. *“Today we’ll be learning to use an online tool called VoiceThread. We hope you’ll find this a useful tool for communicating with your Service Members and sharing your experiences from the deployment.”*
3. *“In this activity, your Family team will work together to communicate to others what it was like for you throughout the Deployment Cycle.”*
4. *“First let’s take a look at how people have used VoiceThread. Have any of **you** used VoiceThread before? Does anybody have a thread that we could look at as an example?”*

5. Demonstrate VoiceThread on the LCD projector:
 - Cue the 2 or 3 threads that you found in advance at voicethread.com or that a Family has volunteered as an example to use as a demonstration
 - Click the “Browse” tab
6. *“Here are some public VoiceThreads that others have created. In these VoiceThreads, the person who started the thread puts their material (a picture, a video or a PowerPoint presentation) in the middle. That person then adds a comment around the side, usually by talking about what they posted on the screen.”*
7. *“A VoiceThread can be 1 screen or it can include several screens. People who are invited to look at what has been posted are able to comment. To comment, click the ‘Comment’ button and you have an opportunity to comment by voice, video or by typing in a message. Next you’ll each learn to create your own thread and share it with each other. AND we’ll all practice good online safety while we do these things.”*

Activity 3: Get Your Own VoiceThread Account (10 Minutes)

“If someone on your Family team already has a VoiceThread account, then you can skip this step. Maybe you can help other Families get through the process. For those of you that are new to VoiceThread, we’ll start with each of you setting up your own VoiceThread accounts.

“Go to voicethread.com (demonstrate on the LCD projector):

1. *In the upper right, click ‘sign in or register.’*
2. *In the pop-up window click ‘register.’*
3. *In the next window, enter your first name, last name and a password. Passwords need to include at least 6 characters and must have some letters (no passwords with just numbers).”*

Activity 4: Explore VoiceThread (30 Minutes)

“You now have accounts for the basic version of VoiceThread, which allows 3 VoiceThreads in your library. You will use up 1 of those today, but you can delete it later if you wish. Now that you have your accounts, you can explore some of the VoiceThreads that are out there.”

Use the LCD projector to demonstrate on screen as you give the instructions:

1. *“Start by clicking on the ‘Browse’ tab. This will show you threads that are ‘Public.’ What does ‘public’ mean? Anybody and everybody can see them. Since this is a reintegration event and Families are involved, I’ll let you decide together if you want to make this public. It might be helpful for others outside Military circles to get a better understanding of what it’s like being a Military Family experiencing deployment. But remember, you still need to be careful about how much information you share online – both for your personal safety and for the Operational Security of others still deployed.”*
2. *“Now look at the ‘Browse’ tab and you’ll see a ‘Search’ box. Enter the name of your favorite hobby (‘sports’ and ‘space exploration’ bring up interesting public threads to look at). See if you can find threads written by young people, maybe even young people from Military Families. Take a look at what some of them have done.”*

3. *“Tell me if you find examples of young people who have shared too much information online. Or are they all being careful? What steps have they taken to cover their identities? Can you even figure out what town or state they live in?”*
4. *“What is one interesting thread you each watched?”*

Activity 5:

Plan Your VoiceThread (40 Minutes)

1. Handout and look at the “Think-Sheet.”
2. *“Before you actually start a VoiceThread, we want you to give some thought to what will go in it. You each experienced the deployment differently. I want you to think and talk with your Family team about that experience. Start with your reactions to the news of the deployment and answer as many of the questions on the sheet as you can. Not everything you talk about needs (or should) go into a VoiceThread, but at least talk about it. Go ahead and get started.”*
3. Turn on gentle music to fill the silence and facilitate quiet conversation.

Activity 6:

Create Your Own VoiceThread (75 Minutes)

1. Continue to this next step after Family teams have had time to work through most of the “Think-Sheet.”
2. Hand out “How to Make a ‘Thread’” to each Family team.
3. *“Now let’s see if we can make something from your experiences. We’re ready to create a VoiceThread. Remember, nobody sees this until you allow them to see it, and you can go in and edit or erase it at any time.”*
4. Use the LCD projector to demonstrate: *“Start by clicking the ‘Create’ tab at voicethread.com.”*
5. *“Click ‘Upload;’ uploads may come from material on the laptops, thumb drives you brought with you, media sources such as Flickr or Facebook, websites (urls) or recorded live from webcams. You may also take turns using the digital or video cameras we have available. In this activity we want Families and young people to add videos and pictures, and to give voice to what you were each going through before, during and after deployment. Your own pictures are nice, but we encourage you to find images wherever you can.”*
6. *“If you’re recording via webcam, you don’t need to make further comment. If the thread includes uploaded images, you’ll need to click the ‘Comment’ button so you can leave a comment about your uploads. Comments can be done by microphone, webcam or by typed messages.”*
7. *“To add people to your contact list, click on the ‘Share’ tab, then:*
 - a. *In the ‘My Contacts’ box, click on ‘Add+’*
 - b. *Add the email address of somebody to whom you would like to show your VoiceThread*
 - c. *Add more email addresses if you wish.”*
8. *“Back in the ‘My Contacts’ box, click on the name or names of the people, and then click ‘Send Invite.’ This sends an email to your contacts so they can access your VoiceThread.”*
9. *“Don’t be too disappointed if people aren’t quick to respond to your thread. Sometimes people are bashful or just not sure how to do it.”*

10. Keep the music on as the Family teams work.

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.
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.
5. Hand out the healthy snack for participants to eat during your discussion.

Share/Reflect

- Tell me some things about how you approached doing a VoiceThread together; did you have a plan? Did you just jump into it?
- How did you stay positive when the activity became difficult?
- How did you feel about the decisions you made together?
- Did your Family communications and interactions change during the Deployment Cycle? How?
- Did VoiceThread help you explore issues and joys?
- Do we have any groups that care to share their threads?
- What new questions do you have about yourself and others?

Process

- How did you work through confusion and difficulty?
- What did you learn through sharing with others?
- How did you do this VoiceThread so that you would stay safe online?
- In what circumstances would it be okay to create a public Voice Thread? When would it even be desirable?
- What did you learn about each other?

Generalize

- How could VoiceThread be used to educate others about how communities can better support Military Families?
- What have you learned about:
 - Personal responsibility?
 - Maintaining relationships across distance and time?
 - Your responsibilities in helping your Family stay safe through your online activities?
- In our relationships we all make decisions that ultimately affect ourselves and those around us; what did you learn about decisions you made over the course of the Deployment Cycle and the effect those decisions had?

Apply

- What are qualities that are important in a good communicator?
- Think about when you have run up against problems in life; what did you do to get through them? What are good problem-solving strategies that you use?
- Are there problems with communicating too much about our experiences? How might that play out?

Debrief Youth on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around the room:
Communication, Decision Making, Emotional, 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 been able to explore a way for you to connect with your Family and friends and communicate how you’ve all changed during the deployment. We hope that you’ll find ways to communicate as a Family and share all of the experiences that have taken place throughout the Deployment Cycle. We also hope that you are more conscious of online safety and Operational Security so that you and your Family remain safe while sharing information with each other. As you leave today, please take a copy of the Family letter.

“Please make sure that your area is clean before you head out! Thanks for coming and learning and sharing with us!”

Extend the Activity:

- If participants were working in Family teams, have them think about doing threads independently (each participant would need their own VoiceThread account)
- Use the iPad 2 devices to access the VoiceThread app to create VoiceThreads

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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Team VoiceThread

Dear Family,

Today's activity was meant to get Family members thinking, talking and sharing about what it was like to be away from each other during deployment. Neither being away nor sharing experiences like this is easy. Thanks for making the effort to have your youth participate, and we hope it will help with the reintegration process.

VoiceThread is a great tool for sharing difficult experiences. It gives us time to think about what we want to share and with whom. Hopefully your youth will get some positive feedback from those with whom they wish to share their thread.



Those of us who planned this event (and even the people who wrote the activities) thank you for the sacrifices you each make as part of our nation's Military.

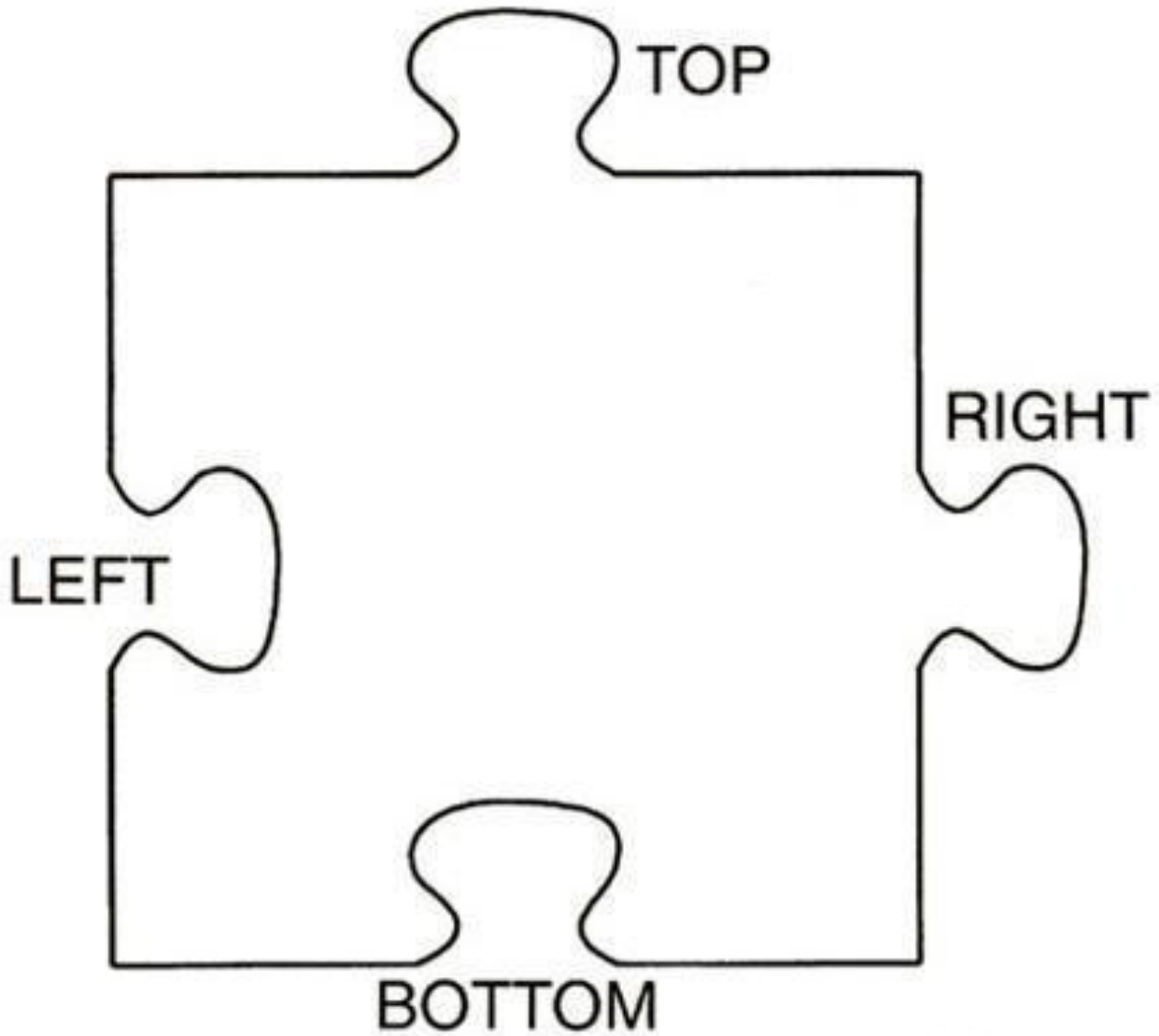
Thank you, parents, for your support and for helping your youth participate in this OMK Tech Discovery experience!

Best regards,

Conversation Starters:

- How was it to talk about some of this stuff with each other? Were there surprises?
- We've got this VoiceThread now, so what can we do with it? How widely should we share it? With just close Family? Friends? Would we want to change it if we were to make it a public VoiceThread? (consider this as a way of informing the public and other Military Families about what it is like for Families with deployed Service Members)
- How is our experience similar to or different from the experiences of other Military Families we each know? What has made our experience different?

Community Puzzle



Think-Sheet

OMK Tech Discovery Family Reintegration



Before jumping into your VoiceThread activity, use this form and work together to decide what you would like to share, first with each other and then more publicly. You may share your VoiceThread with only a few select people, or you may decide to make it public so others understand better what Families experience throughout the Deployment Cycle.

Pre-Deployment

	Youth	Adult
How did news of the deployment affect you?		
How did things change around the house or in your relationship as the time got closer for deployment?		
How long was train-up? What was it like during the train-up period?		
What was the biggest challenge you each faced during this time?		
Other		

Mobilization

	Youth	Adult
How did you stay in touch?		
Did you worry about each other? What did you worry about? What triggered worries?		
What was the biggest challenge you each faced during this time?		
Other		

Reintegration

	Youth	Adult
What were you feeling when you got to see each other again?		
What surprised you about how things have changed?		
What has been most challenging about being together again?		
Other		

**OMK Tech Discovery
Family VoiceThread “Think Abouts”**

Use this space to list some ideas

What digital pictures, videos or audio will you use? Where are they stored? Data stick? DVD? Online photo service like SnapFish? Facebook?

Who will you share your VoiceThread with? Will it be for Family and maybe a few friends? Classmates?

Will you make it public? (You can change your minds later.)

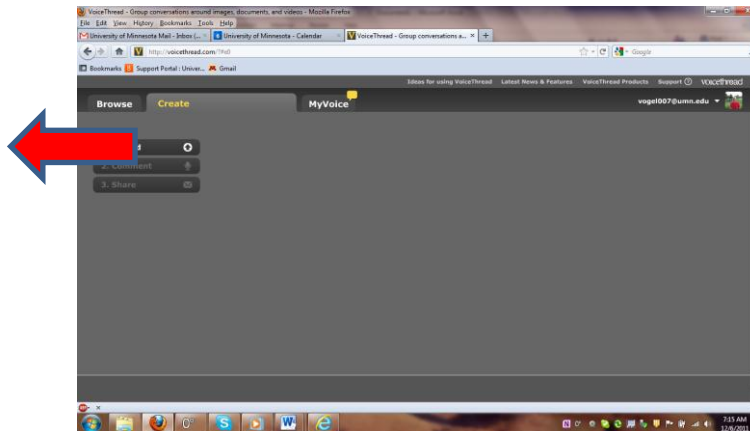
When you are ready to do your VoiceThread, be sure to use good Internet safety and Operational Security guidelines.

How to Make a “Thread” VoiceThread Instructions

1. Go to VoiceThread (www.voicethread.com) and click on “Create.” (Your screen may look different than this but look for “Create.”)



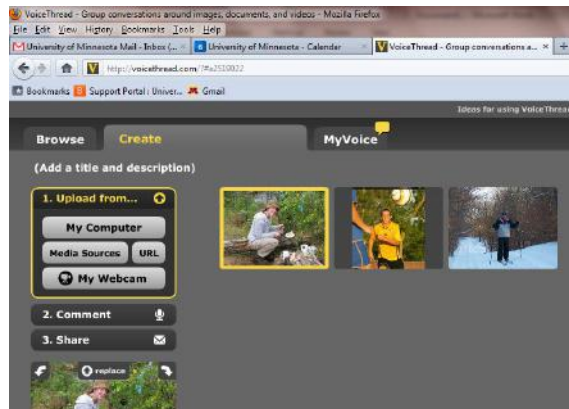
2. Click “Upload.”



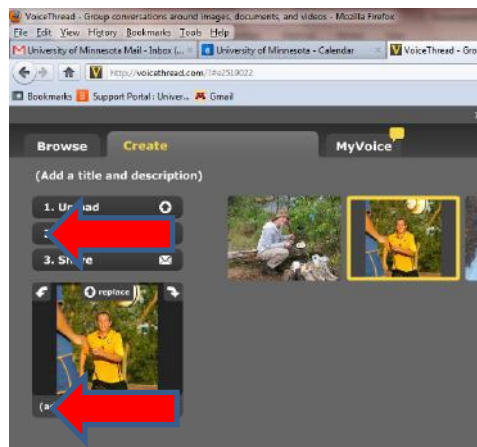
3. Do you have pictures or video you would like to load into VoiceThread? Use your data stick to upload your images to the computer or use the webcam on the laptop to take new images.



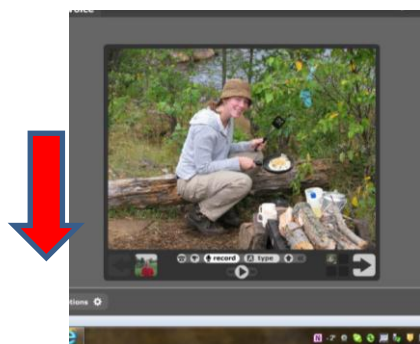
- Put pictures together in a presentation by clicking Upload again.



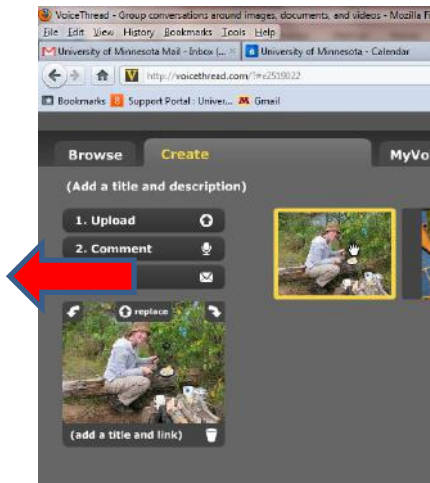
- Add titles to your pictures, and then click "Comment."



- Comment on each of your pictures or videos by typing or recording a message using your laptop's microphone or the computer headset with microphone.



7. When your VoiceThread is done, click **“Share.”** Your group leader will help you share your presentation with the rest of the group.



8. As VoiceThreads from other people are shared with you, look at their presentations and practice commenting on some of their pictures or videos.



Family Fun Activities

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Develop an understanding of group dynamics and the different ways to adjust with your Family
- **Teamwork:** Practice working together as a team as you navigate your way through challenging activities with your Family

Resilience Skill Objectives:

- **Social:** Respond to others with authentic, active and constructive interest
- **Family:** Practice utilizing the interests of each individual Family member

Science and Technology Objectives:

- Practice enhancing learning, increasing productivity and promoting creativity through the use of technology

Activity Overview:

Youth and Families will explore group dynamics by working together as a team through interactive activities.

Shout Out To Families!

Find the time, take the time and set aside the time, for fun Family activities! It sounds easy and difficult at the same time, doesn't it? We all want to spend more fun time with our Families, but we never seem to have enough hours in the day. How do we manage to add one more thing to our already full lives? This lesson will show you how fun it can be, the memories it can create and the laughter it will bring!

Prerequisites: None

Breakdown of Activities:

Pre-activity	Funderbirds	(10 Minutes)
Icebreaker	High Five	(10 Minutes)
Activity 1:	Planning a Fun Family Activity	(20 Minutes)
Activity 2:	Games for Family Communication	(35 Minutes)
Activity 3:	Virtual Family Games	(30 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$4.00/Family

Space Needed:

A large indoor or outdoor space with tables and chairs and the ability for participants to move around.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kits (2 Tool Kits = 8 Families).
2. Schedule use of the Mobile Technology Lab.
3. Contact volunteers and go through online training.
4. Ensure wireless Internet access.
5. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Social and Family)
- Nametags
- 8 iPad 2 devices (1 per Family) which have the following apps updated:

- Scrabble



- Words with Friends



- Family Feud & Friends



- Scramble with Friends



- Your Move Board Games: Live Backgammon, Yatzu Dice & More



- 4 Funderbirds (1 per 2 Families)



Get from Mobile Technology Lab:

- Wireless router

Buy or Borrow Supplies

Pre-activity: Funderbirds

- 4 Funderbirds (1 per 2 Families) (Tech Discovery Tool Kits)

Icebreaker: High Five

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Activity 1: Planning a Fun Family Activity

- 8 markers (a variety of colors will make it more fun) (at least 1 per Family)
- 8 easels with paper (at least 1 per Family)

Activity 2: Games for Family Communication

- 8 ½ X 11 paper (1 sheet per person)
- Strips of paper (11 per person)
- Writing utensils, pencils are fine (1 per person)
- Several pairs of scissors for Families to share

Activity 3: Virtual Family Games

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet access

Talk it Over:

- Deck of playing cards

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive.....

1. Orient volunteers to the overall objectives of the lesson (make sure they all have nametags and introduce themselves to each other before you get started).
2. Have Tech volunteer set up the wireless router and test the Internet access.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families
4. Double check the iPad 2 device wireless internet connections to ensure the virtual games in Activity 3 will be accessible for Families.
5. Prepare the deck of playing cards:
 - Use only the lowest numbered cards (ace, 2, 3, 4, etc.) from all suits (hearts, diamonds, spades, clubs)
 - Count out enough cards so there will be one card per person; i.e. if there are 20 people you might use the 5 lowest cards from each suit; it is important that the suits will be as evenly distributed as possible

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Family Fun Activities

As the Families Arrive....

Funderbirds (10 Minutes)

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

- Engage Families right away with the following Funderbird activity while waiting for all Families to arrive:
 1. Have 2 Families join to form a group. Add more groups and Funderbirds as Families arrive.
 2. Give each group one Funderbird and present the challenge: simply keep the Funderbird up in the air as long as possible by hitting it with your hand. (This is a hand version of the hacky-sack.) Underhand hitting typically works best. One person should not hit the Funderbird two times in a row.
 3. For increased challenge have Family members use their non-dominant hand.
 4. When all Families have arrived, continue play for a moment so that all can experience the fun but then move on to the Icebreaker. Remember to collect the Funderbirds.

Icebreaker:**High Five (10 Minutes)**

1. Ask everyone to begin walking around your space.
2. After a moment, yell “*Stop!*”
3. Once everyone is stopped, ask them to find a partner close to them. That partner will be their “hand shake partner.” Ask them to make up their own handshake and then ask each other a question (examples: What is your favorite movie? What is your favorite pizza topping?).
4. Once all are done, have everyone start walking around again.
5. After a moment, yell “*Stop!*”
6. Now ask them to find a different partner. This partner will be their “high-five partner.” Have them give each other a high-five and ask each other a different question (examples: Where were you born? What is your favorite food?).
7. Once everyone is done, ask them to start walking around again.
8. After a moment, yell “*Stop!*”
9. Again ask them to find one more partner. This will be their “air guitar partner.” Have these partners play air guitar together and ask each other a different question (examples: What is your favorite color? What is your favorite thing to do on the weekend?).
10. Once everyone has had 3 different partners, have them start walking around again.
11. After a moment, yell “*Stop!*” and ask them to quickly find their “handshake partner” and shake hands (no need to ask more questions at this point).
12. Have them walk around again, then yell “*Stop!*” and have them quickly find their “air guitar partner” and play air guitar together.
13. Tell them to start walking around again, then yell “*Stop!*” and ask them to quickly find their “high-five partner” and give each other a high five.

NOTE: If you have extra time, extend it a little longer and keep switching the order of the partners that they are supposed to find.

Debriefing Questions:

- How did it feel when you found one of your partners?
- What did you discover about others in the group during the game?
- Why do we feel more at ease with someone once we know something about them or they know something about us?
- What do we gain out of having fun and laughing together?

Activity 1:**Planning a Fun Family Activity (20 Minutes)**

“Families today face the challenge of finding quality time together. Time is always limited. How then do we find time together? Decide as a Family what you will do. Be sure all age levels can participate. Few activities bring Families together in a more enjoyable way than a weekly game night or just time spent together in a meaningful way. Variety is not only the spice of life, it is also the key to success.

“As we start to think about the pieces of planning, begin by writing down every fun game you can think of - board games and physical activities (such as kickball, hop scotch, basketball - no special athletic skills are needed). Pick the same night, day of the week - an example is every Friday night, or perhaps the 2nd Friday of each month. Check your ego when the activity begins. There’s nothing wrong with not winning. If your Family wants to try something new - try something new!

“Family activity time is for bringing Families together and for positive reinforcement, not for intense competition.”

1. Have each Family work together to develop a Family activity plan.
2. Give each Family a marker and an easel with paper.
3. Have each Family write the following on their easel paper and work together to design a plan.
 - a. Discuss and agree when the Family activity will take place.
 - b. Brainstorm a list of what your Family will do.
 - c. Will you have snacks or a meal? What will it be? Will friends be allowed to join? Will phones be turned off?
4. If a Family already has a Family activity time, have them plan their next one or try something new.
5. After 10 minutes, ask if any of the Families would volunteer to share the Family plan they developed. Thank the Families who shared.

Wrap this activity up by saying something like the following: *“Why do fun Family activities? Playing games with your Family teaches skills that will help you succeed in school, at your jobs, with your friends and in everyday life: social skills, such as taking turns and being a good winner or loser. Games teach academic lessons, colors, counting, sorting, matching, reading and logical reasoning. Life skills such as patience, teamwork and concentration are developed. Beyond lessons learned, Family time gives your Family the opportunity to spend time together in a relaxed environment that produces positive bonding and communication.”*

Debriefing Questions:

- What did you learn about your Family members during the planning?
- Do you think you will try a Family fun activity now?
- How did this planning time help your Family communicate?

Activity 2:**Games for Family Communication (35 Minutes)**

“So now we are ready for fun Family activity time, right? Okay maybe not so fast, how about we start by practicing some games for Family communication. We have four quick communication games you can play with your Family. I can guarantee we will create some laughter.”

1. The first one is called “Drawing.” Each Family member is given a piece of paper and a pencil. Ask them to draw the people in their life. In this game, everyone in the Family draws a picture of themselves and pictures of every significant person in their life and then connects everyone with lines. Each Family member tells a story about their drawing, which can include who the people are and why they chose them with their own Family members. Parents can learn about a child’s friends. Children can glimpse their importance in the larger Family circle.

- Give Families 8-10 minutes to complete this activity while the facilitator and volunteers circulate the area to provide encouragement and see when Families are finished
- Bring the attention up front by letting Families know you are starting the second game and directions are next

2. The second game is the classic game of Charades, one person in the Family acts out (without speaking) a word or a phrase. The other Family members must guess what is being acted out. Demonstrate the activity with some of the volunteers if possible.

- Give each Family member 5 strips of paper, a writing utensil and instructions to secretly write a word or phrase that all Family members have heard on each slip of paper
- When done, have Family members fold their slips in half and place on the table in front of the first actor
- Have each Family member take turns and if they want they can go around several times
- Give Families 8-10 minutes to enjoy this activity
- The facilitator and volunteers should circulate around the area adding to the energy and enthusiasm and seeing when Families are finished

“Interpreting gestures and other forms of nonverbal communication is an essential skill that gets better with practice. In fact, some estimates hold that 55 percent of communication is nonverbal. Regularly playing charades provides a safe environment for Families to comprehend how easily gestures, messages and other forms of nonverbal communication can be misinterpreted.”

3. The third game is Telephone. Who remembers this old game?

- Have two Families play together. One Family member whispers a phrase to another. For example:
 - The brown fox ran around the barn to catch the rooster before dinner.
 - Barney came down with swimmers itch after spending a day in the Potomac River.
- That person then whispers to another and so on until the last person repeats the phrase aloud: more often than not, the repeated phrase is not exactly the phrase with which you started
- This game could be played with all Families sitting in one large circle

- Spend 8-10 minutes on this game
“Not only is the telephone game a wonderful teaching tool about how easily communication errors happen, scientific research has found that even positive rumors become distorted through the passing of information from person to person. Rumors, even positive or good natured ones can easily become distorted and hurtful to others.”
- 4. The fourth game is Talking. Give each Family member 6 strips of paper to write three silly questions and three serious questions; one on each piece of paper. After this is done, fold the pieces of paper in half and put in a pile. Have each Family member take turns picking a piece of paper and answering the question. Other Family members can help to answer the question. If a Family member chooses their own question(s), they may answer it or put back into the pile and choose another.
 - Two samples of questions: What animal would you like to be and why? Do you think it is ever all right to tell a lie?
 - Spend 8-10 minutes on this game
“Asking questions and listening to the answer can provide opportunities for us to learn more about each other and have fun at the same time.”

“How many times have we heard that laughter is the best medicine? If that is the case, surely laughing while playing communication games with our Family is triple the dose! Even the silliest of Family games builds a relationship of trust where children learn their parents will take the time to listen, engage and thoughtfully respond. Fun games are a great way to strengthen the Family bond, open lines of communication, develop listening skills, improve Family communication and spend quality time together.”

Debriefing Questions:

- What did you learn about your Family while playing these communication games?
- Was this fun? What made it so?
- How do you think these types of games can help your Family during the reunion/reintegration phase of your Family’s deployment?

Activity 3:

Virtual Family Games (30 Minutes)

NOTE: Make sure that you and your volunteers have familiarized yourselves with the apps referenced in this activity. Families will likely have questions about getting started with and playing the various apps. All of these apps are useable as standalone games on the individual iPad 2 devices. If Families have access to a Facebook account or the iPad 2 devices are setup with e-mail addresses, they can also play interactively with another Family member or Family.

“Today, we’ve learned some new and revisited some old activities to do with your Family: the High Five game, four Family communication games and now each Family is going to work with an iPad 2 device. There are a variety of virtual games as applications for the iPad 2. This is a fun way to stay connected with loved ones while they are away and other Families/friends that have moved or don’t live near you.”

1. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
2. Have each Family turn on the iPad 2 device.
3. Bring to the attention of each Family the virtual games that are downloaded onto the iPad 2 devices:
 - Scrabble
 - Words with Friends
 - Family Feud & Friends
 - Scramble with Friends
 - Your Move Board Games: Live Backgammon, Yatzy Dice & More
4. Give Families 10 minutes to explore, open and view the virtual games. Be prepared to circulate between Families responding to accessibility questions.
5. Ask Families to pair up with another Family.
6. Ask the two Families to agree on one of the virtual games and begin playing the game with each other. Give Families up to 30 minutes to play a virtual game.

Debriefing Questions:





- Have you played virtual games previously, if so with who? Do you play as a Family? Do you have some favorites to recommend?
- What is something new you learned about virtual games today?
- In what ways could you use virtual games to further grow your connections to Family/friends? Many of these games have “chat” type functions that let you send messages to other players.

Talk It Over


(10 Minutes)

1. To help you focus the discussion, review the Life Skill, Resilience Skill, and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Have a volunteer take comments/notes about group dynamics and specific Family comments.
4. Shuffle the prepared deck of playing cards and distribute one card per person.


As you begin, tell participants that at times during the Talk It Over, you will ask them to share something that corresponds to the suit of the card that they have been dealt:

-  Hearts – Share something from today’s activities that has “touched their heart” or made a special impact on them
-  Diamonds – Share something that is a “gem of truth” they want to remember
-  Spades – Share something new they learned about their Family by “digging” into these activities
-  Clubs – Share something that they will take home from our time together and try to use with their Family


Share/Reflect

- How did it feel working through these activities as a Family?
-  Spades – If you have a spade card, please share something new you learned about your Family by “digging” into these activities. Does anyone else want to share?
- Were there any difficult situations you needed to work through? What did you do to make it through?
- Did everyone in your Family get to make contributions? Give an example.


Process

- Why is it important that everyone’s voice is heard when working together? How can you involve all ages in your Family activities?
- As you start planning a Family fun night, first pick several activities that everyone in the Family agrees on doing. How can you do this as a Family?
-  Diamonds – If you have a diamond card, please share something that is a “gem of truth” you want to remember from our time together. Does anyone else want to share?

Generalize

-  Hearts – If you have a heart card, please share something from today’s activities that has “touched your heart” or made a special impact on you. Does anyone else want to share?
- As you think back to your experiences today and remembering what other Families have shared, what are some key things to remember when planning Family fun activities?

Apply

- Do these key things have application in other areas of your Family life? Would you share an example?
-  Clubs – If you have a club card, please share something that you will take home from our time together and try to use with your Family. Does anyone else want to share?
- What would it take to make a commitment to implement some regular Family fun times with your Family? Is that possible? Will you give it a try?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around your space: Communication, Teamwork, 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:**(5 Minutes)**

“Thank you for spending time together with us today. We hope you learned new ideas for ways you can have fun together as a Family. Please help us by cleaning up your space. Before you go, please take a Family Letter that explains a little more about what we did today and how you can continue to use these ideas as a Family. Thanks again for spending time with us!”

Extend the Activity:

Here are some other great ideas for indoor activities that Families can do together when they can't get outside!

1. Build a tent together in the house! No items need to be purchased. Just use items you already have in your house. A tent can be built in just about any room. Tents can transform even the smallest spaces in your home into hours of creative play together.
2. Bake with your kids! Stirring batter, cracking eggs and measuring liquids are all great ways for kids to have fun while learning new skills. Make a homemade pizza together. Bake some muffins together. Cooking with your children can be fun and affordable. It also teaches your children valuable skills they will need in their future.
3. Go to the library together as a Family! You can borrow books, music CDs and even movies to take home for activities as a Family. Many libraries offer story times, craft activities and other free events for parents and children together. Libraries offer many free ways to beat boredom and spend quality time together as a Family.
4. Get up and get moving together! Play a game of hide and seek. Play tug-o-war or wrestle with the Family dog. Do simple yoga stretches together.
5. Play a video game together - turn it into a competition where the winner gets to pick the next restaurant you go to as a Family or some other prize.

Here are some outdoor ideas to get your Family started:

1. Plan a summer celebration. Choose to hold it on Father's Day, the Fourth of July, or some other day that is important to your Family. Some ideas for the celebration could be a picnic, time to visit relatives or a day trip together. Choose a special theme for the celebration, make decorations/favors to go along with the theme and dress according to the theme. Use your imagination to pick something everyone in your Family will like.
2. Create a scavenger hunt out of a walk in your neighborhood. Have a list of items for each Family member to look for and write down who finds each item along the way. Let the winner choose what you will eat for dinner or make a Family trophy for the winner.
3. Find a farm in your area that allows you to come to pick fresh fruits or go to a local farmer's market together. Let each Family member pick out a favorite, nutritious food.
4. Go fishing together, plant a garden together, or make something in the kitchen together. All of these are great ways to spend time together and share lots of smiles.
5. Go on a mystery car ride together. Have one parent or a parent and one child pick a secret destination together. Have the rest of the Family try to guess where they are going.

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 if appropriate
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out reports:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Family Fun Activities

Dear Family,

Today we learned that Family fun activities can teach us a lot about each other and that they are a great way to get the entire Family involved in something together. We learned how to communicate verbally and nonverbally with each other and best of all, we shared a lot of laughter and many memories of our own childhood.

We hope you enjoyed exploring different ideas for Family activities and even designing a Family fun activity plan. The four Family communication games - Drawing, Talking, Telephone and Charades we played were just examples of very simple, fun, Family activities where the only supplies needed were our Family members, paper and pencils. Lastly, we introduced some virtual games available on the iPad. These games or something similar are available on most computers and tablets today. This was a great way to connect with Family and friends when they are not right there with us. Technology helped us to gain new skills, learn how to research options and utilize tools to stay connected with Family and friends. It's fun to learn and revisit activities with our Family.

Positive interaction as a Family is especially important as our loved ones return from a deployment and/or are deployed. Learning how to respect one another's ideas, make decisions together as a Family and how to positively communicate with one another are important all the time. Fun activities can bring a Family together to develop these skills and create memories for a lifetime.

We hope you will take some of these ideas and create new ideas of your own for fun Family activities in the future.

Best regards,

Conversation Starters:

- Describe the last time you had a really great "belly laugh."
- What is a good game for our Family to play to help you laugh and relax when you are stressed out?
- What makes you laugh the most?
- How can you make "more time?" Who in our Family is best at trying to get everyone to "make more time?"

Family Obstacle Course

Lesson Time: 2 Hours

Skill Level: Intermediate

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: No

Life Skill Objectives:

- **Communication:** Develop an understanding of effective ways to communicate your ideas and emotions with Family members
- **Teamwork:** Practice making team decisions as you navigate various tasks and challenges
- **Problem Solving:** Work with Family members to solve problems or conflicts and develop communication skills

Resilience Skill Objectives:

- **Family:** Develop trust and communication to enhance and strengthen Family relationships
- **Social:** Respond to your Family members and others with authentic, active and constructive interest

Science and Technology Objectives:

- Learn how to use the SimpleMind app on an iPad 2 device
- Recognize your body's reaction to stress and manage stress as a Family

Activity Overview:

Youth and Families will work together through communication exercises, identify Family strengths with the SimpleMind app, then practice teamwork and problem solving skills as they navigate a Family obstacle course.

Shout Out To Families!

In today's hectic world, Family communication has become more challenging. This series of activities will help enhance your Family's communication skills using activities that are fun, challenging and involve teamwork and problem solving.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Name Pulse	(10 Minutes)
Activity 1:	Family Chatter	(20 Minutes)
Activity 2:	Family Communication Strengths	(20 Minutes)
Activity 3:	Family Obstacle Course	(45 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Talk It Over
Closing & Cleanup

(15 Minutes)
(10 Minutes)

Budget Range for Activity: \$1/Family

Space Needed:

In an outdoor or indoor space, you will need tables and chairs for Families to work in groups and an open space to set up a rectangular obstacle course approximately 10 X 20 feet with a good 3 to 4 feet for movement around the outside.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional Tech Discovery training (<http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Practice the activities, review all materials and handouts
- Familiarize yourself with the SimpleMind app
- Review background on stress identification and management at www.dartmouth.edu/~healthed/relax/ which will be helpful for the Talk It Over activity

Do Ahead:


In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Contact volunteers and go through online training.
4. Recruit a specialized Tech volunteer for Mobile Technology Lab setup if possible.
5. Cut apart the It's All in the Questions document (4 pages) at the end of the activity and put slips in a re-sealable bag (4 sets of questions will be needed).

Copy:

- Family Letter (1 per Family)
- It's All in the Questions document (4 sets of questions)

Get from Tech Discovery Tool Kit

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Problem Solving, Family and Social)
- Nametags
- 8 iPad 2 devices (1 per Family) which have the following app updated:
 - SimpleMind 

Buy or Borrow Supplies

Icebreaker: Name Pulse

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Stopwatch, watch with a second hand or other timing device

Activity 1: Family Chatter

- Cut apart slips of paper with It's All In the Questions
- Re-sealable gallon storage bags (4)

Activity 2: Family Communication Strengths

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)
- Brightly colored 5.5 x 8.5 inch paper (Half sheet)
- Markers

Activity 3: Family Obstacle Course

- Items from the Tech Discovery Tool Kit, OMK Yellow Ribbon Tool Kit, and more to create the obstacle course (be creative, there are lots of items you could use!):
 - 12 foot tape measures
 - Inflatable world globes
 - Jenga game pieces
 - Balloons
 - Soft tossable items such as the alligator, ladybug, frog, octopus, Funderbirds from the Tech Discovery Tool Kit
 - Rubber chickens
 - Soft squeak toys
 - Mouse traps (NOT set!)

NOTE: The electronic items from the Tech Discovery Tool Kit are NOT a good choice to put into the obstacle course!

- 50 foot x 1 inch rope
- Blindfolds (1 per Family)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive.....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - 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 volunteers how these will help Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs for Family groups, outdoors or indoors

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

WHAT TO DO

Family Obstacle Course

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

Name Pulse (10 Minutes)

1. *“As we get started, I need everyone to join hands and form a circle around me.*
2. *The goal of this activity is for every person (in turn) to say his or her name as quickly as possible and one person at a time.”*
3. Choose someone to start the name pulse and the direction in which it will go. The first person says their name; the next person says their name, and so on around the circle.
4. *“Remember, a player cannot say their name until the previous player finishes saying theirs.”*
5. Take a trial run with the group.

6. “We are going to try it again and this time we are going to time how long it takes the group to make it all the way around the circle.”
7. Ask the group, “How could we improve our time?” Give them a few moments to figure out how to make their time faster after each round.

NOTE: Players can be shrewd. They may come up with ideas that may seem “iffy”, such as using abbreviations or the first letter or first syllable of their name. Let the group decide if they want to use shortcuts!

Debriefing Questions:

- What did you discover about others in the group?
- Did you discover anything you have in common with others that you didn’t realize before? Explain.
- Why do you feel differently about a group when they know your name and something about you?
- Why is it so powerful when other people use and remember our names?

Activity 1:

Family Chatter (20 Minutes)

The purpose of this activity is to develop support and help Families work on constructive use of time.

1. Have Families pair with another Family.
2. Distribute one It’s All In the Questions bag to each group.
3. During this time, no answers are “wrong” and discussion is to be honest and respectful.
4. Have one person in each group draw out a question for the group to discuss.
5. Have youth and adults in each group trade off drawing the next question until each person in the group has drawn at least one question.
6. Continue until time is called.

Debriefing Questions:

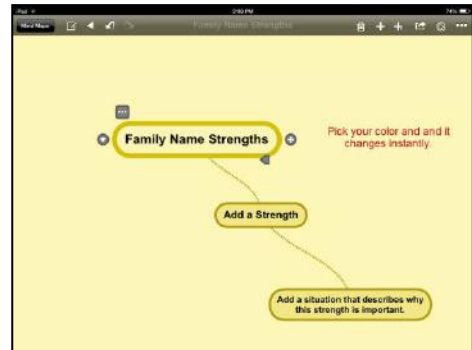
- In what ways do youth and adults think alike? Differently?
- What new things did you learn about your Family (or others in your group)?
- How does this activity allow Families to learn to communicate about beliefs and opinions, and clarify important values?

Activity 2:

Family Communication Strengths (20 Minutes)

“In our next activity, you are going to work on identifying your Family’s communication strengths. Each Family will work on creating a list of 5 Family Strengths in the SimpleMind app on an iPad 2 device. This is a mind mapping application. A mind map is a brainstorming tool where you put a central subject in the center and add information around it to provide more detail.” **NOTE:** Be sure to practice this activity to become comfortable assisting Families. See SimpleMind Tutorial after this lesson.

1. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
2. “Find and select the SimpleMind app on the iPad 2 device.
3. As your Family creates this mind map, label it in the center as “Your Family Name Strengths.” As you add your strengths you will create strands off of “Your Family Name” for each strength. As you add each strength, add a strand that is an example of why that strength is positive for your Family.
4. After you have created the five strengths, write each one on a separate half sheet of colored paper. These will be used in our next activity.
5. If you have time, feel free to explore other features of the SimpleMind app.”
6. Collect the colored half sheets of paper for use in the next activity.
7. Re-gather into one large group for the Debriefing Questions.



NOTE: Families will likely want a copy of the Family Strengths Mind Map they create. Refer to the handout (Printing Family Mind Maps) at the end of the lesson for instructions.

Debriefing Questions:

- What did you learn about your Family’s communication style while working on your Family Strengths mind map?
- How does your Family create an environment in which everyone has an opportunity to share ideas?
- Was it hard to focus on your Family’s STRENGTHS rather than your weaknesses? Why?

NOTE: The half sheets of paper that the Families create will be used in the Family Obstacle Course activity. If needed, give the Families a 5-minute break while you set up the Family Obstacle Course.

Activity 3:

Family Obstacle Course (45 Minutes)

Set Up: To set up the Family Obstacle course you will need to use a 50 foot piece of rope to make a large 10’ X 20’ rectangle. This will serve as the outside boundary of the obstacle course. Lay out various obstacles (see the Buy or Borrow list at the beginning of this lesson for ideas) throughout the course within the boundaries of the rope. Be sure to place them so there are no obvious clear pathways to travel lengthwise through the course.

NOTE: Be sensitive to the needs of your participants. Carefully think through the implications of being blindfolded for this activity. Certain sounds may trigger unintended responses: i.e. the sounds of a mouse trap snapping.

Start this activity by gathering all of the Families around the Family Obstacle Course. They will need the Family Strength half sheets that they created at the end of the Family Strengths activity.

“In this activity we are going to explore Family strengths and obstacles that Families face.

1. *“To begin this activity, think about some obstacles that Families face. To do this pick out an object in the obstacle course that represents that obstacle. For example, the ‘World Globe’ could represent all of the challenges that deployment brings.”* Go around the group to get feedback from all Families.
2. *“Using your Family Strength sheets that you created, tell us what your Family strengths are and then place each of them somewhere inside the obstacle course.”* Have all Families share their strengths and recognize each Family with some applause. It does not matter if there is duplication. These become the strengths available for all Families in this activity.
3. *“This is our Family Obstacle course. One person from each Family will be blindfolded and start at either end of the obstacle course. The other Family members’ jobs are to talk/guide the blindfolded Family member through the course. All Families will start at the same time. Families will be traveling lengthwise through the obstacle course.*
4. *These are the rules:*
 - *All non-blindfolded Family members must stand outside the boundary of the course at all times and cannot touch the blindfolded Family member or try to help them other than by giving verbal directions.*
 - *Blindfolded Family Members will work their way across the obstacle course if you touch an obstacle you will need to start over from where you started at the beginning.*
 - *You can pick up a Family Strength sheet along the way, to get a free ‘pass’ on one obstacle touch. When you touch your next obstacle, turn in your Family Strength sheet to me and I will put it back down in the obstacle course somewhere and you may continue on your way. Strength sheets can be used by members of any Family in the obstacle course.”*

Debriefing Questions:

Because everyone takes different times walking through the course it is useful to debrief each Family as they finish the obstacle course.

- What was this experience like for your Family?
- What strategies did you discover to help you be most successful?
- While you were blindfolded, what was it like to navigate the course being guided by your Family members?
- How did your Family separate the communication tasks?
- How did it feel after you had successfully completed the course?
- How do you encourage each other to use your strengths to overcome obstacles?

Talk It Over:

(15 Minutes)

1. To help you focus the discussion, re-look at the Life Skill, Resilience Skill, and Science and Technology Objectives on page 1.
2. Lead the entire group through the Talk It Over discussion.
3. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did you learn today about communication within your Family?
- What did you learn about yourself and your Family?
- How did communication styles vary between youth and adults?
- What communication style works best for you?
- What did you learn today about teamwork within your Family?
- How can games like Name Pulse help you learn creative ways to solve a problem?
- How does an activity like Family Chatter help strangers get to know each other?
- How does the Obstacle Course activity help to increase trust among a group of people (your Family)?

Process

- What steps did your Family use to solve the problems in these activities? Which were most successful?
- Were there certain points in these activities where you felt stress or discomfort? Why do you think you felt that way?
- What were your body's reactions when you felt that stress or discomfort? How did you get through those reactions?
- What are some positive ways to deal with stress?
- What did you learn about your Family that you would like to change?

Generalize

- How can the obstacle course idea help all kinds of groups work better together?
- In what other ways might you or your Family be able to use the SimpleMind app or other mind mapping activity after you get home?
- What are some ideas your Family can use to build trust as you work through a challenge together?

Apply

- How can you use what you learned during these activities today to strengthen your Family?
- Although the stress you felt during any of these activities can feel uncomfortable, it is important because once you can identify your stress triggers, you can start thinking about strategies for dealing with them individually and as a Family. How can your Family help each other to identify stress triggers and problem-solve together as a Family to navigate those "obstacles" as they come your way as a military Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Communication, Teamwork, Problem Solving, Family 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:

(10 Minutes)

“Thank you for spending time together with us today. We hope you learned new ideas for ways you can work together as a Family. Please help us by cleaning up your space. Before you go, please take a Family Letter that explains a little more about what we did today and how you can continue to use these ideas as a Family. Thanks again for spending time with us!”

Extend the activity

- Have each Family member make a list of things that stress them out. Within the Family group, share items from the lists and then brainstorm ways to manage those stresses together as a Family.
- Challenge Families to create their own Family obstacle course out of items readily available at home -- no need to buy anything! Invite extended Family, friends, or neighbors to complete the obstacle course.
- The obstacle course idea can be used with other groups you may be involved with in your community, such as a military Family Readiness Group, church youth group, or 4-H club.

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 if appropriate
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out reports:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from Family members on activities
 - Other important notes on activities, volunteers and participants
 - Critical follow-ups (parents about behavior/worries about a particular youth, inappropriate language from a volunteer, etc.)

Activity Developed for Tech Discovery Curriculum by:

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Family Obstacle Course

Dear Family,

Thank you for participating in this lesson! Obstacle courses are powerful ways to build communication, teamwork, and problem solving skills. Today, your Family worked together to accomplish a shared task. You reflected on how you went about communicating, working as a team, and solving problems together to accomplish this task. You learned how to use the SimpleMind app as a way to map and communicate your Family strengths.

We encourage you to take some time discussing what you learned as a Family when you are not rushed and can sit down and talk. Make sure to include all Family members, even if they did not participate in these activities! Try to find ways to use what you learned - have older children create an obstacle course for younger children or have younger children lead an older sibling through a challenge! Take pictures of your obstacle course and video tape Family members as you work your way through it together! Download the free SimpleMind+ app to a Family computer or iPad to use it in other ways and share what you create on it with extended Family!

As you think about all the activities we did today, try to be very conscious about what was stressful for you or others. Talk about it together as a Family and talk through ideas together for how to manage these stressors. Remember that stress is not necessarily a bad thing – it's how you handle it that matters! Be aware of body cues that tell you when you are overwhelmed. Take care of yourself and each other!

We hope your Family had fun, learned something new and will join us again for another Tech Discovery experience. Thanks for your participation!

Best regards,

Conversation Starters:

- If you were an item in an obstacle course, what piece would you be and why?
- If you were blindfolded and had to choose one person to help you navigate through something, who would you choose and why?
- What stresses you out the most and why?

It's All in the Questions

Cut apart the following 31 questions and fold each in half. Place a complete set in a re-sealable gallon storage bag. Mark bag: "It's All in the Questions." You will need 4 sets of questions. When finished with the activity, questions may be collected and returned to the bags for use at another event.

1. Who has traveled outside of the country? Where?
2. Who is the oldest child? Who is the youngest child?
3. Who has lived in more than one city?
4. Who has a close friend involved in a dangerous activity?
5. Describe your cooking skills and your favorite thing to cook?
6. Have you ever been camping? Tell about your experiences.
7. Did you have a favorite subject in school? Is there one that you dreaded?
8. Did you have a favorite T.V. or radio show as a child?

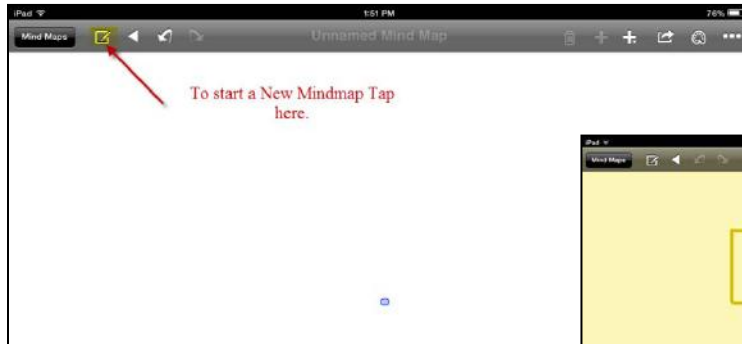
9. Tell about one of your favorite books or magazines?
10. Have you met or worked with any famous people?
11. If you could live anywhere, where would it be? Why?
12. Tell about any pets you had as a child.
13. Tell about favorite games you played as a child.
14. Are you responsible for household chores? What are they?
15. What did you do as a child that got you into trouble with your parents? How did they handle it?
16. Who has participated in a dangerous activity?

17. Who sometimes feels unsafe at school?
18. What is your full name? How did you get your name?
19. What is one invention you could not live without and why?
20. What is your favorite Saturday activity and why?
21. What is your advice to those younger than you?
22. Do you prefer vanilla or chocolate?
23. What is your ideal vacation?
24. What is your favorite flavor of ice cream?

25. Who helps you grow as a leader?
26. Who cheers you on and listens to what you have to say?
27. What is the one thing you wish everyone knew about you?
28. When you're in a new group, what do you do?
29. What is one way you wish you could make the world a better place?
30. Is there anything you've wanted to do but couldn't? What is it?
31. What does giving to the community mean to you?

SimpleMind Tutorial

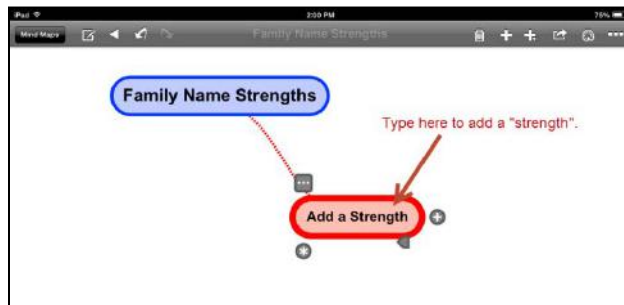
You will use the Simple Mind application on the iPad 2 device to create a mind map of positive attributes of your Family. To use the SimpleMind app, turn on the iPad 2 device and find the SimpleMind icon (see right):



This will open the main thought or subject of you mind map. To begin, type your Family Name such as “Smith Family” Strengths in the box.

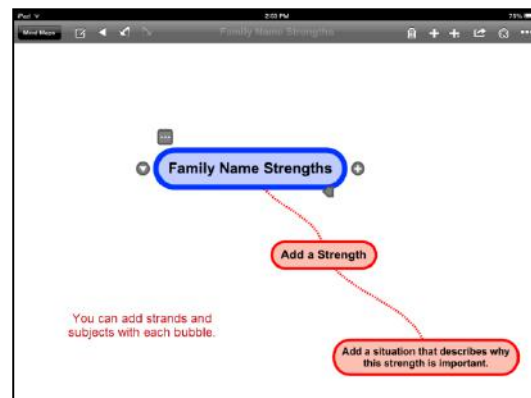


Next add strands that are sub categories of the central topic of your mind map: to do this, tap on the plus sign to the right of the subject. This will create a new sub-category so you can add a Family Strength.

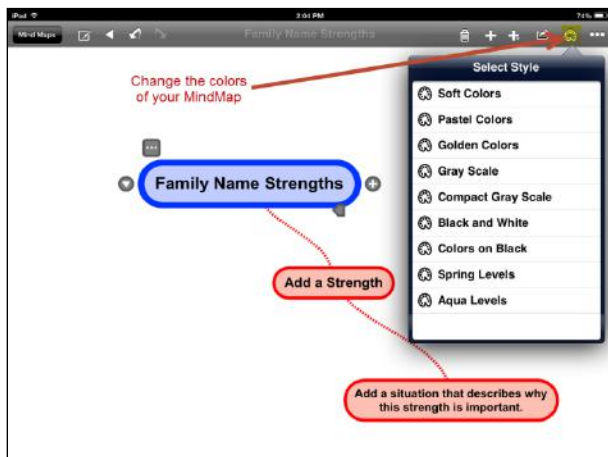


Create a sub category under “Add a Strength” that is an example of that strength.

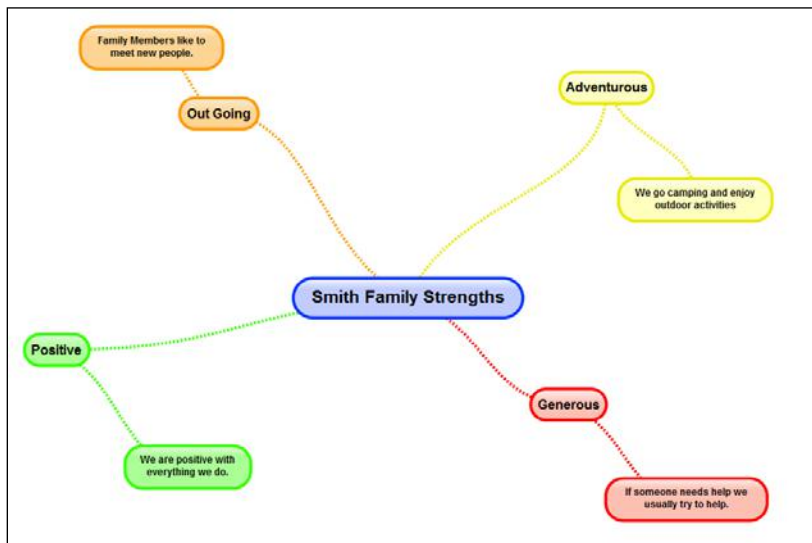
Keep adding strengths and examples until you have about 5 or 6 strengths.



Try experimenting with colors on your mind map too.



When you are all finished, your mind map might look something like this:



Printing Family Mind Maps

Set-up:

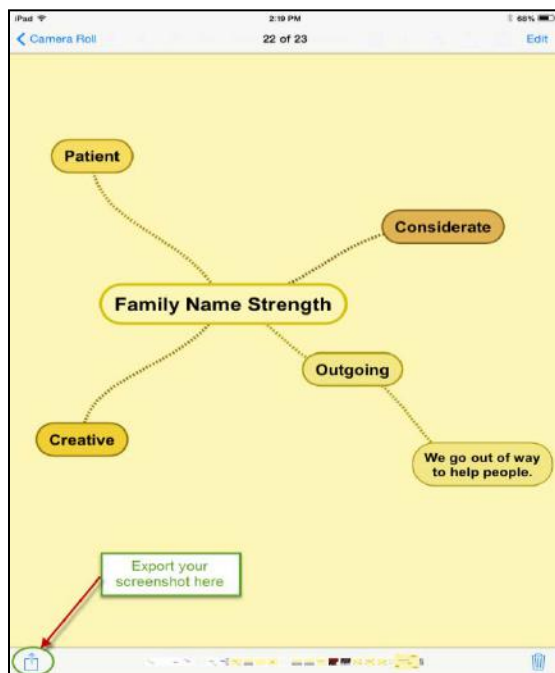
- Wireless Internet connection and router required
- See <http://www.4-hmilitarypartnerships.org/doc12599.ashx> for directions and requirements for printing from the iPad 2 device

Families will want a copy of the Family Strengths Mind Map. You may have a printer and you can print it for them (follow directions at the link above).

If you don't have a printer available, you can email a screenshot of the Mind Map to the Family. Use the instructions below.

While in the SimpleMind app. (on the Map you want to print) press the "Home" button on the iPad 2 device and while holding it, press the "Sleep/Wake" button at the same time creating the screenshot.

The screenshot is saved in the Camera Roll on the iPad 2 device. To get to the Camera Roll, go to the Photos icon at the bottom of the screen.



Select your screenshot and then the "Export" icon on the bottom left. From that point it gives you an option to "Email" the screenshot. (Internet dependent and assumes you have email set up on the iPad 2 device.)

Family Outdoor Cooking

Lesson Time: 4 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: Yes/option to download

Life Skill Objectives:

- **Problem Solving:** Work together as a Family to solve problems or conflicts using inquiry learning and practice positive communication skills
- **Teamwork:** Practice working together as a Family in making choices and working side-by-side

Resilience Skill Objectives:

- **Family:** Practice communication skills through problem solving and teamwork activities
- **Social:** Respond to other's emotions with authentic, active and constructive interest

Science and Technology Objectives:

- Understand the basic heating elements of aluminum foil through the process of conduction
- Explore the different cooking patterns of a wood fire and charcoal fire

Activity Overview:

Youth and Families will be introduced to outdoor cooking from building the fire to sampling tasty treats they have cooked themselves. Families will have the opportunity to explore outdoor cooking through the use of recipes they will get to take home for future use.

Shout Out To Families!

Have you ever tried outdoor cooking? Let's build a fire and do some cooking! We'll make pizza, cake and banana boats that you'll taste at the end of the activity; and a take home outdoor cooking device - our surprise.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Cooking Grab Bag	(15 Minutes)
Activity 1:	Getting Started	(45 Minutes)
Activity 2:	Buddy Burners	(55 Minutes)
Activity 3:	Outdoor Box Oven	(40 Minutes)
Activity 4:	Food Preparation	(45 Minutes)
Activity 5:	Share Your Outdoor Cooking Story	(20 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Talk It Over (10 Minutes)
Closing & Cleanup (10 Minutes)

Budget Range for Activity: \$12/Family

Space Needed:

Large outdoor space, 2 fire pits with cooking grates and tables accessible for preparation.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Ensure wireless Internet access.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Contact volunteers and go through online training.
4. Recruit a specialized Tech volunteer if needed.
5. Collect dry kindling, twigs and logs for wood fire.
6. Collect 8-10 sturdy banana boxes (40 pound size are ideal), larger than the pans you will use for cooking, you want at least 1” of room on all sides of the cooking pan.
7. Collect 24 cooking utensils/items (can be duplicate items: apron, oven mitts, matches, spatula, rubber scraper, whisk, dish towel, recipe book, pan or baking sheet, etc.)
8. Gather 32 empty, clean soda cans.
9. Gather 32 empty, clean tuna style cans.
10. Gather several buckets for water just in case of emergency.
11. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Outdoor Cooking Recipes (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Problem Solving, Teamwork, Family, Social)
- Nametags
- 8 iPad 2 devices (1 per Family) which have the following apps updated:

- My Photo Story



- YouTube



Get from Mobile Technology Lab:

- Wireless router

Buy or Borrow Supplies

Icebreaker: Cooking Grab Bag

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- 12 cooking items - can be duplicate items (apron, oven mitts, matches, spatula, rubber scraper, whisk, dish towel, recipe book, pan or baking sheet)
- 1 bag to hold the 12 cooking items (shopping bag, paper bag, tote bag)

Activity 1: Getting Started

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Matches
- Kindling
- Twigs
- Logs
- Newspaper
- 2 buckets of water
- 10 pound bag of charcoal briquettes
- Lighter fluid

Activity 2: Buddy Burners

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- 16 pot holders (2 per Family)
- #10 can (for melting paraffin wax)
- 32 empty clean tuna style cans (4 per Family)
- 32 wicks @ 2 inches (70 total inches needed) (4 per Family)
- 4 boxes of paraffin wax
- Corrugated cardboard (old boxes or sheets of cardboard)
- 8 Scissors, box cutters or utility knife to cut cardboard (1 per Family)
- Permanent marker (1 per table)
- Plastic tablecloth (1 per table)
- Large soup ladle (that will get covered in wax)

Activity 3: Outdoor Box Oven

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- 3 rolls of duct tape
- 8 banana boxes (40 pound size is best) (1 per Family)
- Heavy duty aluminum foil - 75 feet (1 box per Family)
- 8 plastic oven roasting bags (1 per Family)

- 32 empty clean soda cans (4 per Family)
- 112 charcoal briquettes
- 8 pair of tongs (1 per Family)
- Buckets of water

Activity 4: Food Preparation

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- 8 9x13 inch aluminum cake pans (1 per Family)
- Small paper plates, plastic silverware and napkins for food tasting (1 place setting per person)
- Bottled water (1 per person)
- 1 can of cooking spray

For Cake:

- 2 boxes of chocolate cake mix
- Appropriate amounts of eggs, oil and water as directed on cake mixes
- 2 boxes of zip-top gallon freezer bags
- 4 pairs of scissors
- 4 pairs of long-handled tongs or small metal shovels
- 4 metal spoons

For Pizza:

- 1 package of bite size English muffins (1 per Family)
- 12 ounce jar of pizza sauce
- 8 ounce package of low fat mozzarella cheese

For Vegetables:

- 1 bag of small carrots (8-10 carrots per Family)
- 5 pound bag of potatoes
- Onions (1 per Family)
- 4 Small cans of nibblet corn (1/2 can per Family)
- 1 can opener
- 2 potato peelers

For Banana Boats:

- Bananas (2-3 per Family)
- 1 12 ounce bag of chocolate chips
- 1 12 ounce bag of small marshmallows
- 4 dinner knives

For Cinnamon Sticks:

- Long stick (2-3 per Family)
- 1 can refrigerated breadsticks (1 per Family)
- Cinnamon sugar

Activity 5: Share Your Outdoor Cooking Story

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive.....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs, outdoor cooking fire pit with wood

1. Post **Life Skill/Resilience Skill Signs** around the space.
2. Set up a greeting table with a sign-in sheet.
3. 2 fire rings are needed with space around them for movement.
4. 4 tables are needed outdoors for space to work and prepare materials (picnic tables or folding tables).

WHAT TO DO

Outdoor Cooking

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

Cooking Grab Bag (15 Minutes)

“Welcome to the Outdoor Cooking event! I would like us all to get a little more acquainted.

1. *To get us all ready for the activities ahead, I'd like someone from each Family to reach into this bag and pull out an item. Each of the items in the bag has something to do with*

cooking. After you have an item, talk with your Family and come up with a short sentence about that item you will share back with the whole group.

2. Each Family will need a spokesperson. The spokesperson for the Family should be the person who is the closest in age to 12.
3. I will ask the Family spokesperson to report about their Family's item and each Family member will have the chance to share their name. For example, if your item was the apron, you might say: 'I never saw my Grandmother without one when she was in the kitchen.'

Debriefing Questions:

- How did your Family get engaged in talking about the cooking item?
- What type of stories did the cooking item generate from your Family?
- If you could have picked your own item, what item would you pick and what story would you tell?

Activity 1:

Getting Started (45 Minutes)

"I'd like everyone to gather around near the fire ring as we get started today. We are going to do some outdoor cooking and we will need to have everyone hear all of the instructions as we move forward. Before we get started, I have a few things to review with you about what is going to happen today.

"First, each Family is going to get an iPad 2 device for use during this activity." Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)

- *Handle with care*
- *Use 2 hands at all times*
- *Keep it clean*
- *If you break it, you buy it (\$500.00)*

"I would like to ask that each Family member take a turn taking photos of each of the stages of the events we'll be doing. At the end of the activities, we'll be asking you to select pictures you've taken and put into an app called 'My Photo Story' which we will e-mail to you at the end of the program. Remember to take pictures!"

"We're also going to cook and we'll have each of you involved in that process as well!"

"Let's review a few important things about safety and fires."

1. *As you look at the fire rings in front of us, what do you notice? (Possible responses: it's a ring, enclosed by rocks, no grass near it, clear of obstacles, water source nearby.) Before you ever start a fire, there are some important things to keep in mind. Let's see how we do with safety near our fire ring.*
 - *The fire ring is enclosed - either rocks around it to protect it or a metal fire ring to keep the fire contained*

- *There is no grass or kindling laying close to the fire ring that would allow for a fire to start easily*
 - *There is water in a bucket nearby to throw on the fire in case it would escape the fire ring and to completely douse the fire when cooking is completed*
 - *There are no obstacles near the fire pit that would cause anyone to trip and stumble into the fire*
 - *Ensure that someone is always present when you have a fire; you cannot walk away and leave the fire unattended*
2. *Safety is always the first concern and you should never start a fire without knowing what the conditions are around you - is there a fire ban or is it a windy day and you shouldn't have a fire at all. Know your surroundings and what the options are for having a fire!*
 3. *The other important thing to think about before you get started is what you want to do with your fire. Is it a bonfire for recreation and relaxing? Is it for warmth and heat? Is it for cooking? There are many different reasons for an outdoor fire and how you build it and what you are using it for should always be considered. For today's purposes, we are actually going to build two fires - one will be a wood fire that will be used to cook some of our food items and one will be a charcoal fire that will also be used with some of the food.*
 4. *You'll notice that both fire rings have a bucket of water nearby before the fire is even started. This is an important first step.*

Wood Fire

"We'll build our wood fire first. We'll start with the types of wood needed. This is what we'll be looking for today:

- *Tinder (small twigs, dry leaves or grass and dry needles)*
- *Kindling (sticks smaller than an inch around)*
- *Fuel (larger pieces of wood that will easily fit into our fire pit)*

Would you each take a short walk around the camp area and find examples of these items."

Give Family members some boundaries for gathering their fire supplies and a short time period.

"We'll start by putting a few handfuls of tinder in the center of the fire ring - loose - not tightly packed together. Can I have a youth volunteer to do this?"

"Then we are going to use a tipi (teepee) fire for our cooking today - so we'll lay the kindling over the tinder...just like we are building a tent. Could I have another youth volunteer to help with this step?"

- *There are other types of fires to build such as a cross or a lean to or a log cabin. They are useful for different purposes such as longer lasting heat.*

"You'll want to ignite the tinder with a match or lighter. If using a match, discard it in the fire - never throw it away! I would like another youth volunteer to assist me with this step. As the fire grows, add more tinder. You can blow lightly at the base of the fire - the air is good for the fire.

As the fire catches hold on the tinder, continue to add kindling. When the kindling has caught fire, add the larger pieces of wood as fuel. Continue to keep an eye on the fire.

“Sometimes if the fire won’t catch quickly, using newspaper tightly rolled or balled up or a fire starter can help the tinder light. Do NOT use starter fluid as it can quickly ignite when people may not expect it.

Charcoal Fire

“Let’s move to the other fire pit and get our charcoal fire started. Begin by emptying the bag of charcoal briquettes in the center of the fire ring. Keeping the briquettes close together is how they will heat best. Squirt some lighter fluid on the charcoal briquettes – be careful not to spray anything beyond the briquettes. Once the briquettes have been soaked, move the lighter fluid away from the fire and set in a safe place. Using the matches, light the briquettes near the bottom of the pile and set a match amongst the briquettes. It may take 2 or 3 matches before you notice it working. Briquettes will start to smoke when they ignite – and will turn gray when they are heating. Leave burning for a while to get them all heating.

“Once our charcoal fire has a good start, we’ll place the charcoal briquettes toward the outside of the fire for later use. Now we can move into the next steps where we’ll get the cooking started! Thank you for your help with the fire!

Debriefing Questions:

- How might you have built the fire if you were looking for heat on a cold day?
- Where would you look to find the essential supplies to get the fire started?

Activity 2:

Buddy Burners (55 Minutes)

“Another source of heat is a Buddy Burner. Before we begin this next station, I’d like to invite you all to use the iPad 2 device to watch a YouTube video of a Buddy Burner so you understand what we will be doing. Select the YouTube app on the iPad 2 device and tap on the magnifying glass in the upper right corner. Search for ‘Buddy Burners – How To!’ and watch the video as a Family. (It may take a while to download.)”

While Families are watching the video, cover tables with plastic tablecloths and distribute supplies.

“Each Family should have 4 small tin cans that will be used as the containers for your Buddy Burners. Please write your name in marker on the side of each tin can so it will be easily identified at the end of the activity.

“One important ingredient in making this Buddy Burner is paraffin wax. We are going to melt the wax in a tin can while we work on other steps of the Buddy Burner, so I would like to ask for volunteers to put the wax in this large tin can. We’ll heat the wax over our wood campfire in this can while we work on other steps. Let’s set this on the fire and move on to the next important step.

“You’ll see there is corrugated cardboard on each table. Can anyone tell me the difference between corrugated cardboard and box board (what a cereal box is made of)? The corrugated cardboard has the ripple between two layers of board which creates a bit of stability and in our Buddy Burner will readily soak up the paraffin wax and serves as a good energy source.

- 1. Lay the tin can on its side on the cardboard (ensure that Families are marking and cutting their cardboard against the grain) and use it to measure and draw a line across the entire piece of cardboard.*
- 2. Cut the cardboard into enough strips so that when rolled tightly, they will fill the can.*
- 3. Roll the strips tightly and fit inside your tin can.*
- 4. Be sure that all of your Family members can work on this project together.*
- 5. After you have the strips cut and rolled and stuffed into each of your tin cans, please let me know by having your Family team take a step away from the table.*

“Now I would like a volunteer to help pass out the wicks. Each Family will get four 2 inch wicks that will be used in their Buddy Burner. Take this wick and wedge it down into the center of the can in the cardboard - leaving about the size of a pencil eraser sticking over the top of the can. Make sure that the wick stands taller than the can - you’ll need to be able to light that wick!

“Now it is time to pour the wax into the can. I am going to ask the adults at each table to help me out here. I will have the potholders to hold the can with the melted wax, and I would like the adult at each table to use the ladle to pour the wax into each can.

“Now we will let our Buddy Burners cool and let the wax harden. After we’ve prepared our food, we can come back and refill the can with wax.

“To use your Buddy Burner as a stove, you’ll need to light the wick and set it under a grill or grate - or use pop cans to hold the pan. This heat source could be used for cooking a small amount of food or you could use several Buddy Burners for more heat or to spread the heat out more evenly.”

Debriefing Questions:

- When do you think it would work to use this heat source?
- How do you think this would work differently than a campfire to cook food?
- How did you involve each Family member during this activity?

Activity 3:

Outdoor Box Oven (40 Minutes)

“Each Family is going to make their own box oven that you will get to take home with you to use for outdoor cooking when you go camping or even in your backyard or at the local park. You can bake anything in a box oven that you can bake inside in your regular oven! Just remember that practice is the best teacher!

“Outdoor cooking can be a fun Family activity and a great tool for camping. Cooking successfully outdoors requires some understanding of the science behind cooking. How does food get cooked or heated? Heat moves in predictable ways. It flows from warmer objects to cooler objects until everything is the same temperature. There are three ways that heat is

transferred to food: conduction, convection, and radiation. The box ovens you will be creating in this activity and then using in the next activity use conduction. Conduction occurs when heat is transferred by contact with a heat source through a material such as aluminum foil or a pan. The heat from the foil is transferred to the food by a process called conduction.

“Foil cooking is one of the easiest ways to cook in any outdoor setting. Aluminum foil is lightweight, versatile and reduces cleanup time. Aluminum foil is a dense metal. Dense substances conduct heat better because the particles are closer together and allow faster heat transfer. As you make your box oven, don’t be shy with your use of aluminum foil! Use two layers if there is enough aluminum foil. The extra thickness will prevent food from burning and will conduct heat more evenly and efficiently. Don’t forget to take pictures as you work with your Family!”

1. Provide each Family with one 40 pound banana box and one box of aluminum foil.
2. Work together as a Family to completely line the inside of the box with aluminum foil. Place the shiny side of the aluminum foil so that it faces the inside of the box. Wrap the foil at least 1 inch past the outside of the box on all sides. If there is enough aluminum foil, line two times.
3. Tape the aluminum foil in place with duct tape on the outside of the box. If the aluminum foil is not staying in place, take a piece of duct tape, make a loop and put it behind the foil and stick it to the box. Do not leave tape exposed inside the box.
4. Cut and fold the foil back to open the window.
5. Cover window with the oven roasting bag. Tape in place from the outside of the box.

Your box oven is now complete and ready to use.

Getting ready to use your Outdoor Box Oven:

1. Place a sheet of aluminum foil a little larger than your box on level ground.
2. Space 4 empty, clean, aluminum soda cans on the foil so that they will support your baking pan. We are not using bricks as illustrated in the pictures.
3. Place your baking pan so that it sits securely on the aluminum cans.



4. Use tongs to carefully retrieve and arrange hot charcoal briquettes evenly beneath the pan. Remember: safety first when handling and moving hot objects!
 - a. Approximately 14 briquettes will be needed for cakes or other items requiring about a 350 degree oven
 - b. Approximately 16 briquettes will be needed for biscuits or other items requiring about a 400 degree oven
 - c. Make sure the briquettes have burned until covered with a light layer of gray ash before moving them to your box oven
5. Prop one corner of the box oven up on a small rock to allow air circulation (not necessary if the hand holes in the box are open)
6. Make sure you don't overfill the pan so that whatever you are cooking spills over.



The charcoal will keep the box oven hot for about 45 minutes. If the item you are baking requires more time than this, start new charcoal after 30 minutes and then switch out the old briquettes with the newer ones after 45 minutes.

Debriefing Questions:

- Why is it good to use plenty of aluminum foil?
- What did your Family learn about how a box oven works as you were making your box oven?
- Did each Family member have an active role in constructing your box oven? How did your Family decide who did what?
- How does your Family address “creative” differences when working together?

Activity 4:

Food Preparation (45 Minutes)

Distribute one Outdoor Cooking Recipes handout to each Family.

“In this activity your Family will select one item to cook and which cooking tool (box oven or charcoal/wood fire) to use. There are several items to select from based upon your choice of cooking tool:

1. *For either the charcoal or wood fire:*
 - *Cinnamon sticks, banana boats, pizza, vegetables*
2. *For the box oven:*
 - *Cake in a bag, pizza*

The only rules are that every Family member participates in the decision making and has a role in the food preparation and cooking. Don't forget to take pictures!”

Directions for **Cake in a Bag** using the box oven (makes 2 cakes):

1. Open two chocolate cake mixes and pour them into gallon freezer bags (one mix per bag).
2. Carefully add eggs, water and oil as directed on the packages into each bag.
3. Seal the bags, squeezing out the excess air. Put these bags inside two additional bags each, sealing each one.
4. Have all Families making the Cakes in a Bag form a large circle.
5. Toss the bags back and forth to each other for about 5 minutes, or until the batter is well mixed. Get all the bags going at once! Be sure to have everyone toss the bags high enough for the ingredients to slosh around. Turn it into a game - try not to drop it!
6. Coat two 9x13 inch cake pans with cooking spray.
7. Ask the Families to take their freezer bags with the cake batter out of the other bags. Hand an adult a pair of scissors to cut off one bottom corner; squeeze the batter out into the 9x13 inch pans.
8. Place the pans in the box ovens as instructed in Activity 3 and allow 30 minutes to bake. Cake is done when the edges of the cake pull away from the sides of the pan. Don't peek too many times though, as you will reduce the heat and cause the cake to not bake completely!
9. Remove with pot holders.
10. Enjoy your cake!

Directions for **Pizza** using the box oven or the charcoal/wood fire:

1. Spray 9x13 inch pan with cooking oil if using the box oven, if using charcoal/wood fire spray an 18x26 inch piece of aluminum foil.
2. Place up to 10 bite-size English muffins in the center of the foil or into the pan. Top each English muffin with a teaspoon of pizza sauce and a teaspoon of mozzarella cheese. If using the box oven, place the pan on the soda cans over the briquettes and cook for 10 minutes. If using the charcoal/wood fire, wrap/close the aluminum foil around the pizza, place on the cooking grate for 10 minutes.
3. Remove with tongs, strong sticks or pot holders.
4. Enjoy your pizza!

Directions for **Vegetables** using the charcoal/wood fire:

1. Spray an 18x26 inch piece of aluminum foil with cooking oil.
2. Peel several potatoes and quarter. Place on the foil.
3. Peel 8-10 baby carrots. Place on foil.
4. Quarter 2 onions. Place on foil.
5. Open a can of corn, drain the water. Place on foil.
6. Wrap/close the aluminum foil tightly around the vegetables making sure the edges of the aluminum foil are tightly closed.
7. Place on the grate or directly on the coals for 30 minutes.
8. Remove with tongs or strong sticks.
9. Enjoy your vegetables!

Directions for **Banana Boats** using the charcoal/wood fire:

1. Take 2-3 bananas and peel back a ½ inch strip of the banana peel along one side of each banana but do not separate it from the rest of the banana.
2. Cut a “V” down the exposed area of each banana (this should look like a canoe). Save any banana that is taken out while doing this.
3. Fill the “V” section with chocolate chips and marshmallows. Place the “V” section of the banana that was cut out in step 2 over the top. Place the ½ inch strip of banana peel back into place - looks like a whole banana once again?
4. Tightly wrap the banana with aluminum foil.
5. Place directly into charcoal/wood fire and cook for 10 minutes.
6. Remove with tongs or strong sticks.
7. Enjoy your Banana Boats!

Directions for **Cinnamon Sticks**:

Charcoal/Wood Fire Preparation

1. Spray a strong stick lightly with cooking oil.
2. Open and unwrap breadstick dough.
3. Carefully wrap each section of breadstick dough around the stick and sprinkle with cinnamon and sugar.
4. Hold over the fire (similar to cooking a marshmallow) and turn every so often to get all sides toasted. This may take 5-8 minutes depending upon the heat of the fire.
5. When it has turned a deep golden brown, it should be done on the inside as well as the outside. Remove from heat.
6. Carefully remove Cinnamon Sticks from the stick (it will still be hot) and put on a plate. Let cool a few moments before eating.
7. Enjoy your Cinnamon Stick!

Box Oven Preparation

1. Find short sticks that will fit in a 9x13 inch pan and spray with cooking spray.
2. Open and unwrap breadstick dough.
3. Carefully wrap each section of breadstick dough around a stick and sprinkle with cinnamon and sugar.
4. Place in the 9x13 inch pan and turn every so often so all sides get toasted. This may take 5-8 minutes.
5. When it has turned a deep golden brown, it should be done on the inside as well as the outside. Remove from heat.
6. Carefully remove from the stick (it will be hot) and put on a plate. Let cool a few moments before eating.
7. Enjoy your Cinnamon Stick!

Debriefing Questions:

- What was challenging about this activity? How did your Family go about meeting these challenges?
- How did each Family member participate together to complete the tasks?
- If you had chosen a different cooking tool how do you think it would have been different?

REMEMBER: Return to the Buddy Burners which have now cooled so they can be refilled with wax.

Activity 5: **Share Your Outdoor Cooking Story (20 Minutes)**

“Let’s look at the pictures you took on the iPad 2 devices during this activity. We are going to use the “My Photo Story” app on the iPad 2 device and create a story board about your experience today. Please open the “My Photo Story” app and look for a board that will allow for pictures so that each Family member is represented (three tiles or four tiles - depending on your pictures).

“Click on a tile and you’ll be able to insert a photo - just look at your camera roll and tap on the picture you want and it will appear on the story board. When you have all your pictures (make sure all of your Family members appear on the story board), make sure to click save! We’ll email you those photos so you will have another memory from today!”

Talk It Over **(15 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- Why do you like having choices about ways to cook your food?
- How do you feel about food cooked over a campfire?
- Which of the food options did you enjoy the most?
- Did you have any difficulties in accomplishing any of your individual tasks in these activities?
- How did your Family team help you overcome these challenges?
- Was it challenging to work with your Family to follow all of the directions given by someone else?

Process

- What would have happened if you hadn’t followed all of the directions?
- How did it feel deciding who would do which parts of the activities?
- Why was it important to have each of your Family members actively involved?

Generalize

- In this activity, you had to work with your Family to make different decisions. When might you have to work with your Family at home to make some decisions resulting from your Service Member's return home?
- How can working as a Family team help you make good decisions?
- What key points did you learn today from this activity?

Apply

- How can working as a team help you work through a situation?
- What can you do to help your Family continue working together in positive ways to make good decisions in the future?
- How will you apply what you learned today about teamwork within your Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Problem Solving, Teamwork, 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)

“Thank you for joining us for Family Outdoor Cooking today. There are a few key things we need to do before this activity is completed. If you would please collect all of the supplies at your tables and return them to this table - this might include potholders, extra flatware or plates, aluminum foil, etc.

“The next thing we need to do is think about where all of our trash from our food is going. When we cook outdoors, we need to be mindful of the creatures that might scavenge or be attracted to this spot after we leave. We must be careful to leave the space in better shape than we found it. So for the next 3 minutes, I would like to have everyone move around this space and pick up any litter - food scraps, garbage or leftover items - and put them in the garbage containers.

“Now it's time to put all of your supplies in a location for you to be able to take the items you made home with you - including the box oven and the Buddy Burners. Please make sure your name is on the items so they get home with you.

“As you think about doing these activities again in the future, please remember how important it is to talk with your Family members about how each of you plays an important role in helping with the process.”

Extend the Activity:

Families may wish to try the different recipes or try cooking the different options using a different heat source. Experimenting with these will give them a better perspective on what they may prefer when they go on a future camping trip or cook in their backyard.

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Family Outdoor Cooking

Dear Family,

Today we learned that outdoor cooking can be a great way to get the entire Family involved in an activity. We explored different ways to cook food and built a campfire and even made two of our own heat sources to cook food.

While exploring these cooking options, we learned that aluminum foil is a great heat conductor and can help the cooking process. We used aluminum foil in different ways, including lining our box oven and wrapping food to place in a heat source. It's fun to see how aluminum foil can be used in different ways.

We were able to eat the different foods that were made and enjoyed seeing how the food turned out after being cooked in different ways. We built our own fire that was used, as well as made a box oven and a Buddy Burner.

Through these activities, we explored how we interact as a Family as our loved ones return from a deployment, and also how we make decisions together that can sometimes affect the whole Family. Working together to cook outdoors was a great way to spend time together but also enjoy tasting the food we made!

Best regards,

Conversation starters

- If we had to come up with a team name for our Family, what would it be?
- How do you think our Family would do if you had to cook outdoors for every meal?
- Why would a Family enjoy doing outdoor cooking?
- How would you feel if you couldn't eat immediately or use a microwave to cook your food?

Family Outdoor Cooking Recipes

Directions for **Cake in a Bag** using the box oven (makes 2 cakes):

1. Open two chocolate cake mixes and pour them into gallon freezer bags (one mix per bag).
2. Carefully add eggs, water and oil as directed on the packages into each bag.
3. Seal the bags, squeezing out the excess air. Put these bags inside two additional bags each, sealing each one.
4. Have all Families making the Cakes in a Bag form a large circle.
5. Toss the bags back and forth to each other for about 5 minutes, or until the batter is well mixed. Get all the bags going at once! Be sure to have everyone toss the bags high enough for the ingredients to slosh around. Turn it into a game - try not to drop it!
6. Coat two 9x13 inch cake pans with cooking spray.
7. Ask the Families to take their freezer bags with the cake batter out of the other bags. Hand an adult a pair of scissors to cut off one bottom corner; squeeze the batter out into the 9x13 inch pans.
8. Place the pans in the box ovens as instructed in Activity 3 and allow 30 minutes to bake. Cake is done when the edges of the cake pull away from the sides of the pan. Don't peek too many times though, as you will reduce the heat and cause the cake to not bake completely!
9. Remove with pot holders.
10. Enjoy your cake!

Directions for **Pizza** using the box oven or charcoal/wood fire:

1. Spray 9x13 inch pan with cooking oil if using the box oven, if using charcoal/wood fire spray an 18x26 inch piece of aluminum foil.
2. Place up to 10 bite-size English muffins in the center of the foil or into the pan. Top each English muffin with a teaspoon of pizza sauce and a teaspoon of mozzarella cheese. If using the box oven, place the pan on the soda cans over the briquettes and cook for 10 minutes. If using the charcoal/wood fire, wrap/close the aluminum foil around the pizza, place on the cooking grate for 10 minutes.
3. Remove with tongs, strong sticks or pot holders.
4. Enjoy your pizza!

Directions for **Vegetables** using the charcoal/wood fire:

1. Spray an 18x26 inch piece of aluminum foil with cooking oil.
2. Peel several potatoes and quarter. Place on the foil.
3. Peel 8-10 baby carrots. Place on foil.
4. Quarter 2 onions. Place on foil.
5. Open a can of corn, drain the water. Place on foil.
6. Wrap/close the aluminum foil tightly around the vegetables making sure the edges of the aluminum foil are tightly closed.
7. Place on the grate or directly on the coals for 30 minutes.
8. Remove with tongs or strong sticks.
9. Enjoy your vegetables!

Directions for **Banana Boats** using the charcoal/wood fire:

1. Take 2-3 bananas and peel back a ½ inch strip of the banana peel along one side of each banana but do not separate it from the rest of the banana.
2. Cut a “V” down the exposed area of each banana (this should look like a canoe). Save any banana that is taken out while doing this.
3. Fill the “V” section with chocolate chips and marshmallows. Place the “V” section of the banana that was cut out in step 2 over the top. Place the ½ inch strip of banana peel back into place - looks like a whole banana once again?
4. Tightly wrap the banana with aluminum foil.
5. Place directly into charcoal/wood fire and cook for 10 minutes.
6. Remove with tongs or strong sticks.
7. Enjoy your Banana Boats!

Directions for **Cinnamon Sticks**:

Charcoal/Wood Fire Preparation

1. Spray a strong stick lightly with cooking oil.
2. Open and unwrap breadstick dough.
3. Carefully wrap each section of breadstick dough around the stick and sprinkle with cinnamon and sugar.
4. Hold over the fire (similar to cooking a marshmallow) and turn every so often to get all sides toasted. This may take 5-8 minutes depending upon the heat of the fire.
5. When it has turned a deep golden brown, it should be done on the inside as well as the outside. Remove from heat.
6. Carefully remove Cinnamon Sticks from the stick (it will still be hot) and put on a plate. Let cool a few moments before eating.
7. Enjoy your Cinnamon Stick!

Box Oven Preparation

1. Find short sticks that will fit in a 9x13 inch pan and spray with cooking spray.
2. Open and unwrap breadstick dough.
3. Carefully wrap each section of breadstick dough around a stick and sprinkle with cinnamon and sugar.
4. Place in the 9x13 inch pan and turn every so often so all sides get toasted. This may take 5-8 minutes.
5. When it has turned a deep golden brown, it should be done on the inside as well as the outside. Remove from heat.
8. Carefully remove from the stick (it will be hot) and put on a plate. Let cool a few moments before eating.
9. Enjoy your Cinnamon Stick!

Family Photo Opps!

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: No

Life Skill Objectives:

- **Communication:** Practice communication skills together as a Family as you learn how to use iPads and apps for Family photography activities
- **Teamwork:** Learn how to work with your Family, respecting each member's opinion, as you complete a scavenger hunt together
- **Decision Making:** Make decisions as a Family when taking images of objects and people and creating things out of the pictures

Resilience Skill Objectives:

- **Social:** Respond to each other's ideas and opinions with authentic, active and constructive interest and learn ways to spend fun time together as a Family and with others
- **Family:** Develop trust and communication within your Family to enhance and strengthen Family relationships

Science and Technology Objectives:

- Understand the basic elements of photography including iPad use for photography
- Learn how to use My Photo Story app to create a photo collage

Activity Overview:

Youth and Families will work together as a team, communicate in positive ways, and make decisions together as they learn photography techniques and apply this knowledge to accomplish a variety of fun photography activities together.

Shout Out To Families!

Calling all military Families! It's time for your photo opp! Explore photography together as a Family using an iPad and discover creative ways to use your Family's photos!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Colored Candy Conversations	(15 Minutes)
Activity 1:	Digital Scavenger Hunt	(60 Minutes)
Activity 2:	Photo Collages	(15 Minutes)
Activity 3:	Show it Off!	(15 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Talk It Over
Closing & Cleanup

(10 Minutes)
(5 Minutes)

Budget Range for Activity: \$1/Family

Space Needed:

A large indoor space with tables, chairs and electrical outlets. An outdoor area where items from scavenger hunt list can be easily and safely accomplished.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Schedule use of the Mobile Technology Lab.
3. Contact volunteers and go through online training.
4. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Quick Tips for Shot Composition packet (1 per Family) (found at the end of the activity plan)
- Digital Scavenger Hunt instructions (1 per Family) (found at the end of the activity plan)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Decision Making, Social and Family)
- 8 iPad 2 devices (1 per Family) which has the following app updated:

- My Photo Story



- iPad/VGA connector

Buy or Borrow Supplies

Icebreaker: Colored Candy Conversations

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- 3-4 bags of multi colored candies such as M&M's or Skittles

Activity 1: Digital Scavenger Hunt

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)
- Paper
- Quick Tips for Shot Composition packet (1 per Family) (found at the end of the activity plan)
- Digital Scavenger Hunt instructions (1 per Family) (found at the end of the activity plan)

Activity 2: Photo Collages

- 8 iPad 2 devices (1 per Family) (Tech Discovery Kit)

Activity 3: Show it Off!

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)
- LCD projector/screen
- iPad/VGA connector (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive.....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have volunteer set up LCD projector/screen for Activity 3.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

1. Post **Life Skill/Resilience Skill Signs** around the room.
2. Set up a greeting table with sign-in sheet.
3. Set up and test LCD projector with the iPad/VGA connector.

WHAT TO DO

Family Photo Opps

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

Colored Candy Conversations (15 Minutes)

Games that are fun and engaging help Families get going together! Colored Candy Conversations is a playful and creative way to get Families motivated.

1. Randomly distribute 3 colored candies to each Family member.
2. Tell them not to eat them!
3. Have each Family form a separate circle sitting on the ground.
4. Within each Family, go around the circle having each person respond to the following, until everyone has responded for each of their 3 colored candies:
 - *Green – State one word to describe your Family*
 - *Orange – State one thing you think could improve your Family*
 - *Brown – State a favorite thing about your Family*
 - *Red – State something you worry about*
 - *Yellow – State something your Family does to have fun together*

NOTE: It may be helpful to write this color code so it is visible for all Families. If you have a smaller group, you could have all Families gathered into one larger circle for this activity.

5. After each person has responded to something for all 3 of their colored candies, they can eat them or share them with someone else if they would like!

Debriefing Questions:

- What did you learn as each Family member spoke?
- What surprised you that someone else said?

Activity 1:

Digital Scavenger Hunt (60 Minutes)

“Getting outdoors as a Family can provide all kinds of benefits -- quality time together, physical activity, stress relief, and more. In this activity, you will be going on a digital scavenger hunt together, enjoying nature, technology and each other all at the same time! Before we get going, let’s begin with a quick review of photo composition.”

1. Hand out one Quick Tips for Shot Composition packet to each Family.
2. Review each of the items encouraging Families to take note and apply these techniques during their digital scavenger hunt.
3. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
4. Review the location of each camera lens, how to manipulate the camera and how to find photos taken in the camera roll.

Give each Family the Digital Scavenger Hunt instructions and have them write their Family name/s at the top. **NOTE:** You could adapt the items in the hunt to make this an indoor activity or to suit your space.

Share the following directions:

1. Take a picture representing each item in the instructions. Remember to check each item off after it has been photographed.
2. One or more Family members must be in each picture and every Family member must be in at least one of the pictures.
3. One picture cannot count for more than one item on the list.
4. Make sure that every person in your Family gets to be the photographer during your scavenger hunt. Remind that person to **BE VERY CAREFUL WITH THE iPad!**
5. Establish boundaries and identify safety hazards within the hunt area.
6. Go outside together and begin searching for the items in your Digital Scavenger Hunt instructions. You do not have to find the items in the order listed!
7. Give Families 40 minutes and then call them back.
8. Optional: Give a prize/recognition to any Families that found every item in the Digital Scavenger Hunt instructions.

Debriefing Questions:

- How many items did your Family find?
- How did your Family carry out this task together?
- What did you learn as you participated in this activity together?

Activity 2:

Photo Collages (15 Minutes)

“Now that your Family has finished the digital scavenger hunt, you will get to use the pictures you took to create a fun collage that you can keep and share with others!”

1. Have each Family sit together and pick 4 pictures from the scavenger hunt that are Family favorites: pictures that show off some of the uniqueness of their Family. They will be sharing these in the next activity.
2. Open the My Photo Story app on the iPad 2 device.
3. Select a storyboard that has 4 boxes by clicking on it (it will open).
4. Click “Tap Me!”
5. Click “Camera Roll.”
6. Select the photo your Family wants to put into the first box, and then continue with the other 3 boxes.
7. After the 4 photos have been selected, click on each individual photo to add text – decide what the text should say together as a Family – involve everyone!
8. Once your storyboard is finished, click “Save & Share,” then click “Save Normal Size.”

NOTE: If wireless internet access is available on site, Family Storyboards can be printed. See “Printing from the iPad 2 device” (<http://www.4-hmilitarypartnerships.org/doc12599.ashx>). Storyboards can also be e-mailed to Families if active e-mail accounts have been set up on each of the iPad 2 devices and a wireless network is available. Or, images may be transferred to the “master computer” and then distributed; see “Image/Movie Transfers from the iPad 2 Device” (<http://www.4-hmilitarypartnerships.org/doc12600.ashx>).

Activity 3:

Show It Off! (15 minutes)

1. As the first Family finishes Activity 2, show them how to connect the iPad 2 device to the LCD projector using the iPad/VGA connector.
2. Once all Families are done with Activity 2, have the first Family share their photo collage and describe it, answering why they chose the pictures they chose.
3. Encourage everyone to applaud!
4. Have each remaining Family connect their iPad 2 device to the LCD projector and describe their photo collages.
5. Have everyone applaud as each Family finishes!

Debriefing Questions:

- What was this experience like for your Family?
- How do the pictures you chose for your collage represent or symbolize you as a military Family?

Talk It Over:

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What was the most enjoyable part of this lesson for you/your Family?
- What are some of the rewards of time spent together as a Family?
- What was the most challenging or uncomfortable part of this lesson for you/your Family?

Process

- How can you involve all ages in your Family in photography activities?
- How can you use pictures to convey and talk about your feelings and emotions together?
- How can Family photography help you cope with the challenges you face as a military Family (sense of pride, solidarity, etc.)?
- How did these activities help to develop trust and communication in your Family?

Generalize

- Why are trust and good communication so important in Families?
- What are other ways that trust and communication can be built in Families?
- How can Family activities you do together help you with reintegration?

Apply

- What can your Family do to be better communicators?
- How can your Family share with other military Families to help them with reintegration?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Communication, Teamwork, Decision Making, 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:

(5 Minutes)

“Thank you for spending time together with us today. We hope you learned new ideas for ways you can work together as a Family. Please help us by cleaning up your space. Before you go, please take a Family Letter that explains a little more about what we did today and how you can continue to use these ideas as a Family. Thanks again for spending time with us!”

Extend the Activity:

- Take pictures together and create Bingo cards by taking 9 photos and arranging them into rows of 3. Give everyone a card and use beans or checker pieces to serve as bingo chips. When someone calls out “Daddy” or “grandma,” each person covers up that photo. Whoever gets 3 in a row first wins!
- Learn how to use other apps like PicStitch and Instagram to do even more and different kinds of creative things with your Family photos!
- Schedule blocks of time over a period of several months for your entire Family to work on a military Family scrapbook together. Get everyone involved - have younger children decorate pages and glue on pictures! Have older children choose pictures that speak to them and have meaning for them. Include dates and names anywhere you can to preserve the information for others down the road.
- Draw a portrait of your Family or a Family member to include with your pictures. It can be much more personal and creative!
- Make a pictorial version of your Family tree to copy and share with extended Family or to hang on your wall or refrigerator.

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Facilitator and volunteers will need to remove all projects created during the activities from all of the iPad 2 devices within the Photo Gallery/Camera Roll and the My Photo Story app (unless saving to be e-mailed to Families at a later date)
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Quick Tips for Shot Composition packet excerpted from OMK Tech Discovery Curriculum: Pre-Deployment, Perspective Through Another Lens by Teresa Noon, OMK Project Director, 4-H Youth Development, University of Arizona Cooperative Extension.

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Family Photo Opps!

Dear Family,

Today we learned that Family photo activities can teach us a lot about each other and are great activities for getting the entire Family involved. We learned how to communicate verbally and nonverbally with each other. Best of all we shared a lot of laughter and created new memories together.

All of these were very simple Family activities where the only supplies needed were your Family members and iPads. If you don't have an iPad, though, a smart phone or a digital camera and a computer would all work just as well! This is also a great way to connect with Family and friends when they are not with us. Pictures bring us closer together no matter the distance and help us to feel connected. Family photos help us to share stories and memories and help us to feel a sense of pride and solidarity as a Family. Even if a Family member or friend cannot be there to take the pictures with us or create something from them, we can share the photos or collages with them later to include them.

Through these activities, we explored how we can interact and share memories with our Families as our loved ones return from a deployment and/or are deployed, how to make decisions together as a team, and ways to positively communicate with one another. Technology helped us to gain new skills and be able to use them later as ways to stay connected with Family and friends.

Fun activities bring a Family together to create memories for a life time. We hope you will take some of these ideas and create new ideas of your own for fun Family activities in the future.

Best regards,

Conversation Starters:

- If you could have a picture of anything on your wall, what would you choose?
- Describe how you would pose your Family to make a wild and crazy picture?
- If you could draw a picture of your favorite thing about being in a military Family, what would you draw and why?

Family Name: _____

Digital Scavenger Hunt

Instructions:

- Take a picture representing each of the following 15 items. Remember to check each item off after it has been photographed.
- One or more Family members must be in each picture and every Family member must be in at least one of the pictures.
- One picture cannot count for more than one item on the list.
- Make sure that every person in your Family gets to be the photographer during your scavenger hunt. Remind that person to **BE VERY CAREFUL WITH THE iPad!**
- Stay within the boundaries set by the facilitator and remember: **SAFETY FIRST.**
- You do not have to find the items in the order listed!

1. A stick perfect for roasting marshmallows
2. Something that rolls
3. A seed of some type
4. Everyone wearing someone else in the Family's article of clothing (i.e. shoes, shirts, whatever)
5. Something soft and round
6. Something with gears
7. A bug
8. Something that reflects
9. Your entire Family making funny faces
10. Something that is symmetrical
11. Someone hanging upside down
12. Something sticky
13. An image of unity, your entire Family squeezed into a small space
14. One word written on a piece of paper (either a word on paper you've found or you can make one of your own)
15. Something that says "Made in the USA"

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.

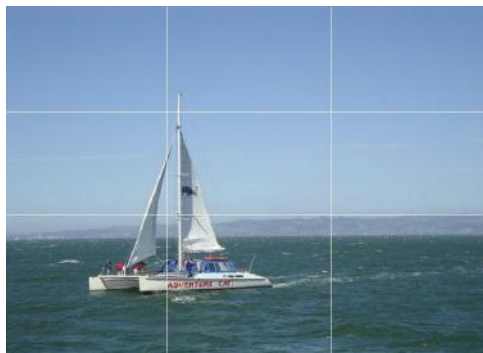


Photo Credit: Teresa Noon (AZ) Photography - 2011

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*

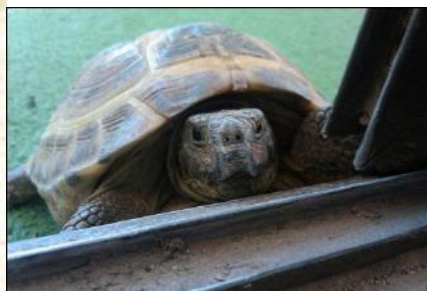
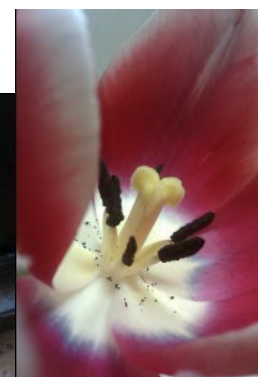


Photo Credit: Teresa Noon (AZ) Photography - 2011



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

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

Virtual Family Memories – Our Lives, Our Stories

Lesson Time: 4 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Practice expressing your emotions, experiences and stories about the reintegration of your Service Member
- **Teamwork:** Learn how to work with others Family members, respecting other's opinions and making Family decisions

Resilience Skill Objectives:

- **Emotional:** Work together preserving Family memories to share and pass down to future generations
- **Family:** Develop the skills necessary for more open expression and better Family communication

Science and Technology Objectives:

- Learn how to use a variety of apps to organize and create Family memories
- Utilize websites and apps to harness technology as a tool for creating Family trees and gathering and organizing Family history

Activity Overview:

Youth and Families will learn how to harness technology to organize, share and create Family memories! Families will create a virtual memory box, learn how to record and share Family stories and preserve their Family history.

Shout Out To Families!

Not enough hours in the day to work on your Family scrapbook? Wish you had the time to record some of your Family's favorite stories and memories so they wouldn't be forgotten? Want to delve into your Family's history but just don't have the time? During this workshop you will learn about several apps that will help you do all of these things, reducing clutter and saving you time in the process!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Winks, Blinks and Belly Laughs	(15 Minutes)
Activity 1:	Apps for Virtual Memory Boxes	(45 Minutes)
Activity 2:	Digital Storybook	(30 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Activity 3:	Family History Detectives	(60 Minutes)
Activity 4:	Virtual Family Time Capsule	(60 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$5/Family (Includes a one-time app purchase)

Space Needed:

Large room with plenty of tables, chairs and outlets. Wireless Internet access is required for parts of this lesson.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup and Internet support.

Copy:

- Apps for Virtual Memory Boxes Review Sheet (3 per Family)
- Family History Detectives Handout (1 per person)
- Pedigree Chart (1 per Family)
- Family Letter (1 per Family)
- Security Survey (1 per Family) (Send home with Family Letter)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Emotional and Family)
- 8 iPad 2 devices (1 per Family) which have the following apps updated:

○ Ancestry



○ Tappy Memories



○ World Atlas & Maps HD



Get from Mobile Technology Lab:

- 8 laptops (1 per Family)
- Wireless router

Buy or Borrow Supplies

Icebreaker: Winks, Blinks, and Belly Laughs

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Activity 1: Apps for Virtual Memory Boxes

- 8 laptops (1 per Family) (Mobile Tech Lab)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Extension cords/power strips if needed

Activity 2: Digital Storybook

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Go to the iTunes Store and purchase a Tappy Memories app for each iPad 2 device (At the time of project development @ \$0.99) (This is a one-time app purchase the first time you do this lesson)

Activity 3: Family History Detectives

- 8 notepads (1 per Family)
- 32 pens or pencils (1 per person)
- Paper
- Folders for storing forms, notes and "evidence" that participants collect (1 per Family)
- 8 laptops (1 per Family) (Mobile Tech Lab)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Extension cords/power strips if needed

Activity 4: The Virtual Family Time Capsule

- 8 laptops (1 per Family) (Mobile Tech Lab)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Paper
- Markers
- Pens/pencils
- Crayons (optional)
- Extension cords/power strips if needed

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive.....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up laptops and test the Internet connection.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Virtual Family Memories - Our Lives, Our Stories

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

Winks, Blinks and Belly Laughs (15 Minutes)

1. Ask each person to think of a number between one and five but **DO NOT TELL ANYONE YOUR NUMBER!**
2. Round 1: Winks - Begin walking around and meeting other members of the group during this first round, winking (with one eye) at each other the number of times of the number

they selected. If the other person winks back the same number of times, link arms and form a group. Continue with linked arms to walk around finding the rest of “your people” and link together.

3. Round 2: Blinks - Begin by asking each person to think of a new number between one and five but **TO AGAIN NOT TELL ANYONE THEIR NUMBER!** Then begin walking around and meeting others members of the group during this second round, blinking (with both eyes) at each other the number of times of the number they selected. If the other person blinks back the same number of times, you are part of the same group. Link arms and go to find the rest of “your people” together.
4. Round 3: Belly Laughs - Begin again by asking each person to think of another new number between one and five but **TO AGAIN NOT TELL ANYONE THEIR NUMBER!** Begin walking around and meeting others members of the group during this third round, place both hands on your stomachs and belly laughing with a “Ha” the number of times of your selected number at each other. If the other person belly laughs back the same number of times, you are part of the same group. Link arms and go to find the rest of “your people” together.

For variations, try snapping fingers, clapping hands, humming different notes or various tunes, head bobs or foot taps.

Debriefing Questions:

- Did you ever feel uncomfortable during the game? What do you think caused you to feel uncomfortable?
- Did you change your number after you found out what it was you were going to do? Why?
- Did you get frustrated trying to find “your people?”
- How did you feel as you found one of “your people?”
- How do you go about finding people in your life that have interests similar to you?

Activity 1:

Apps for Virtual Memory Boxes (45 Minutes)

“We live in a digital world. Our music is digital. Our books are digital. Our movies are digital. Why can't a memory box be digital? Think of how much clutter you could reduce! Your Family can keep all that ‘Stuff’ without actually having to KEEP all that ‘stuff!’”

1. *There are many choices of sites and apps to keep your digital memory box. In this activity you will explore one site or app and make a report back to the group. You will do this on the handout Apps for Virtual Memory Boxes Review Sheet.”*
2. Distribute Apps for Virtual Memory Boxes Review Sheet 3 per Family.
3. *“The sites we will be having you review for the group are:*

a. Shutterfly	f. Flickr
b. Evernote	g. Tumblr
c. Picasa	h. Cooliris
d. Costco.com	i. Photobucket
e. Cozi	

4. *All of these sites and apps have different reasons that you might use them.*
5. *We're going to do this all without even downloading/installing the site/app.*
6. *So let's begin the "Review Process." Some of you will use iPad 2 devices and some will use a laptop depending on the site or app."*
7. Hand out the laptops and iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
8. *"You will have 20 minutes to explore and review your app or site. Remember, you will be giving a report back to the whole group."*
9. **NOTE:** Here is the list of sites/apps and their platform:
 - Shutterfly - Computer or iPad
 - Evernote - Computer or iPad
 - Picasa - Computer or iPad
 - Costco.com - Computer
 - Cozi - Computer or iPad
 - Flickr - Computer or iPad
 - Tumblr - Computer or iPad
 - Cooliris - Computer or iPad
 - Photobucket - Computer or iPad
10. *"It has been 15 minutes, are any groups going to need more time?"*
11. *If all groups are done we are going to start the reporting phase of our activity. We have allowed 25 minutes for reports and debriefing for this activity."*

Debriefing Questions:

- What did you learn from this activity?
- Is there an app or site that you would want to try at home?
- What are the security issues?

Activity 2:

Digital Storybook (30 Minutes)

"As we all know, it's important to document our stories and memories so we always have them and can share them with others. We're going to explore an iPad app called 'Tappy Memories,' which asks questions to help prompt you to record your memories. You can record your voice answering the questions, input photos with captions and write notes and stories. You can also choose to e-mail parts or your entire story to friends and relatives."

1. Hand out the laptops and iPad 2 devices and remind about the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
2. Help Families find the Tappy Memories app.
3. On the top right corner, click on the “+” to Add User. Create a Family User for today. Enter a Username (last name or something creative) and a simple password for the Family. At the end of this activity, you will delete your User so no one else will see it.
4. Once Families have created a user, start with clicking on “Personal.” The question at the top should be “What is your favorite memory of your father?” Explain that they can:
 - Select the red “REC” (record) button to speak their story
 - Type a response into the yellow box, or
 - Select the “Add” button on the side to add in pictures (which they may want to take from the iPad 2 device’s camera)
5. Show that at the top where it says “Questions,” they can scroll through to find other questions and answers. You can hit the “Back” button to click a new topic. On the main page, you can click on “Read My Story” to see all questions you have answered.
6. Note to Families that if they would personally use this app, there is an export/e-mail option where they can send their notes, but not to do that today.
7. Allow Families to spend time exploring the app and sharing their various stories with their Family members.
8. At the end of the activity, instruct the Families to delete their Family User. On the homepage of the app, click on “edit” at the top right corner. Then, click on the red circle with the minus sign that is next to your username. Click “Delete” on the right hand side, and confirm by clicking “Delete”. Then you will enter your password and click “Done” on the keyboard. Your username should no longer be listed.

Debriefing Questions:

- What new things did you learn about your Family members?
- What memories were you reminded of by the prompting questions that you may have forgotten about?
- How might you use this tool in the future with your Family?

Activity 3:

Family History Detectives (60 Minutes)

“Researching your Family history can be a rewarding and challenging process. It’s a direct link to missing information about your Family roots. It is never too soon or too late to start! What are some reasons to research your Family history together?” Have Families respond. Make sure they name the following:

- For your children
- For your memory

- For your extended Family
- For the future and the past

“During this activity we are going to learn how to become ‘Family History Detectives’ and dig up clues about how to find information about our Families, create Family trees, and more! What kind of tools do you need for your Family detective work?” Provide Families with the Family History Detectives handout and Pedigree Chart handout along with notepads, pens/pencils and folders.

Have Families spend 30 minutes doing a web and app safari to begin their detective work for places to find Family history. Make sure to tell them that every Family member should be involved. Roles for different Family members may include:

- Searching for websites on the laptops
- Searching for apps on the iPad 2 devices
- Recording your “evidence” on the notepads
- Filling in the Pedigree Chart

Hand out the laptops and iPad 2 devices and remind about the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):

- *Handle with care*
- *Use 2 hands at all times*
- *Keep it clean*
- *If you break it, you buy it (\$500.00)*

At the end of the 30 minutes, have each Family report on what they found.

Debriefing Questions:

1. What did you discover about your Family during this activity?
2. Why do you think it is important to learn about your Family history and gather this information together?

Activity 4:

Virtual Family Time Capsule (60 Minutes)

“If each generation in your Family had left a time capsule behind, what would have been in each one? Think about all the pictures, memories, documents, and stories you would have!”

“What is the purpose of a time capsule? The primary purpose is to capture memories. It can be so beneficial for military Families to take time to slow down, be mindful about their experiences such as where they have been and what they have done together and sharing the experiences with each other. In fact, creating a Family time capsule even serves to create a new fun Family memory or tradition that connects you together. Looking forward, what will be added next! You can create a new capsule each year at a certain time of year that is important for your Family. Another great idea is to create a time capsule as a Family member deploys that can be opened when the Service Member returns. Yet another idea is to create a time capsule together as a

Family as your Service Member returns from a deployment that can help them get a better feel for what happened while he or she was gone. There are all kinds of ways to make this a meaningful tradition for your Family.

“Now, it's time to think about items that will go in your first virtual time capsule!”

1. *First, decide as a Family what time frame your time capsule will encompass -- will it be for one year? Will it begin as a Family member deploys or right after the person returns? When will you ‘open’ the time capsule together and look back through what you put into it? 1 year later, 2 years later, etc?”*
2. Ask Families to share ideas for items to be included in a virtual time capsule. Then have Families spend a few moments talking and writing down what items they will include in their virtual time capsule. Tell them to include items that represent their Family’s values, interests, talents, concerns, hopes, and dreams, in the here and now. Make sure that they are all items that are virtual.
3. Ask Families if they would like to share what items they will include.

NOTE: The following suggestions are included if Families seem to be struggling for ideas. Families may do any of these or let them come up with their own creative ideas for what to include in their virtual time capsules. Make sure they know that the options are endless and that they can decide as a Family what is most important to them.

- Decide as a Family which Family pictures you will include and note where they are located - Facebook? Instagram? On your home computer or cell phone? Hard copy only that has not yet been digitized?
- Write a letter to yourself to include in the virtual time capsule. Include what you have done that year (or other time frame), your favorite memory, and so forth. Don’t be afraid to include the “mundane” or “boring” details - you never know what might be fascinating to look back on in 10 or more years!
- Write a letter to your Family or draw a picture of your Family. If you do something as a hard copy, it is very easy to just scan it into a computer later. Focus on the positive - what have you appreciated about other Family members? What are the strengths of your Family?
- Write down items, toys, outings, and other things that have been important to you or your Family during the time frame you chose. When you get back home, take pictures of them to put into your virtual time capsule with an explanation of why they were important.
- Make one or more lists! What did you love or hate during that time and age of your life? What were your favorite things - outfits, things in your room, toys, songs, books, etc? Make a Top 10 list!
- Put together a Family tree or Family chronology of events that will help you capture who was living at a point in time, where you lived at that time, where someone was deployed at that time, etc.
- Make a tracing of every Family member’s hand on a piece of paper. Overlap them together if you want! Scan this into a computer later to include in the time capsule.
- Write a letter or draw a picture of your dreams and hopes.

Debriefing Questions:

- What did you discover about yourself and other Family members during this activity?
- How did this activity help your Family to communicate about your beliefs and opinions and clarify important values?

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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did you learn about yourself and your Family during this lesson?
- How did you divide up tasks for each Family member during these activities?

Process

- In what ways can virtual Family memory projects be beneficial? In what ways can virtual settings be a hindrance?
- Which of these activities today was most helpful for your Family? How?
- How can Family memory gathering help with challenges and experiences as a military Family?
- What did you learn today about Family communication and teamwork?

Generalize

- What are other things your Family does to help you feel connected?
- What communication and teamwork skills that you practiced in today's activities could your Family use in other situations?

Apply

- What will you take away from today's activities that can strengthen your Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around your space: Communication, Teamwork, 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:

(10 Minutes)

“Thank you for spending time together with us today. We hope you learned new ideas for ways you can work together as a Family. Please help us by cleaning up your space. Before you go, please take a Family Letter that explains a little more about what we did today and how you can continue to use these ideas as a Family. Thanks again for spending time with us!”

Extend the Activity:

- Build a pictorial Family tree on your refrigerator
- Create a Family Scavenger Hunt that involves exploration for genealogical treasure in a Family member's attic
- Get a recording device and interview an older relative about memories of your Family
- Create a reverse time capsule - Pick an ancestor or time period you find interesting, and create a time capsule as if you were from that time

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from Family members on activities
 - Other important notes on activities, volunteers and participants
 - 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 Families; make it clear which items go to each Family

Activity Developed for Tech Discovery Curriculum by:

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Virtual Family Memories - Our Lives, Our Stories

Dear Family,

Thank you for participating in this lesson! Today your Family worked together to accomplish a shared task. You reflected on how you went about communicating, working as a team, and solving problems together to accomplish this task. You learned about a variety of apps that you can use to organize, share and create Family memories.

We encourage you to take time for discussing what you learned today as a Family when you are not rushed and can sit down and talk. Make sure to include all Family members, even if they did not participate in this lesson! Try to find ways to use what you learned - have older children create a digital storybook to share with younger children. Have all Family members contribute something for a virtual memory box or time capsule together. Share tidbits about your Family's history that you find as you go through the Family History Detectives activity together. Share what you find with each other to stir up conversation during dinner or with relatives. Take pictures and videos of Family members as you work your way through these activities together to capture new memories! Download the Tappy Memories app on a personal device to use it in other ways and share what you create on it with extended Family! For your information, we've attached an on-line profile security quiz as a reminder to always be concerned about the kind of personal information you share.

As you think about all the activities we did today, try to be very conscious about what emotions these activities and memories stirred up for you or others. Talk about these emotions together as a Family. Share happy memories together that stirred strong emotions in you. Talk through ideas together for how to manage more difficult memories and accompanying negative emotions. Remember that emotions are not a bad thing – it's how you handle them and help each other with them! Be aware of body cues that tell you when you are overwhelmed. Take care of yourself and each other!

We hope your Family had fun and learned something new and will join us again for another Tech Discovery experience. Thanks for your participation!

Best regards,

Conversation Starters:

- If you could take a time machine back to any place, period or era when one of your ancestors lived, what time period would you go to and why?
- If you could only place ONE item into your Family memory box, what would you choose any why?
- If you could share one story about yourself, what would you share?

Apps for Virtual Memory Box Review Sheet

What is the name of the site or app?	
What “Platforms” does this site or app use (iPad app, Apple, Windows, iPhone, Android etc.)? Please list ALL.	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>Rating and Reviews: What are the ratings for this app or site?</p> <p>What do the reviews say?</p>	
Are there any security concerns that come up for this site?	
What are the features of this site or app? What does this site do?	

(Complete one Review Sheet per site or app reviewed)

Apps for Virtual Memory Box Review Sheet

OTHER NOTES:

What's your review?

What is most appealing for your Family's use?

Why would/wouldn't your Family use this site/app?

Family History Detectives Handout

Use the laptops and iPad 2 devices to search for websites and apps that could be helpful in discovering your Family history. Use this handout and notepads to record your “evidence” and begin filling in the Pedigree Chart.

1. Find one or more apps for finding where your ancestors lived.
(example: World Atlas app on iPad 2 device)

2. Find one or more websites for creating a Family Tree.
(example: Ancestry app; <http://Familyecho.com/#edit:START>)

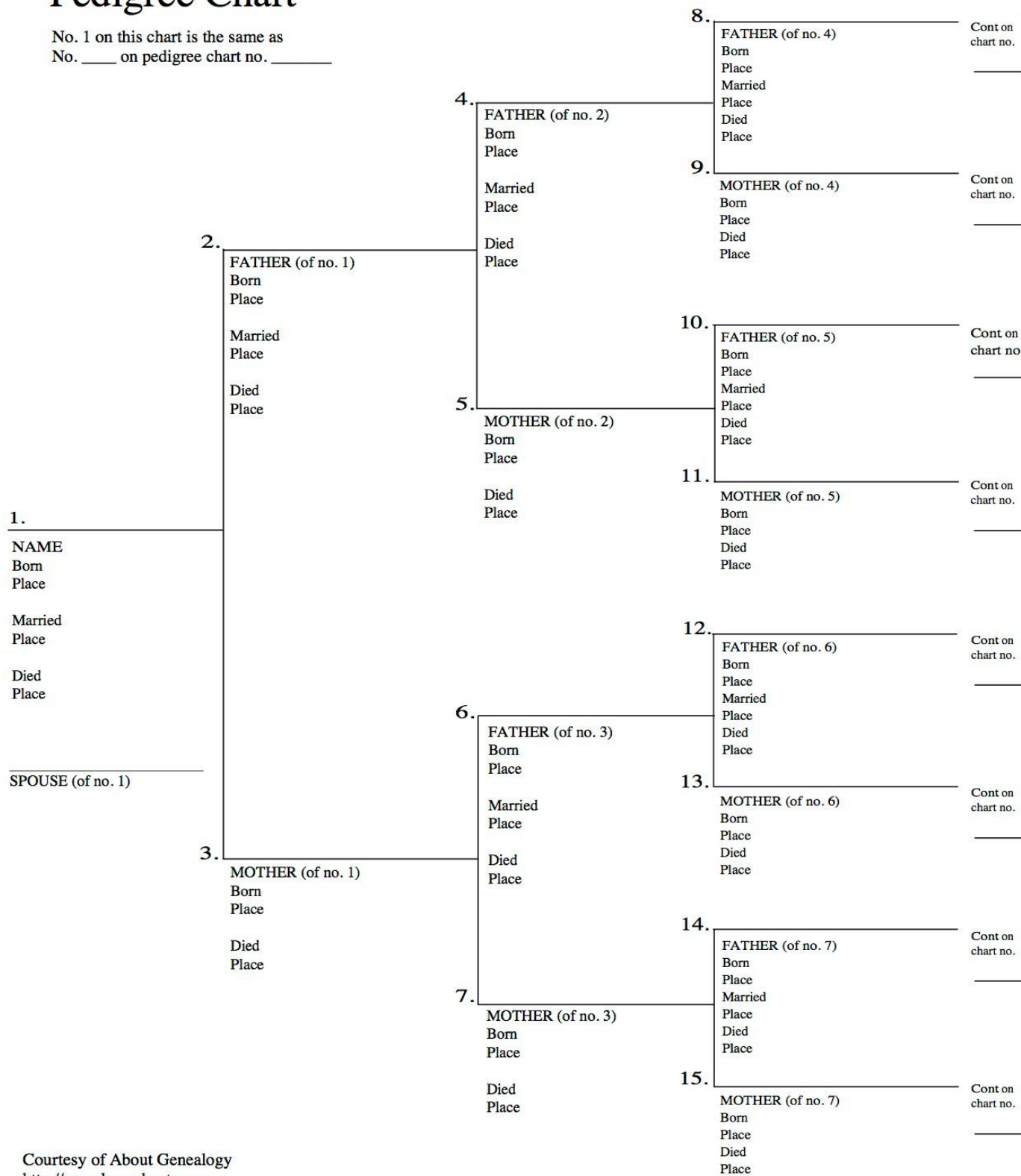
3. Find one or more books for the different ages of members in your Family to help learn what life was like for your ancestors.
(example: Across America on an Emigrant Train by Jim Murphy (Clarion Books))

4. Find resources or activities that you can use to plan a fun Family activity together that focuses on your Family history.
(example: Get a world map and use thumb tacks to mark each spot on the map where you know your ancestors have lived, use different colored thumb tacks to represent different sides of the Family; find the recipe of a dish that was from a place where your ancestors came from to cook together as a Family)

Chart no. _____

Pedigree Chart

No. 1 on this chart is the same as
No. ____ on pedigree chart no. _____



Courtesy of About Genealogy
<http://genealogy.about.com>

How Safe Is Your Online Profile? – You Decide!

All online actions have offline consequences. Your online image is an extension of your “real world” persona. Take this quiz to help you decide if you are revealing too much online.

Give yourself 55 points to start. Add or subtract points as you answer each question.

	Yes	No	Your Score
			55
Is your online profile set to private?	+2	-2	
Are you friends/buddies with people you first met online?	-2	+2	
Is your friend/buddy list larger than 100 people?	-1	+1	
Does your online profile contain a photo of you?	-1	+1	
Are there inappropriate photos, videos or graphics posted on your profile?	-3	+3	
Are you friends/buddies with anyone who posts inappropriate photos, videos or graphics on their profiles?	-1	+1	
Are you a member of more than 3 groups, fan pages or networks?	-1	+1	
Does your online profile include any direct personal information like your real name, email, phone number or school?	-5	+5	
Does your online profile include any indirect personal information like your favorite things, names of Family members or school mascot?	-3	+3	
Are you a member of a group or network that is larger than 100 people?	-1	+1	
Does your online profile contain links to inappropriate websites?	-2	+2	
Are you a member of a group or network that could be considered inappropriate?	-1	+1	
Does your online profile include any posts or notes that share personal information or discuss inappropriate topics?	-1	+1	
Does your online profile contain any swearing or bigoted slang words?	-2	+2	
Do you have posts about or references to alcohol, drugs or sex on your online profile?	-3	+3	

Are you friends/buddies with people who post about alcohol, drugs or sex on their online profiles?	-2	+2	
Would you consider your online profile professional?	+1	-1	
Does your online profile contain photos or videos that provide direct or indirect personal information about you?	-2	+2	
Does your online profile contain any quotes or information that tells something about how you behave or feel which might make you vulnerable to predators?	-2	+2	
Do you post any mean or rude comments about others on your profile?	-2	+2	
Do you blog (keep journal entries) on your online profile?	-2	+2	
Does your online profile include any violations of intellectual property rights like plagiarism or free music downloads?	-1	+1	
Are you friends/buddies with anyone who posts mean or rude comments about others on their profile?	-1	+1	
Does your online profile contain any of your own artwork that is either inappropriate or reveals something about you that makes you vulnerable to others?	-1	+1	
Is there evidence of cyber bullying on your online profile?	-3	+3	
Would you be willing to print off your online profile and post it on your locker?	+2	-2	
If your online profile was printed on the front page of the local newspaper would you be embarrassed?	-2	+2	
If a parent or teacher saw your online profile would their opinion of you decrease?	-2	+2	
Does your gut tell you that your online profile reveals too much?	-3	+3	
Final Score:			

SCORING:

110 Points: Top score – give yourself a reward for creating a safe online profile!

90-109 Points: Not bad, but pay attention online!

50-89 Points: It could be worse, but you better clean up your online profile!

1-49 Points: Yowza, it's time you revise your online profile. Start from scratch?

0 Points: Worst score – you're not responsible enough for an online profile.

What BUGS the Garden?

Lesson Time: 4 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: Yes

Life Skill Objectives:

- **Teamwork:** Work together toward a common goal/project as you plan a garden and plant a container together
- **Self-responsibility:** Learn to be accountable for your actions by learning to care for plants

Resilience Skill Objectives:

- **Emotional:** Approach challenges as a Family in a positive and optimistic way
- **Spiritual:** Look for and appreciate the positive things that happen in your Family

Science and Technology Objectives:

- Introduce concepts of gardening to Families including soil, nutrients, and the role of bugs

Activity Overview:

Youth and Families will work together to start a garden, create their own container garden, learn about the benefits of bugs in their garden and learn to locate local resources to continue Family gardening activities together when they return home.

Shout Out To Families!

Does gardening bug you? Do you wonder how those seeds/seedlings become edible vegetables and spectacular flowers? If so, this lesson is just for your Family! Learn how to start a garden, create container gardens with the strangest materials, hunt down resources and identify bugs that will help your garden grow.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Who Am I?	(15 Minutes)
Activity 1:	Starting a Garden	(40 Minutes)
Activity 2:	Gardening Tips for the Whole Family	(45 Minutes)
Activity 3:	Combat Boot Planters	(40 Minutes)
Activity 4:	Garden Insects and Helpful Lady Bugs	(60 Minutes)
Talk It Over		(25 Minutes)
Closing & Cleanup		(15 Minutes)

Budget Range for Activity: \$7.00/Family

Space Needed:

Large outdoor space with tables and chairs; access to water. If outdoor space is not available, utilize indoor space where clean-up can be easily done.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup.
6. Learn how to use the PotMaker for Activity 1:
<http://www.burpee.com/gardening-supplies/how-to-use-the-potmaker-article10539.html>
7. Borrow or buy supplies.



Copy:

- Garden Success handout (1 per Family)
- Family Letter (1 per Family)
- Bugs are Beautiful handout (1 per Family)

Get from Tech Discovery Tool Kit:

- 8 iPad 2 devices (1 per Family) which have the following apps updated:

- Flower Garden - Grow Flowers and Send Bouquets
- Garden Dash
- A Plant's Life, Grow Plants and Share with Friends
- Vegetable Planting Calendar



- Garden Planner HD



- Audubon Insects and Spiders
- 8 PotMakers (1 per Family)
- Laminated Life/Resilience Skill signs to post around the room (Teamwork, Self-responsibility, Emotional and Spiritual)



Get from Mobile Technology Lab:

- Wireless router

Buy or Borrow Supplies

Icebreaker: Who Am I?

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Pictures or stickers of flowers, vegetables, bugs, and gardening tools to stick on people's backs. If pictures/stickers are not an option, another option would be to write words on labels that you can stick on participants' backs.

Activity 1: Starting a Garden

- Newspaper
- Scissors (1 per Family)
- 2 bags of 1 cubic ft. size potting soil (also used in Activity 3)
- Assortment of vegetable and/or flower seeds/seedlings for Families to share
- Access to a water supply or several large containers of water
- 8 PotMakers (1 per Family) (Tech Discovery Tool Kits)

Activity 2: Gardening Tips for the Whole Family

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- Flip chart and 2 markers

Activity 3: Combat Boot Planters

- Donated combat boots: contact local military units for worn out combat boots to use as planters (1 per Family)
- 30 one gallon plastic storage bags
- 2 bags of 1 cubic ft. size potting soil (also used in Activity 1)
- Variety of small plants to have at least 3-4 plants per Family (dusty millers, various herbs, carnations, marigolds, etc.)
- 4 trowels to scoop potting soil into bags (optional)
- Access to a water supply or several large containers of water

Activity 4: Garden Insects and Helpful Lady Bugs

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- 32 disposable plastic spoons



TECH DISCOVERY: Reintegration Youth & Family

- 1 roll of white paper towels
- Markers, colored pencils, crayons
- Magnifying glass (1 per Family)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up wireless router and test the Internet access.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs.

1. Post **Life Skill/Resilience Skill Signs** around the room.
2. Set up a greeting table with a sign-in sheet.
3. Set up wireless Internet access.

WHAT TO DO

What BUGS the Garden?

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:**Who Am I? (15 Minutes)**

“Let’s get started by playing a game where you get to guess what you are! A picture will be put on your back. The pictures are of flowers, vegetables, common garden bugs or common garden tools. You will then begin to walk around and ask people yes/no questions to figure out what you are!”

1. Count out enough pictures so there will be one for each person. Don't let any of the players see the pictures that you put on their backs. The pictures should all be of flowers, vegetables, common garden pests or common garden tools. You may even want to match the pictures with flowers, vegetables and items that you will be using throughout this lesson. There are many possibilities, but don't make them so difficult that people give up. If pictures/stickers are not an option, another option would be to write words on labels that you can stick to participants' backs.
2. Put a picture on each person's back. Do not allow him or her to see the picture.
3. *“Here are the rules. Each person can ask up to 20 yes or no questions to find out what they are. Some examples of questions you could ask are: ‘Am I a fruit?’ ‘Am I edible?’ ‘Do I have wings?’ ‘Am I used to scoop up dirt?’ and so forth. The questions cannot be either/or questions like ‘Am I a fruit or a vegetable?’ or ‘What color am I?’ Roam around our space asking other people your questions. Do not just ask all your questions to one person. The point is to mingle.*
4. *“Whoever guesses correctly first wins the game. No hints are allowed, unless everyone is stuck and can't figure out who they are. Those who ‘rush’ to identify themselves but do so incorrectly are out of the game and must sit down.”*

Debriefing Questions:

“This activity involved being observant, meeting new people and problem solving to find out what flower, vegetable, bug or garden tool you were. It is important to have an understanding of ‘who you are’ to be able to appreciate the things that you have in common with others and things that make you unique. Let’s take a few minutes to talk about what we just did.

- *What was hard about this game?*
- *What was easy?*
- *How did it feel when you asked a question and got a ‘Yes’ response?*
- *How did it feel when you asked a question and got a ‘No’ response?*
- *How can we use what we learned in this game as a way to communicate and solve problems together as a military Family?”*

Activity 1:**Starting a Garden (40 minutes)**

This is an easy to do gardening activity for Families to begin preparations for vegetable or flower gardens. Families will work as a team to select their type of garden and planting of the garden.

Families will begin discussion on care of the garden and self-responsibility involved in garden maintenance.

“Now let’s use the communication skills we practiced in the Icebreaker to plan and plant a garden as a Family. Even though we don’t have a garden plot right here, we’re going to plant seeds/seedlings that you can take home to plant out into your garden at home.”

1. Display the seed/seedling options you have collected and have Families take 5 minutes to work together to decide the type of seeds/seedlings they would like to plant and how many.
2. *“Next, you will need to cut 10 inch long strips of newspaper that are 3½ - 4 inches in width. Cut one strip for each seed/seedling that you plan to plant in your garden.”*
3. Demonstrate the making of one pot using the PotMaker. Have Families begin using the PotMaker to mold their newspaper into eco-friendly, biodegradable pots. Guide Families through planting in their pots.
4. Fill each newspaper pot with potting soil.
5. Gently push the seeds or seedlings into the potting soil so that seeds or roots are covered.
6. Use a small amount of water to carefully water the newspaper pot and set aside. Continue this process until all the pots are completed. **NOTE:** Once the newspaper pot is soaked it becomes very delicate.
7. Distribute the Garden Success handout and as a large group, discuss and allow a short amount of time for Families to develop their Family specific plan: location, watering, fertilizing, sun, etc.

Debriefing Questions:

- Did this activity help you to work together as a Family team? If so, how?
- Was it easy or difficult to discuss a garden maintenance plan? How can you make it work when you are back home?

Activity 2:

Gardening Tips for the Whole Family (45 Minutes)

In this activity, Families will be given the opportunity to share their gardening experience and search for garden related games and resources on the iPad 2 devices.

1. Ask for a volunteer to write on the flip chart.
2. Ask Families to share their gardening experiences: What do you currently do? What have you done in the past? What has worked well? What has not worked well? What will work in your current location? What gardening questions do you have? This discussion is to learn from each other and at the same time to get Families thinking about what they might want to learn more about.

3. Hand out the iPad 2 devices 1 per Family and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
4. Write the following garden apps on the flip chart or laminate pieces of paper with the garden apps and hand to Families as a way to get them started:
 - Flower Garden - Grow Flowers and Send Bouquets
 - Garden Dash
 - A Plant's Life, Grow Plants and Share with Friends
 - Vegetable Planting Calendar
 - Garden Planner HD
5. Give Families time to explore gardening apps on the iPad 2 devices.

Debriefing Questions:

- What is something new you learned from this search or from each other?
- How effective is your Family at working as a team for a task?
- Will you garden differently as a result of learning the tools that are out there to use?
- Did you modify your Family's garden maintenance plan as a result of your searching? How?
- Did you find tools that you can use as a Family to work on projects together?

Activity 3:

Combat Boot Planters (40 Minutes)

"There are a variety of military Families - National Guard, Reserve, and Active Duty; young and old; inexperienced and experienced; on-post and off-post; and so much more. In this activity we are going to create container plants from recycled military field boots. The boots themselves represent the variety found in Service Members and their Families – we have very old boots, clean boots and much worn (experienced) boots." Guide Families with the following directions:

1. Together as a Family, select a boot that fits who you are as a Family.
2. Untie the shoelaces from the top 2-3 sets of holes. Tie the laces in a double knot. Open the shoe a little to increase the planting area. The laces help hold the shape together.
3. Use a trowel or your hands to scoop potting soil into a plastic storage bag. Fill about half full.
4. Place the storage bag into the boot.
5. As a Family, decide upon 3-4 plants that you will place into your container. Make sure every Family member has a voice in decision making.

6. Place the plants into your potting soil, adding a small amount of water when finished.
7. Fill up the rest of the storage bag with potting soil. Once the plants are in place add additional water.
8. Referring back to the Garden Success handout, as a large group discuss the handout and allow a short time for Families to develop a Family specific care plan for their Combat Boot Planter.
9. Stress that plants can be very resilient but still require some basic care or they will not thrive in their environment.

Debriefing Questions:

- Have each Family “show & tell” their boot planter with the group. Share how your planter represents your Family?
- What did you learn about yourself and your Family members during this activity?
- How were differences of opinion handled?
- How did your Family communicate and use teamwork? Were you effective? What could you do to be more effective?
- How does the continued care needed by your container plant relate back to the care and maintenance a military Family needs to continue to grow, change, and work together in your “container?”

Activity 4:

Garden Insects and Helpful Lady Bugs (60 Minutes)

“Do you like bugs? Bugs in your room might not be appreciated but there are many bugs that are helpful for your garden. Let’s see if we can find some.”

1. Invite Families to explore your outdoor space (you will need to set some boundaries) and select a bush or other vegetation that they think might have some bugs. Place some paper towels underneath that bush. This may help them see bugs if there are none readily visible.
 - Gently tap or shake bushes to get bugs to fall onto the paper towels
 - Gently dig into the ground with the plastic spoons, look at leaves and especially around shrubs, trees and flowers for insects
2. Take some time for Families to examine the insects they’ve discovered using their magnifying glasses. Discuss what is alike and what is different about the insects (wings, number of legs, 3 body parts [head, thorax, and abdomen], antennae, etc.
3. Distribute the Bugs are Beautiful handout.

4. Hand out the iPad 2 devices 1 per Family and remind Families about the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
5. Use the Audubon Insects and Spiders app to identify some of your insects.
6. Find information about Lady Bugs. How are they beneficial to gardening?
7. Invite Families to draw a picture of their Family in their ideal Family garden. Be sure to include the whole Family and some Lady Bugs too!
8. Have someone from each Family describe their drawing with the other Families.

Debriefing Questions

- Why might Lady Bugs be helpful to the garden?
- Did you discover other helpful bugs? Which ones?
- Name some harmful bugs?
- What might your Family enjoy most about gardening together?

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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- Why did your Family choose the seeds/seedlings and the number that you will plant?
- What did you learn about yourself and your Family?
- What was a strength your Family used as you completed these activities together?
- What factors did you have to consider in deciding how to maintain your potted seed and military boot gardens? How might that relate to your Family growing to be resilient through the deployment cycle?
- What was a challenge your Family had to overcome as you completed these activities together? How did you work through that challenge?

Process

- How does the resiliency of plants relate to being resilient as a military connected Family?
- How can gardening as a Family help you grow stronger and closer as a Family?

- How can gardening help a Family heal when a Service Member returns home with a physical or emotional wound?
- In what ways does getting outdoors and doing activities like gardening together help your Family work together as a team through challenges and stresses you may face along the way?

Generalize

- How can Family gardening and maintenance of the garden help to teach self-responsibility?

Apply

- How can you use the skills you learned today in different situations?
- How does gardening help a person or Family on their reintegration journey?
- How can gardening help you to live a healthier lifestyle as a Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Teamwork, Self-responsibility, Emotional 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)

“Thank you for spending time together with us today. We hope you have learned new ideas for activities you can do together as a Family. Please help us by cleaning up your space. Before you go, please take a Family Letter that explains a little more about what we did today. Thanks again for spending time with us!”

Extend the Activity:

- Take pictures of your garden as it grows to document its progression
- Look for websites and apps as a Family that can help you with creating and maintaining your Family garden
- Get involved in a community garden or beautification project as a Family
- Get together with other military Families to create a “welcome home garden” for loved ones when they return from a future deployment or a “memory garden” for a fallen Service Member from your unit or community
- Grow a themed garden together, like a “pizza garden” or a “Family cultural garden”

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
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from Family members on activities
 - Other important notes on activities, volunteers and participants
 - Critical follow-ups (parents about behavior/worries about a particular child, inappropriate language from a volunteer, etc.)

Activity Developed for Tech Discovery Curriculum by:

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Special thanks to: Diane Baker, Youth Development Educator, University of Illinois Extension for sharing the Combat Boot Planter activity.

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What BUGS the Garden?

Dear Family,

Thank you for participating in this lesson! Today we learned about how to start a garden, Lady Bugs and insects in and around your garden, gardening tips, and container gardening. This lesson involved teamwork, communication and self-responsibility as you each worked together as a Family and had your roles to complete the tasks.

Of course, gardening isn't just about what we grow. We talked about spending quality time together as a Family while gardening and "growing" together much like the seeds and plants we are using. We talked about the resiliency of plants; yet the constant care needed to maintain our gardens and containers, much like our Families. We also talked about the growth of our gardens and plants as a way to learn about how each of us has a responsibility for helping our Family to work and thrive together. Finally, we talked about planting a garden together as a part of your reintegration journey to honor and remember military personnel and Families, to heal together as a Family, and to beautify our surroundings and communities.

We hope your Family had fun and learned something new and will join us again for another Tech Discovery experience. Thanks for your participation!

Best regards,

Conversation Starters:

- What kind of flower or vegetable would you like to be? Why?
- What are some things each Family member likes to do outdoors?
- Who in your Family most likes to get dirty? Who likes it least?

Garden Success!

1. **Start small-** If you are gardening directly in the ground start with a space no larger than 15' by 15'. If you find out that you enjoy gardening, you can always make the space larger.
2. **Try container gardening-** Using containers is a great way for beginners to start. Flowers and just about any vegetables grow well in containers. If you live in an apartment or have limited yard space, containers can be very productive. Anything can be used as a container- just make sure that there are holes in the bottom so that water can drain freely.
3. **Know your soil pH-** If you are gardening in native soil, get the pH level tested. Most Cooperative Extension offices offer this service. Once the pH level is determined an Extension Agent can advise you on what (if anything) you need to do to improve your soil.
4. **Know your soil texture-** Soils can be loamy, clayey or sandy. Soil texture will tell you how to handle your soil. Sandy soils tend to be dry and easy to work, clay soils are difficult to work but fertile; loamy soils are the best of both worlds.
5. **Feed your soil with organic matter-** No matter what your pH or soil type, adding organic matter is beneficial. It will loosen clay soils and help sandy soils hold onto water and nutrients. Organic matter also adds low levels of nutrients. Types of organic matter include peat moss, compost and composed manure.
6. **Treat your soil right-** A healthy soil leads to a healthy and productive garden. Do not work soil when it is too wet or too dry. This will compact the soil and push oxygen out- plant roots need oxygen to survive. Use cover crops on fallow ground to prevent erosion.
7. **Water correctly-** Water early in the day (before 10 am) and water at the soil level- avoid overhead watering. This saves water by decreasing evaporation and lessens the chance for disease. Container plants will need to be watered more frequently than plants growing directly in the ground; some (especially hanging baskets) may need to be watered daily.
8. **Allow for good air circulation-** Do not pack plants close together. Air needs to flow freely through the garden. This will help to decrease fungal diseases.
9. **Weed daily and use mulch-** If you set aside time to weed every day the weeds will not get out of control and become overwhelming. Use mulches such as bark chips, grass clippings, leaves, cardboard or newspaper to keep weeds down. Do not pile shredded mulches on plant stems.
10. **Avoid using pesticides-** Many pesticides upset nature's natural balance. For example, broad-spectrum insecticides not only kill insect pests, they also kill beneficial insects that otherwise keep nasty insects under control. Many insecticides also kill bees that are essential for pollination in many crops. If you find an insect or disease problem in your garden, contact your local extension office for correct identification. Most problems can be controlled without the use of pesticides.

Sue Gwise
Consumer Horticulture Educator
Cornell Cooperative Extension Association of Jefferson County

Bugs are Beautiful

How many different kinds of insects did you find?

How many were you able to identify?

What characteristics were most helpful in identification?

Draw a picture of the most unusual insect you found? What makes it unusual?

Draw a picture of your whole Family in your ideal garden environment. Hide some ladybugs in your drawing and see if another Family can find all of them.

Global Safari

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: No

Life Skill Objectives:

- **Communication:** Practice sharing stories and experiences through multi-sensory technologies
- **Teamwork:** Build and apply teamwork skills to help manage the changing roles and ups and downs during reintegration
- **Decision Making:** Learn how to compromise within your Family to meet challenges

Resilience Skill Objectives:

- **Social:** Practice good communication skills leading to comfortable exchange of ideas, views, and experiences and use these skills to build better personal relationships
- **Family:** Develop the skills necessary for more open expression and better Family communication

Science and Technology Objectives:

- Understand how digital technology can be used to express Family experiences through multi-sensory sharing

Activity Overview:

Youth and Families will navigate through the Barefoot World Atlas app on the iPad 2 device to expand their knowledge of their world through a multi-sensory experience. Families then explore the local area using their senses and work together to create a multi-sensory local digital atlas using the SKIT! app on the iPad 2 device.

Shout Out To Families!

All aboard! We are about to embark on a global safari right at our fingertips. Discover the world through a multi-sensory experience and then learn to create your own. It will be an expedition for the senses.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Around the World	(15 Minutes)
Activity 1:	Global Expedition	(30 Minutes)
Activity 2:	Experience the World	(60 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$0

Space Needed:

Outdoor Space (indoor space is optional for beginning of lesson with tables and chairs)

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:



In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Schedule use of the Mobile Technology Lab.
3. Contact volunteers and go through online training.
4. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Travel with Your Senses notes page (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Decision Making, Family, and Social)
- 8 iPad 2 devices (1 per Family) which have the following apps updated:
 - Barefoot World Atlas 
 - SKIT! 
 - Check the photo privacy settings to ensure that photos can be accessed by the SKIT! app
- iPad/VGA connector
- Wireless external speaker

Buy or Borrow Supplies

Icebreaker: Around the World

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Activity 1: Global Expeditions

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)

Activity 2: Experience the World

- Travel with Your Senses notes page (1 per Family)
- Writing utensils (1 per Family)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)
- iPad/VGA connector (Tech Discovery Tool Kit)
- LCD projector
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords as needed

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up projection device and speaker.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Global Safari

As the Families Arrive....

- Have youth and Family members fill out the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:**Around the World (15 Minutes)**

1. Have everyone stand in one big circle.
2. Pick one person to begin. Have them say their name and pick a specific physical location such as a country, city, river, lake, ocean, mountain, etc. from anywhere in the world.
3. The person next to them will say their name and then pick another location that begins with the last letter of the location that was just given. For example:
 - First Person: Jim – Spain
 - Second Person: Sue – Nashville
 - Third Person: Shawn – Everest
4. Set a time limit for each person (i.e. 5 seconds). No location can be repeated.
5. Continue around the circle until everyone has introduced themselves and picked a location.

Activity 1:**Global Expedition (30 Minutes)**

“Today we are embarking on a global expedition; we will experience the world highlighting a variety of our senses: sight, sound, touch, taste and smell.”

1. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
2. Have each Family turn on the iPad 2 device and find the Barefoot World Atlas app.

“Open the Barefoot World Atlas app on your iPad 2 device and let’s journey together to various parts of the world to discover unique features around the globe.” Lead Families through the following examples:

1. North America (Touch): Click on the “Yup’ik Mask” located in Alaska. While listening and reading to learn about the Yup’ik mask, pay attention to what other senses may have been utilized to create this description--sight, sound.
2. Mexico/Central America (Taste): Click on the “Chili Pepper” located in the Sierra Madre. While listening and reading to learn about the chili pepper, pay attention to what other senses may have been utilized to create this description--touch, smell.
3. Asia (Sight): Click on “George Mallory” located in the Himalaya Mountains. While listening and reading to learn about George Mallory, pay attention to what other senses may have been utilized to create this description--sound, touch.
4. Europe (Smell): Click on the “Lavender Field” located in France. While listening and reading to learn about the lavender field, pay attention to what other senses may have been utilized to create this description--touch, sight.

5. Africa (Sound): Click on “Victoria Falls” located near Zambia. While listening and reading to learn about Victoria Falls, pay attention to what other senses may have been utilized to create this description--touch, sight.

“Now, use this app to embark on your own Family Global Expedition by finding places and interesting features in the following exploration categories. Places you have:

- *Lived*
- *Traveled*
- *Deployed*
- *Dreamed of Vacationing*
- *Never Discovered”*

NOTE: If available, it would be helpful to write these categories on a whiteboard or chart paper.

“Be sure to pay attention to the multi-sensory experience conveyed during your stop at each location and feature.”

Debriefing Questions:

- What did you learn by discovering places and features around the globe?
- How were senses (touch, taste, sight, smell, sound) used to participate in your global expedition?
- In what ways does a multi-sensory experience help you learn more about a new place or a new thing?

Activity 2:

Experience the World (60 Minutes)

“Now that we’ve taken an expedition around the world and learned how others have described various locations, we are going to experience the world ourselves through our senses. We’re going to start with experiencing our space using our different senses and then creating our own multi-sensory local digital atlas using the SKIT! app to describe what we hear, see, smell and touch in our own environment. Let’s get started!”

1. Distribute a Travel with Your Senses notes page and writing utensil to each Family.
2. Instruct Families to spread out around the area and explore (give boundaries if necessary) using various senses--touch, sight, smell, sound.
3. Families should use the Travel with Your Senses notes page to take note of what they are experiencing while using various senses. Remind them to be specific! Give them about 15 minutes to explore.
4. Reconvene the entire group and invite participants to share their multi-sensory experience (what they saw, smelled, heard and touched--go through each of the senses individually). The group sharing will help Families understand how others perceive their world through

various senses and encourage idea sharing that will assist with the next steps of the activity.

5. If you collected the iPad 2 devices after the last activity, hand them out again (1 per Family) reminding Family members about the **iPad 2 Rules and Regulations** (read the following out loud and then ask for different examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
6. *“Now that you have explored the area using various senses, let’s learn how to use the iPad 2 devices to create your own multi-sensory local digital atlas using the SKIT! app. This is modeled after what you experienced while exploring the Barefoot World Atlas app with pictures and a voiceover. You will return to the space you just explored, using the iPad 2 camera to take pictures of the features you noticed of your location, noting the various senses to capture the experience. You will need to create four skits: one skit of each sense, describing what you heard, saw, smelled and touched. Work as a Family and have Family members take on different roles in each sense: director, photographer, scripting, voice over, etc.”*

Be sensitive to the fact that you may need to demonstrate how to use the camera on the iPad 2 device, including switching between cameras and saving to the photo gallery.

“After you have taken some pictures, open the SKIT! app on the iPad 2 device and click on “Create a New Skit!” It will play a short one minute tutorial video explaining how to use the program. You will be able to insert the pictures that you took and then record a 20 second voice recording describing the sense that you are depicting in that image. Make sure that you save each skit with a title that identifies your Family name and the sense. Be creative and have fun!”

Allow Families to work for 30 minutes then bring the group back together and watch the skits that each Family created.

Talk It Over

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did we do today during our global safari?
- What was the end goal for the project you were working?
- Was your Family communication effective? Did each Family member have a part?
- How did you decide which roles Family members would take: recording, staging photos, writing dialogue, taking pictures, etc.?

Process

- How might you use your senses to share your experiences that occurred during your loved ones deployment?
- How did your Family make decisions throughout this activity?
- Did you change roles in different parts of the activity? How did it feel to take on new roles? How was it to see other Family members in new roles?
- What was the most challenging part of your project? Why? How did you overcome the challenge?

Generalize

- What life skills do you think you developed while working on this project? (Remember to focus discussion back to the Life Skill Objectives on page 1 of this lesson.)
- How are these life skills important to you and your Family during reunion/reintegration?
- What key points did you learn today?

Apply

- How can you use the communication and teamwork skills learned today in your Family life back home?

Debrief Families on Life/Resilience Skills:

If sufficient application hasn't already been made, point to the Life/Resilience Skill Signs that are posted around the space: Communication, Teamwork, Decision Making, 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:

(5 Minutes)

“Today we spent time exploring our world by honing in on our individual senses of sight, hearing, touch, taste and smell. You worked together as a Family team communicating and making decisions to help complete your task of making skits. We hope that you take the skills you learned and use them to better communicate and share your experiences with your Family, particularly while going through this reunion/reintegration phase. When you share stories of experiences, utilize all of your senses to give others the complete picture and make them feel like they are there and not missing a thing! We hope you had fun on our global safari today!”

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Teresa Noon, OMK Project Director, 4-H Youth Development, University of Arizona Cooperative Extension

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

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Global Safari

Dear Family,

Today we spent time exploring our world using the Barefoot World Atlas app, engaging in a multi-sensory experience by honing in on our individual senses of sight, hearing, touch, taste and smell. Then we explored our own local environment using a variety of senses while creating skits using an iPad 2.

Through these activities you practiced communicating and making decisions as a Family team. These skills can be used to better communicate and share your experiences with your Family, particularly during this reintegration phase of deployment. Remember to make the sharing of your stories a multi-sensory experience which will help others gain a richer understanding of your experience. We also explored the benefits of social and Family resilience by practicing good communication skills leading to a comfortable exchange of ideas, views and experiences. These life and resilience skills encourage positive development as a military Family experiencing the reintegration of a Service Member.

Thank you for participating in today's Global Safari!!

Best regards,

Conversation Starters:

- If you could travel anywhere in the world, where would it be and why?
- In what ways do we differ in how we use our senses to experience our environment?
- How does using a variety of senses to describe an experience enhance how our Family understands each other during deployment and reintegration?

Travel with Your Senses

Sight (*What do you see around you?*):

Smell (*What do you smell?*):

Sound (*What do you hear?*):

Touch (*What can you touch? How does it feel?*):

Health Check

Time Needed: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with K-12 Youth

Internet Required: Yes

Life Skill Objectives:

- **Decision Making:** Make healthy choices to assist during periods of difficulties
- **Self-responsibility:** Learn to take responsibility for personal health decisions

Resilience Skill Objectives:

- **Spiritual:** Identify ways to maintain Family well-being
- **Emotional:** Learn to work together as a Family to maintain balance in busy lives

Science and Technology Objectives:

- Gain a basic understanding of health science concepts and where to locate resources on the Internet

Activity Overview:

Families will work together to assess their overall health through a Family inventory and online resources. Families will also use iPad technology to help monitor their physical and emotional well-being.

Shout Out To Families!

Is your Family going in several directions at once? Do you feel like it's difficult to take a moment and assess the health of your Family? If so, this workshop is just for you. In this workshop, Family members will assess their health and together learn ways to improve the overall health of their Family.

Prerequisites: None

Breakdown of Activities:

Icebreaker	The Actor & the Stoic	(15 Minutes)
Activity 1:	Family Inventory	(20 Minutes)
Activity 2:	Physically Fit!	(30 Minutes)
Activity 3:	The 3 R's: Relax, Rest, Relate	(30 Minutes)
Talk It Over		(15 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$0

Space Needed:

Preferably a large indoor space (but a large outdoor space will work) in a location with few distractions and able to accommodate participants who are relaxing on floor/yoga mats at the end of the lesson.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional Tech Discovery training (<http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Practice all activities, review materials and handouts
- Become familiar with the *Physical Activity Guidelines for Americans* (by age and gender) for overall health (www.health.gov/paguidelines/)
- Prepare for the discussion of stress, relaxation and rest in Activity 3 by reviewing Dartmouth University's Health Promotion article: *Relaxation, Stress & Sleep* (www.dartmouth.edu/~healthed/relax/)

Do Ahead:


In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Schedule use of the Mobile Technology Lab.
3. Contact volunteers and go through online training.
4. Ensure wireless Internet access.
5. Review the workouts apps.
6. Review the Myth or Fact game (<http://www.eatright.org/nnm/games/MythOrFact/index.html>).
7. Download and test the Military One Source Chill Drill #3 "Releasing Stress" (http://www.militaryonesource.mil/deployment?content_id=269532).
8. Borrow or buy supplies.

Copy:

1. Family Letter (1 per Family)
2. Family Inventory handout (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around your space (Decision Making, Self-responsibility, Spiritual, and Emotional)
- 8 iPad 2 devices (1 per Family) which has the following app updated:
 - Workouts 
- Wireless external speaker

Get from Mobile Technology Lab:

- 1 laptop
- Wireless router

Buy or Borrow Supplies

Icebreaker: The Actor & the Stoic

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Slips of paper (5 per person)
- Timing device
- 1 bowl/basket/container

Activity 1: Family Inventory

- Family Inventory handout (1 per Family)
- Writing utensils

Activity 2: Physically Fit!

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Water (bottled or cups) (1 per person)
- 1 laptop (Mobile Tech Lab)
- LCD projector/screen
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- Extension cords as needed

Activity 3: The 3 R's: Relax, Rest and Relate

- Floor mats, throw rugs, or yoga mats (1 per person)
- 1 laptop (Mobile Tech Lab)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords as needed

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up and test laptop, LCD projection, speakers and wireless Internet connection.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Health Check

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

The Actor & the Stoic (15 Minutes)

1. Divide Families into 2 teams.
2. Have each team come up with a team name somehow related to “exercise.”
3. Give each Family member 3 slips of paper.

4. Each Family member should write down three different funny actions (one on each slip of paper), fold them in half and then place them all in the common bowl; for example:
 - Riding in a roller coaster
 - Combing out gum stuck in your hair
 - Giving your resistant dog a bath
5. The goal of this game is to get the members of the opposing team to smile in 10 seconds!
6. The play: two players from each team come to the front of our space. One team will be the “actors” and the other the “stoics.” (You may need to define “stoic” - *a person who can endure pain or hardship without showing their feelings or emotions.*) If both the “stoics” keeps a straight face for the entire 10 seconds, their team receives a point. If not, the “actors” team receives a point.
7. Ask the first pair from each team to come to the front of the space. The pair with the youngest combined age will be the first “actors” and the other the “stoics.”
8. The “actors” pull out a slip of paper from the bowl. Without showing anyone what is on the slip, the “actors” begin acting what is described on the paper when the facilitator says “begin.”
9. The facilitator will time for the 10 seconds.
10. As a group, determine who was successful: the “actors” or the “stoics.” The facilitator will have to be the final authority on a tie.
11. Start another round by inviting another pair from each team to the front. Alternate which team will be the “actors” and which will be the “stoics.” The process repeats itself as time allows.
12. The team with the highest score at the end of play is the winner. Give them a roaring round of applause.

Debriefing Questions:

- Were some people better at hiding their emotions than others? Why?
- Were some people better at making others laugh? How?
- What did you learn about your own Family members?

Activity 1:

Family Inventory (20 Minutes)

NOTE to Facilitator: Be aware that some Family members may not be comfortable sharing their health concerns, status and goals with other Family members. They may not wish to reveal some of their current health issues with Family members, so give participants the chance to opt-out of the health inventory activity.

“As we begin today, we want to start by looking at the health of our Family. Remember that ‘health’ doesn’t just mean our physical health, but also our mental health and how we take care of ourselves (like wearing seatbelts and having health insurance). We’re going to spend 15 minutes working within your Families on a Family Inventory. Use this inventory as a health check-in with your Family and a conversation starter.”

1. Distribute 1 Family Inventory handout and writing utensils.
2. After the Families have spent 15 minutes discussing the Family Inventory, wrap up with the following information:

“As a Family, you have engaged in a Family Inventory dialogue. Taking care of your overall health and supporting the health of the whole Family are some of the most important things you can do. As this inventory shows, health covers a lot. It is about making good choices and taking care of yourself. In our next two activities we will provide your Family with a few take away ideas and skills to develop and grow your health check.”

Debriefing Questions:

- What did you learn about your Family during the Family Inventory discussion?
- What is something you had never thought about before?
- Would you be willing to share one of the items from the health check that your Family is going to work on this year?

Activity 2:

Physically Fit! (30 Minutes)

“Next we’re going to talk about our physical fitness in terms of taking care of our physical self through eating right and being physically active each day. Let’s start with a little physical activity to get us going!”

1. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
2. Have each Family turn on the iPad 2 device and open the Workouts app.

“As you can see, there are different levels and choices in this free app which can be downloaded for your personal iPad or phone. The Workouts app can be tailored to your goal of full or partial (i.e., specific body part) workouts. You can also tailor your workout by length, variety of routine and intensity (i.e., moderate, vigorous). Today, I would like you to select ‘Full’ for the full body and then click on ‘10’ for the length. However, this is a ‘challenge by choice’ activity. Meaning, please opt out of the activity if you have health conditions that put you at-risk during an intense workout. If you can’t participate, you can cheer others on. Spread out and gather your Family around the iPad 2 device and click ‘Start Complete Workout.’ Let’s get working!”
3. After all Families have completed the workout, bring them back together, collect the iPad 2 devices and encourage participants to drink some water.

“Now that we’re energized, feeling good and have shared laughter, let’s come back together. Hopefully, you’re all drinking some water because it’s important to drink water before and after a workout (even if this was just a mini version of a workout). Don’t wait to be thirsty to drink water, and use caffeine drinks (e.g., energy, coffee) and sodas sparingly because they quickly dehydrate you.

“We all know that physical activity is important, but we must find ways to fit activity into our daily lives. Even if we can’t fit in an hour long workout every day for youth or 30

minutes most days for adults, it's important to find even incidental ways to be active. What are some small, simple ways we can each be active in our daily lives?"

Examples: Take the stairs instead of the elevator, take the dog for a walk, walk in place while watching TV, ride our bikes to work/store if possible.

4. *"Let's get back together again into our Family groups and play a game. Make sure you are seated so that everyone in your Family can see the screen. Good nutrition is a vital component to overall fitness, so I am going to ask you some questions, and you need to work with your Family to answer the questions. I'm going to project a quiz on the screen and you should work as a Family to complete the Myth or Fact game."*
 - Use the laptop and LCD projector to display the Myth or Fact game (<http://www.eatright.org/nnm/games/MythOrFact/index.html>).
 - Go through each question of the quiz together. Have participants work with their Families to come up with an answer and after everyone has an answer have Families shout out their answer. Then, display the correct answer for all to see and discuss the rationale for the correct response.

Debriefing Questions:

1. Which workout activity stretched you the most? Why?
2. Can you see your Family getting more active in the future?
3. How did you do as a Family on the Myth or Fact game?
4. What is something new you learned?

Activity 3:

The 3 R's: Relax, Rest and Relate (30 Minutes)

NOTE: Be prepared for participants to take additional time sharing their stress symptoms which is typical when people are given the chance to discuss their concerns. However, DO NOT offer counseling or therapeutic advice. Instead, be ready to normalize their reactions and recommend that they discuss these concerns (if persistent) with their health provider, faith leader or the Military Family Life Consultant on site (if one is available). A resource for you (the facilitator) to prepare for the discussion of stress, relaxation and rest is Dartmouth University's Health Promotion article: *Relaxation, Stress & Sleep* (www.dartmouth.edu/~healthed/relax/).

"Your Family has now completed an inventory of health and well-being, and has tried out some neat physical activities which are all important elements of health. However, many times we forget that relaxation, rest and positive Family relations are also important to long-term health. Unmanaged stress and anxiety can happen to us anywhere and at any time. No matter our age or level of education, feeling worried, being moody and having physical stress symptoms (i.e., stomach aches, sleeplessness, or unhappiness) may be signs of unmanaged stress.

"Keep in mind that stress is not necessarily bad - it keeps us 'tuned up' and ready to move through the day alert and prepared. But, unmanaged stress has long-term consequences for our health and relationships.

"An easy way to manage our daily stress is to be mindful of our body's reaction to it. Think about your reaction to stress. Do your hands get cold? Do you have headaches? Do you want to flee the room? The first step toward managing stress is to be aware of how it affects us. Now

take five minutes and have each of your Family members describe how they know when they are stressed.”

As Family members take turns describing how they know when they are stressed, move throughout the room, taking mental-notes of the things you are hearing. Without revealing the names of individuals, you might share this information when you reconvene the group in order to illustrate that everyone has stress indicators and that these are normal reactions.

“Let’s regroup. Thanks for sharing in your Families how you each know when you feel stress. As I moved around I heard many of the same symptoms and signs of stress ranging from not being able to eat, eating too much, fidgeting, excess sleeping and not being able to catch a deep breath. Though each of us may cope in a unique way, there is general agreement that relaxation is helpful when managing stress. Using restful, guided deep breathing and relaxing imagery are known to be effective stress management techniques. I invite you now to get your mats and lay on them while I turn down the lights (outside you might choose a cool, shady spot for this activity). You may begin a 10 minute guided relaxation exercise from Military One Source. This audio file is available online as one of the Chill Drill services through Military One Source.”

Play Chill Drill 3 “Releasing Stress” using the laptop and external speaker making sure the audio is not too loud but that all can hear

(www.militaryonesource.mil/12038/MOS/Audio/Chill_Drills/3_Chill_Drill.mp3).

“I hope that was enjoyable. You all seemed to be relaxed during this last activity.”

Debriefing Questions:

1. What did you experience during the “Releasing Stress” guided activity? What did your body feel like? What were your thoughts?
2. Are there times during your day when stress management would be especially helpful?
3. How might you use guided breathing or guided imagery during those times?
4. Are there opportunities to do these activities with your Family?

Talk It Over:

(15 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What was your goal for the lesson when we began?
- What did you learn about your Family’s general health?
- How does your Family make decisions regarding choices that impact the health of Family members?
- What did you learn about yourself by doing the project?

Process

- What were common themes or thoughts you had or that you heard throughout this session?
- What did you learn about making decisions?

Generalize

- Why is good decision making important to your Family?
- Will acting responsibly change your Family relationships?
- When else have you had fun and learned something new at the same time?

Apply

- What changes will you and/or your Family make after participating in these activities?
- What will this lesson mean to your Family in everyday life?
- How will you act differently in the future as a result of this experience?
- What can you do to keep practicing and learning how to maintain a healthy Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Decision Making, Self-responsibility, Spiritual and Emotional. 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)

“We would like to thank each Family for their active participation in all the activities today. Please make sure your areas are cleaned up. Return supplies to me and please dispose of any garbage appropriately.”

Extend the Activity:

- *T2 MoodTracker* from the National Center for Telehealth & Technology is another free resource app for tablets, smart phones, devices that will remind you to monitor and manage your stress. This quick, easy application sends a stress tip and reminder to log your own stress and moods on a regular schedule that you determine. *T2 MoodTracker* also has a simple note-taking function so you can jot reminders to yourself for quick stress management and relaxation tips. Enjoy!
- Once a stress management, relaxation plan is underway it’s a good idea to do occasional “check ups” to see how the plan is helping. Try the stress check quiz, MindCheck (<http://mindcheck.ca/mood-stress/stress-check>).



Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Inventory and put all equipment and supplies back into their respective kits and pack them for return as directed; make sure all iPad 2 devices, connector kits, cords and power chargers are returned to the Tech Discovery Tool Kit
- Return Tool Kits and supplied to appropriate Military Point of Contact
- Fill out report
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Health Check

Dear Family,

Today we learned that being healthy includes many areas of our lives. We also learned our Family's health is one of the most important aspects of our lives. We completed a Family Inventory and engaged in a dialogue with our Family to assess our health. An extra copy of the Family Inventory is attached to this letter for later use.

We had fun exploring several different ways to think about our health. There are a variety of options available through the workouts apps. We also learned how relaxation and rest improve our ability to relate to one another. We sampled one of the Chill Drills (i.e., Release the Stress) from Military One Source and identified other healthy living tools we can use in the future.

While exploring these healthy options, we learned that self-responsibility and decision making are key components in our individual and Family's overall health. The choices that we make now do affect our health in the future. It was fun to learn new techniques to help maintain balance and overall well-being in simple, quick, and easy to do ways. It doesn't take a lot of time out of our busy schedules to find ways to incorporate "health checks."

Through these activities, we explored how our Family interacts as our loved ones return from a deployment, and how we make decisions together that can sometimes affect the whole Family. Participating in these activities together was a great way of spending time together and also learning how to incorporate health into our personal and Family daily lives!

Best regards,

Conversation Starters

- What are ways our Family can incorporate "health checks" into our daily lives?
- What is your favorite fun physical activity? Why is it fun for you?
- If you could do any kind of physical activity without any limitations, what would you do?
- How can we work towards making small changes in our everyday life to promote a healthy lifestyle?

Family Based Health Asset Inventory

1. Each member of my Family has had a health checkup within the past year.
2. Each member of my Family has had a dental checkup within the past year.
3. Each member of my Family has had an eye checkup within the past two years.
4. Each member of my Family has a written health record and history.
5. Each member of my Family has adequate health insurance.
6. My Family knows how and when to access community health services.
7. My Family knows how and when to access mental health services.
8. My Family has a first aid kit.
9. My Family has emergency numbers posted near each phone.
10. My home has an operating smoke detector, fire extinguisher, carbon monoxide detector, and escape plan.
11. Each Family member uses appropriate safety procedures and protective devices such as seatbelts, helmets, and eye or ear protection.
12. Family members who are not able to care for themselves are not left alone.
13. My Family does not share prescription medications.
14. Each member of my Family follows directions for use of medications.
15. Each Family member protects his/her skin from sun damage.
16. Our home is free of peeling paint.
17. My Family eats at least 5 meals together each week.
18. Each Family member maintains a healthy weight.
19. Each Family member eats foods that are low in fat.
20. Each Family member eats at least 2 servings of dairy foods, (milk, yogurt, cheese ...) each day.
21. Each Family member eats at least 2 servings of whole grain bread or cereal each day.
22. Each member of my Family eats a total of 5 servings of fruits and vegetables each day.
23. Each member of my Family drinks at least 6 glasses of water each day.
24. Each member of my Family engages in at least 60 minutes of exercise each week.
25. Each member of my Family washes hands and all surfaces before handling food.
26. No Family member uses tobacco products.
27. Each sexually active member of my Family participates in safe sex practices.
28. Each Family member uses appropriate coping mechanisms, such as mediation, exercise, or talking with a caring friend.

Used with permission, Cooperative Extension Service, University of Kentucky - College of Agriculture, Family Health & Safety Organizer, Kerri Ashurst, Ph.D.

iSurvive!

Lesson Time: 4 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Pre-Teens and Teens

Internet Required: Yes

Life Skill Objectives:

- **Decision Making:** Practice Family decision making while preparing for the unexpected in the event of an emergency
- **Self-Responsibility:** Understand the importance of taking responsibility for your health and safety when in unfamiliar situations
- **Communication:** Learn how to share your ideas and input with Family members to ensure safety and survival in emergency situations

Resilience Skill Objectives:

- **Family:** Explore how trust and communication enhances Family relationships; use open-ended questions to increase dialog, helping bridge divides, and bringing Family members closer together
- **Social:** Practice exchanging ideas, views, and experiences; use these skills to strengthen relationships within your Family

Science and Technology Objectives:

- Understand how to use technology to learn about emergency preparedness and survival

Activity Overview:

Youth and Families will learn the basics to being prepared in an emergency situation by exploring survival scenarios that encourage development of a survival plan and communicating the plan to all Family members. Family members will also learn how to make their own Survival Bracelet and the practical uses for the survival bracelet. After learning emergency survival basics, Families will also learn about resources available to support military Families through reintegration.

Shout Out To Families!

Is your Family prepared for an emergency should one strike? From wilderness survival and making survival bracelets, to learning how to prepare your own emergency survival kit and learning to access valuable military support resources--prepare to BE PREPARED!

Prerequisites: None

Breakdown of Activities:

Icebreaker:

We're On the Ball

(30 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Activity 1:	iSurvive	(60 Minutes)
Activity 2:	Survival Bracelets	(60 Minutes)
Activity 3:	72 Hour Survival Kit	(40 Minutes)
Activity 4:	Military Family Survival	(30 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$2/person for Survival Bracelet materials

Space Needed:

Large room with tables and chairs; Families will be working as groups and extra space will make it easier to do icebreaker games where movement is required.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kits (2 Tool Kits = 8 Families)
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup and Internet support.
6. Cut puzzle pieces and put in an envelope (one puzzle/envelope per Family).
7. Take two pieces from each puzzle and put them in a different group's envelope - each group should be missing pieces and have extra pieces for their puzzle.
8. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Survival Game Board (in color) & Puzzle Pieces (need to be pre-cut and packaged) (1 per Family)
- iSurvive Scavenger Hunt worksheet (1 per Family)
- Military Family Resource Sheet (1 per Family)
- How to Make a Paracord Survival Bracelet handout (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Decision Making, Self-responsibility, Communication, Family and Social)
- iPad/VGA connector
- 8 iPad 2 devices (1 per Family) which have the following apps updated:

○ iSurvival



○ Keynote



Get from Mobile Technology Lab:

- 10 Laptops (1 per Family plus one for leader to use in demonstrations if needed)
- Wireless router

Buy or Borrow Supplies


Icebreaker: We're On the Ball

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Medium sized ball (that bounces easily)
- Ball of yarn

Activity 1: iSurvive

- Printed Survival Puzzle & pre-cut/laminated puzzle pieces in envelope (1 per Family)
- Printed iSurvive Scavenger Hunt worksheet (1 per Family)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- LCD projector
- Writing Utensils
- iPad/VGA connector (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Activity 2: Survival Bracelets

- 550 paracord (8-12 feet per person)
 - These can be purchased at most local craft/hobby stores (i.e. Michael's, Hobby Lobby, Military Surplus Stores)
- $\frac{7}{8}$ in. plastic fastener/side release buckle (1 set per person) 
 - These can be purchased at most local craft/hobby stores (i.e. Michael's, Hobby Lobby, Military Surplus Stores)
- Lighter (1-2 for the group)
- Scissors (1-2 pair for the group)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- How to Make a Paracord Survival Bracelet handout (1 per Family)

Activity 3: 72 Hour Survival Kit

- 8 iPad2 devices or laptops (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection

Activity 4: Military Family Survivor

- 8 iPad 2 devices or laptops (1 per Family) (Tech Discovery Tool Kits)
- Military Family Resource Sheet (1 per Family)
- Writing utensils
- Large Post-It Notes or other poster board (1 per Family)
- Markers

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up laptops, LCD projector and test the wireless Internet connection.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

iSurvive!

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

We're On the Ball (30 Minutes)

Ball Bounce (15 min)

1. Invite Family members to stand in a large circle with one individual agreeing to stand in the center of the circle and be the ball bouncer.
2. The activity begins with the ball bouncer bouncing the ball from the center of the circle out to an individual standing as part of the outer circle. The ball bouncer holds the ball

and says: *“Hi, my name is (insert name), I would like to meet _____ (insert name; here’s where the nametags will come in handy)”* and bounces the ball to that person in the outer circle.

3. The person who catches the ball then has 5 seconds to introduce themselves saying: *“Hi, my name is (insert name), a fun fact about myself is (insert fun fact)”* and tosses the ball back to the ball bouncer.
4. The ball bouncer repeats this procedure selecting random individuals around the circle.
5. When an individual is unprepared and unable to introduce themselves within 5 seconds, that individual becomes the ball bouncer and the game continues.
6. The objective of this game is for all members of the circle to have an opportunity to introduce themselves, but must do so within 5 seconds of catching the ball.

“This icebreaker served as a fun way to get to know each other, but also required each person to be PREPARED to give a quick introduction. As we move through today’s experience, we will be learning about emergency preparedness. Our next ice breaker will encourage communication during an emergency situation.”

Yarn Apocalypse (15 min)

1. Instruct Families to continue standing in a large circle with one individual agreeing to stand in the center of the circle and be the yarn tosser.
2. *“Today, _____ (insert name) is standing in the middle of what is about to become a Yarn Apocalypse. He/she will begin by wrapping some yarn around his/her wrist and then tossing the ball of yarn from the center of the circle out to someone standing in the outer circle, saying his/her own name first and then the name of the individual to which he/she is throwing the yarn.”*
3. *When you catch the ball of yarn, wrap some yarn around your wrist and then choose another person around the circle to throw the ball of yarn to saying your name first and then the name of the person who you are going to throw the yarn. You can choose whomever you want to toss the yarn to, but the only rule is that the yarn cannot be passed directly to the right or left of the person holding the yarn and cannot be thrown over the person in the center.”*
4. The ball of yarn is then tossed and caught around the circle, ensuring all members of the circle have some yarn wrapped around their wrist and are part of the Yarn Apocalypse.
5. After everyone has yarn wrapped around their wrist, say: *“We have now created a Yarn Apocalypse. To survive we must undo the yarn maze by accurately throwing the yarn to the person who threw it to you in the first place, unwinding it from their wrist and letting go.”*
6. Continue undoing the yarn maze by throwing the yarn to the next person it is connected to remembering to say your name and then theirs.

“We survived the Yarn Apocalypse by developing a plan and communicating with our team. Communication and planning were essential in surviving the Yarn Apocalypse and they are in real life emergency situations as well.”

Activity 1:**iSurvive (60 Minutes)**

“We just learned the importance of communication and preparedness in surviving an emergency situation. During this next activity we are going to explore how to survive in different outdoor situations if you ever find yourself lost in unfamiliar terrain.”

1. Each Family receives one Survivor Game Board in an envelope of puzzle pieces.
2. Instruct Families to cooperate when assembling their puzzles.
3. As groups begin to assemble their puzzles, they will begin to notice pieces are missing and will discover other groups have their missing pieces. Encourage trading and working together.
4. Once puzzles are assembled it should spell out the word “SURVIVAL.”
5. Randomly assign Families a survival zone (Desert, Tropical, Ocean, or Cold Weather) and distribute the iSurvive Scavenger Hunt worksheet.
6. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
7. Open the iSurvival app on the iPad 2 device and use the Survival Guide (Chapters 1-19) to complete the iSurvive Scavenger Hunt. (Press on the corresponding sections of the guide to complete the SURVIVAL Worksheet. Chapter 13 - Desert Survival; Chapter 14 - Tropical Survival; Chapter 15 - Cold Weather Survival; Chapter 16 - Sea Survival; Chapter 5 - Shelters; Chapter 18 - Direction Finding; Chapter 19 - Signaling Techniques)
8. As a Family, use the iPad 2 device to create a short 5 slide presentation using the Keynote app, highlighting what you learned about your assigned survival zone during your iSurvive Scavenger Hunt. Families can use the iPad 2 device camera to take photos and then add any creative photos they choose to their slides.
9. To create a new project in the Keynote app, open the Keynote app on the iPad 2 device.
10. Press the “+” in the top left-hand corner of the screen to “Create Presentation.”
11. Press “Create Presentation.”
12. Next “Choose a Theme.” (Select any one of the 16 themes available.)
13. Follow the instructions on the screen--to add a photo, click on the photo icon at the lower right of the photo to insert a photo from the Camera Roll.
14. To edit text, double-tap to edit and type from the iPad 2 device’s keyboard.
 - *Optional, add a transition by tapping the small thumbnail of the slide in the left-hand bar and choose “Effects and Options” to modify.
15. To add slides 2-5, press the white “+” at the bottom left of the screen and “Tap to add a Slide.”
16. Repeat the above steps 11&12.
17. When finished, press the triangle in the top right of the screen to view presentation.
18. Share short 5-slide Keynote presentations with the larger group by connecting the iPad2 device to the LCD Projector using the iPad/VGA connector.

Debriefing Questions:

- What did you learn about your survival zone that you did not already know?
- How will you be able to use what you learned during the iSurvive Scavenger Hunt when you and your Family travel or participate in outdoor activities together?
- What piece of survival gear might you add to your car or backpack after participating in this activity?
- What did your Family learn about decision making in a survival situation?
- What are some strategies for communicating with your Family to help you prepare for a survival situation?

Activity 2:**Survival Bracelets (60 Minutes)**

“Survival Bracelets have become a popular fashion accessory, but did you know that these bracelets can actually be used for survival? Together we will explore practical uses for a paracord bracelet and make our own bracelets to take home and wear.

1. *“What are practical uses for a paracord bracelet (other than fashion)? Use the iPad 2 device to discover Survival Bracelet uses.”*
2. Open the Safari app on the iPad 2 device to research uses for Survival Bracelets. Here are some helpful websites:
 - <http://survival.outdoorlife.com/blogs/survivalist/2013/04/paracord-bracelets-10-practical-uses-other-fashion>
 - <http://www.survivalbracelet.com/emergency-uses-for-paracord/>
3. *“Now each of you will learn to make your own Paracord Bracelet.”*
4. Distribute one plastic fastener/side release buckle and 12 ft of 550 paracord per person and a copy of How to Make a Paracord Survival Bracelet to each Family. (Facilitator should know how to make a bracelet to assist with participant questions and troubleshooting.)

**Activity 3:****72 Hour Survival Kit (40 Minutes)**

“If a disaster were to strike, are you and your Family ready? Disasters (natural or otherwise) and other hazards can strike at any moment and leave us at risk if we do not prepare ahead of time. In this activity, we will learn to prepare for the following emergency situation: your community is about to be stuck by an intense storm that is predicted to knock out all power and cause floods, fires and earthquakes. This storm will also cut off all basic services--electricity, gas, water, sewage and telephones. Your Family needs to be able to survive on your own for 72 hours (3 days) before help can reach you. Your task is to create a survival kit with enough food, water and essential supplies.”

1. Provide each Family with an iPad 2 device and have them use the Safari app to access the Internet.
2. Access the FEMA Readiness Web Site (<http://www.ready.gov/>) and click on the “Build A Kit” tab to explore suggestions for what to include in an Emergency Kit.
3. Instruct each Family that they have been given \$200 of survivor money for the entire Family to purchase supplies that they feel would help them to assemble their emergency kit.
4. Use the Safari app to research survival kit supplies and prices (remember each Family cannot exceed the \$200 limit).

5. Open the iSurvival app and open “SurvivalKitChecklist” (located at the bottom of the screen).
6. Press the “+” in the top right of the screen and follow the directions on the screen: “Enter Name of Survival Item Here” and press “Add Item to List” (type using iPad 2 device keyboard). Continue this step to create a list of all supplies that your Family will purchase with your \$200.
7. Have each Family share their list of emergency items purchased for their 72 hours of survival.
8. If there is extra time, Families can play the following internet games to reinforce what they have learned about packing an emergency survival kit:
 - Pack It Up: <http://www.ready.gov/pack-it-game>
 - Disaster Master: <http://www.ready.gov/kids/games>

Debriefing Questions:

- What are the most important items to include in an emergency survival kit?
- Did your Family members all agree on which items were most important? How did you come to agreement?
- Were you surprised by what items were needed to be included in an emergency survival kit?
- How many items could be realistically purchased for \$200?

Activity 4:

Military Family Survival (30 Minutes)

“We know that military Families face some tough times going through a deployment including reintegration. There are lots of resources out there to help military kids, and we want you to continue to use them even though your loved one may already be home. We’re going to spend a little bit of time today showing you some resources that are available to you, letting you dig in and learn how to use them. We would also like you to share resources that have been helpful for your Family so that others can take advantage of them too!”

1. Give each Family an iPad 2 device or laptop to use.
2. Give each Family a Military Family Resource Sheet.
3. Instruct the Families to spend some time exploring the different websites and apps.
4. Ask Families to write any websites, apps or other resources that have been helpful to their Family during deployment on the large Post-It Notes or posters in the room so that all can see them and write them down on their Resource Sheet.

Debriefing Questions:

- What new resources did you learn about today?
- Is there a resource that you and your Family might use to help you during this time of adjustment? If so, which one and why?

Talk It Over:

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- Which of the activities was the most fun? The most challenging?
- What surprised you about preparing for emergency situations?
- How did Family members express their thoughts and ideas during your decision making?
- What were your goals while participating in the various activities in this lesson?

Process

- What did you learn about making Family decisions during emergency situations?
- Why does it matter that you learned about surviving in emergency situations?
- What new questions do you have about being prepared for emergency situations?
- What advice would you give to friends and Family members relating to being prepared and communicating during emergency situations?
- What do you feel your Family needs to do to be better prepared during an emergency situation?
- What other things did you learn while participating in this activity; i.e. Family communication?

Generalize

- In what other areas of Family life is it advisable to have an emergency plan?
- How will the skills you learned today be helpful in those situations?

Apply

- What can you do to make better Family decisions?
- Why was this activity important to your life? The life of your Family?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill signs that are posted around your space: Decision Making, Self-responsibility, Communication, 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 we learned about the importance of communicating and being prepared for emergency situations by exploring possible wilderness survival scenarios and learning how to create our own Family emergency supply kit. We also learned how to make paracord survival bracelets and the practical uses of survival bracelets. Finally, we learned about resources available specifically for military Families to support the needs of military Families experiencing deployment and reintegration. All of today’s resources are available on the web and can be accessed from home & work computers to continue to support your Family and enhance resilience during any situation. Thank you for participating in today’s activity. We hope you feel more prepared and empowered to handle emergency situations and have learned more about your Family’s communication and decision making.”

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Facilitator and volunteers will need to clean all projects created during the activities off all of the iPad 2 devices within the iSurvive app and the Keynote app
 - To clean projects off iSurvive app:
 - Open iSurvive app
 - Press “SurvivalKitChecklist”
 - Press “Edit” in top left corner
 - Press each red circle & delete
 - Close app
 - To clean projects off Keynote app
 - Open Keynote app
 - Press “Presentations” in top left corner
 - Press and hold presentation and projects will wiggle
 - Press the trash can in the top left to delete
 - Press “Delete Presentation.” (You can export projects to email, iTunes or WebDAV by pressing the box-arrow symbol in the top left.)
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

Lead Author: Teresa Noon, OMK Project Director, 4-H Youth Development, University of Arizona Cooperative Extension

Contributing Author: Amber Greeley, 4-H/OMK Program Specialist and State 4-H Military Liaison, University of Minnesota Extension Center for Youth Development

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iSurvive!

Dear Family,

Today we learned about the importance of communicating and being prepared for emergency situations by exploring possible wilderness survival scenarios and learning how to create our own Family emergency supply kit. We also learned how to make paracord survival bracelets and the practical uses of survival bracelets. Finally, we learned about resources available specifically for military Families to support the needs of military Families experiencing deployment and reintegration. All of today's resources are available on the web and can be accessed from home & work computers to continue to support your Family and enhance resilience during any situation.

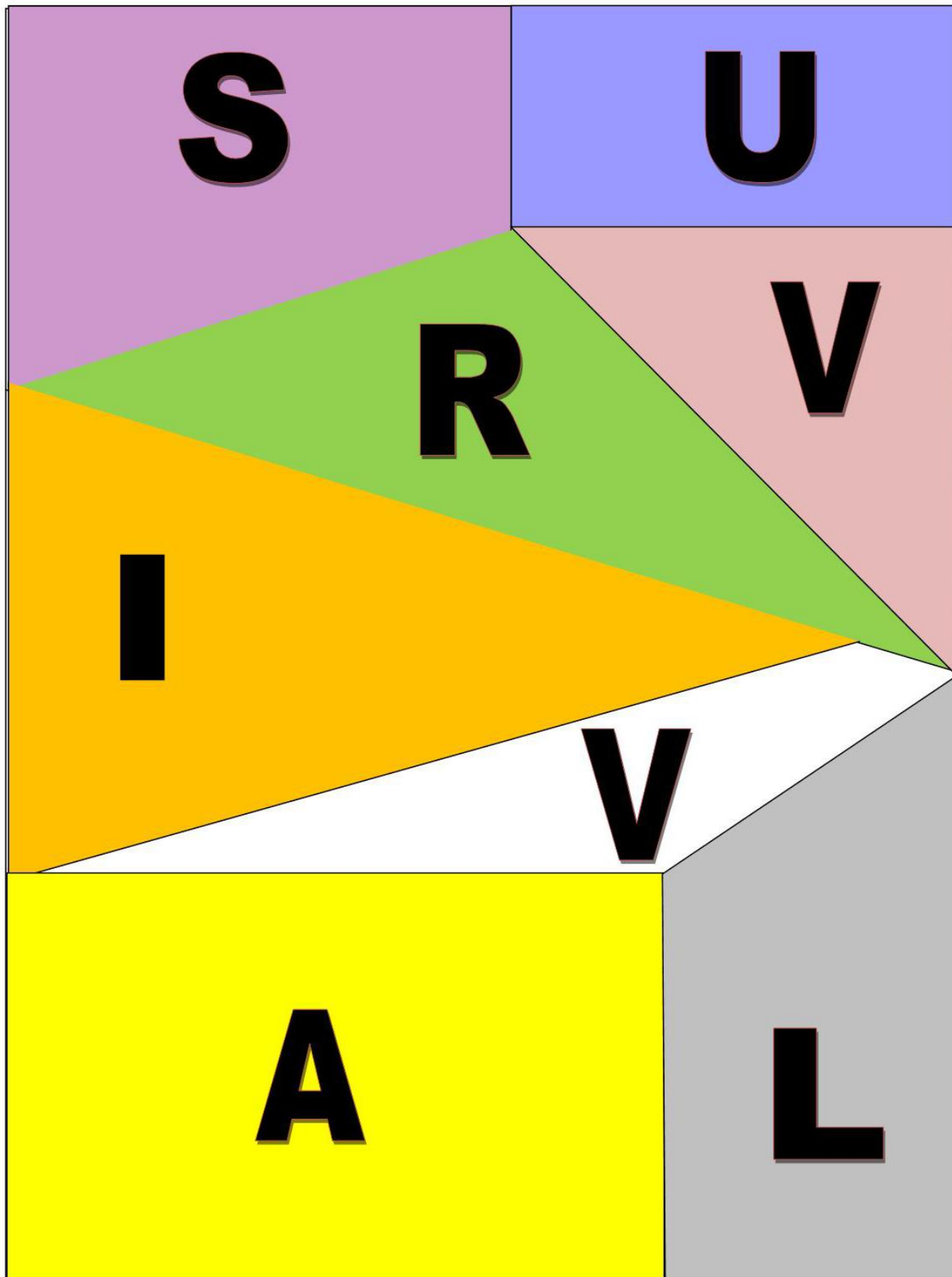
Thank you for participating in today's activity. We hope you feel more prepared and empowered to handle emergency situations and have learned more about your Family's communication and decision making.

Best regards,

Conversation Starters

- What are some ways our Family can be more prepared for an emergency situation?
- If you had \$100 more to spend on your 72 Hr. Survival Kit, what would you buy? Why?
- What items do we already have at home that we could include in our emergency survival kit?
- Which military resources might be helpful for our Family? For you individually?

Survival Game Board



Directions:

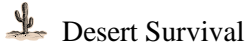
Print on color printer, laminate, then cut apart puzzle pieces (1 set per family).

Place pieces into an envelope for each family.

When assembling envelopes: remove 2 different pieces from each family's envelope and put into the envelope for another family.

iSurvive Scavenger Hunt

Use the iSurvival app to SURVIVE one of the following scenarios (circle one):



Desert Survival



Cold Weather Survival



Tropical Survival



Sea Survival

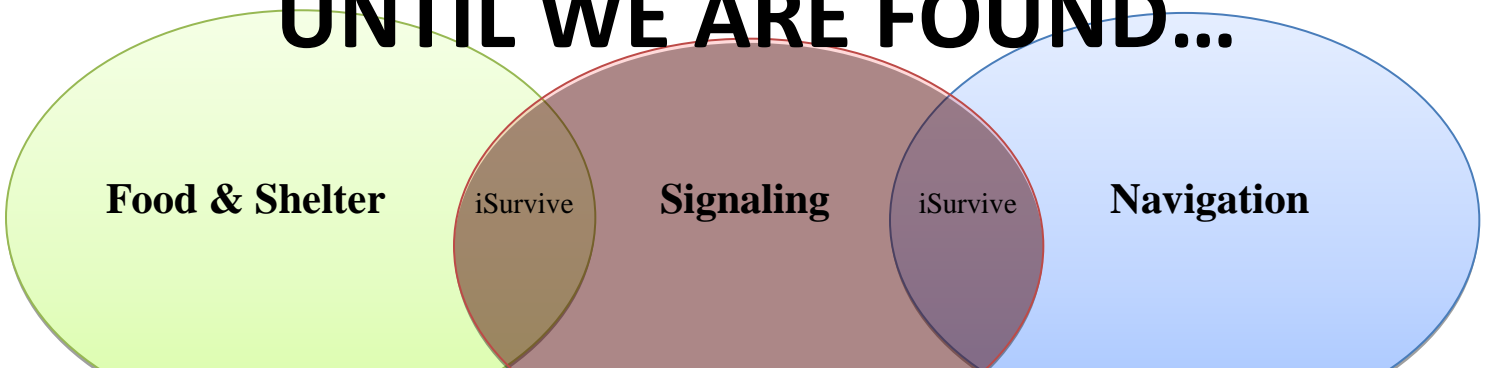
- S** Size Up the Situation
- U** Use All Your Senses
- R** Remember Where You Are
- V** Vanquish Fear & Panic
- I** Improvise
- V** Value Living
- A** Act Like Natives/Adapt to Environment
- L** Live by Your Wits/Learn Basic Skills

iSURVIVE Questions:

1. Where Are We? _____
2. What are the Dangers? _____

3. What Should We Have Packed? _____

UNTIL WE ARE FOUND...



Food & Shelter

iSurvive

Signaling

iSurvive

Navigation

What Are Our Options?

Type of Signal

- ✓ Smoke
- ✓ Fire
- ✓ Mirrors/Shiny Objects
- ✓ Flashlight
- ✓ Other: _____

Find Our Way

- ✓ Sun ✓ Shadows
- ✓ Stars ✓ Landmarks
- ✓ Moon ✓ Compass & Map


Military Family Resource Sheet

Resource Name	Website/Location	About Resource
Military Kids Connect	Militarykidsconnect.org	Online community of military children (ages 6-17) that provides age appropriate resources for dealing with the deployment cycle
Military OneSource	MilitaryOneSource.mil	Resources for Service Members, Military Families, Service Providers and more
Military Youth on the Move	apps.militaryonesource.mil/myom	Topics are categorized by age group (Kids, Pre-Teens, Teenagers and Parents) and Include: Moving Out, Healthy Living, Get Help, Stay Safe, Podcasts and More
Operation: Military Kids (OMK)	Operationmilitarykids.org	Find out what's happening in your state for military connected youth
Our Military Kids	Ourmilitarykids.org	Offers grants for kids experiencing a deployment that can be used for participation in sports, fine arts and tutoring programs
Tutor.com	tutor.com/military	Get homework and studying help from a professional tutor – FREE for military families

How to Make a Paracord Survival Bracelet



Supplies Needed:

- **550 Paracord (8 -12 feet per person)**
These can be purchased at most local craft/hobby stores (i.e. Michael's, Hobby Lobby, Military Surplus Stores)
- **7/8" Plastic Fastener/Side Release Buckle (1 per person)** 
These can be purchased at most local craft/hobby stores (i.e. Michael's, Hobby Lobby, Military Surplus Stores)
- **Scissors (1-2 pairs for entire group)**
- **Lighter (1-2 for entire group)**

Step 1: Measure Paracord

- Measure and cut 8-12 foot piece of paracord
- Find the center of the cord by folding the cord section in half matching up the two ends; maintain this loop for Step 2
(For a thinner bracelet remove inside strands – “the guts”)



Step 2: Thread Cord Through Buckle

- Look at the top of plastic fastener/buckle.
- Find the seam where side 1 & 2 connect.
(The seam should be on the right side of the fastener/buckle.)



- c) Insert cord loop into right side of fastener from the top to bottom



- d) Pull through opening and then pull the long legs of cord through loop to secure a knot around the right side of the fastener.



- e) Take loose ends of cord and pull through the left side of the fastener from top to bottom and pull to make a wrist-sized loop.

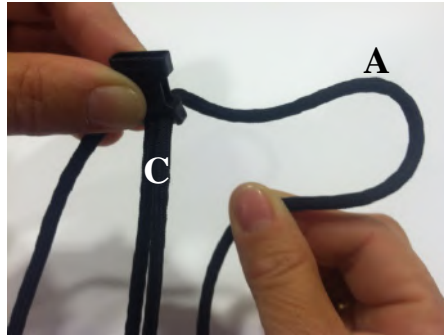


Step 3: Weaving the Bracelet

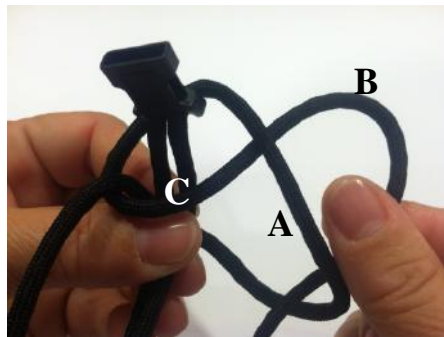
- a) Insert wrist into wrist-sized loop to determine correct size.
(Ensure bracelet is not too snug—stick one finger between the bracelet and your wrist for a looser fit.)



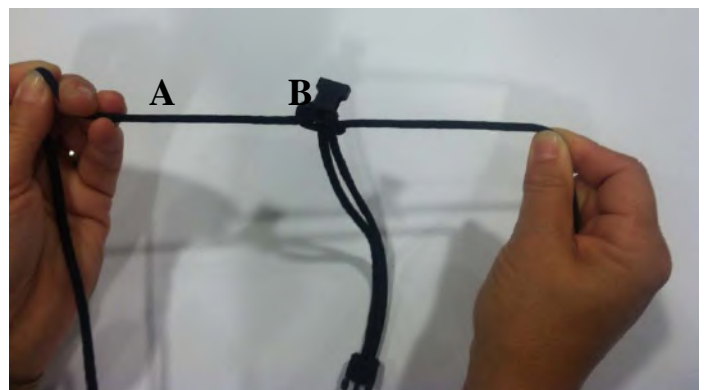
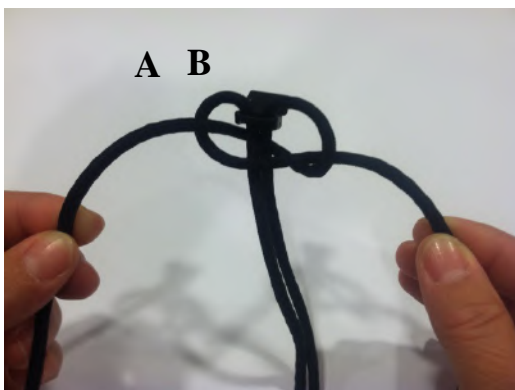
- b) Have a partner hold left side of fastener so you don't lose your size.
- c) Unclip fastener, hold left side of fastener and cord in left hand. (Long legs of cord should hang from back and short end with fastener should hang in front.)
- d) With right hand, take right hanging leg (A) and make a rabbit ear loop on the right side, have hanging leg touching behind short double strings (C).



- e) With left hand, take left hanging leg (B) and move it under the right hanging leg (A), over the short double string (C) and through the rabbit ear loop from front to back.



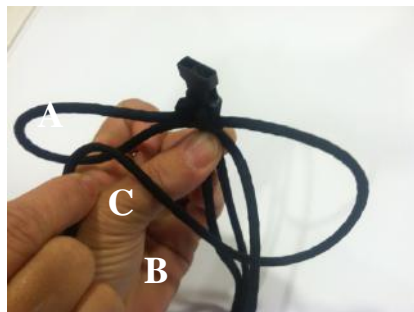
- f) Hold one long leg of cord (A & B) in each hand and pull cords away from center to tighten cord around plastic fastener.



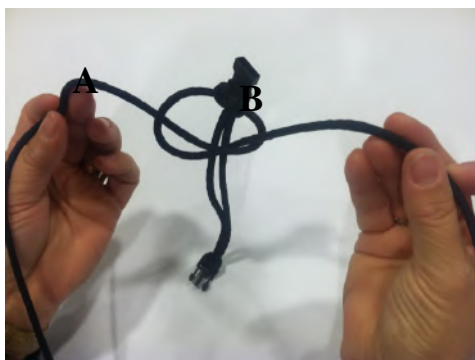
- g) With left hand, take left hanging leg (B) and make a rabbit ear loop on left side, have hanging leg touching behind short double string (C).



- h) With right hand, take right hanging leg (A) and move it under the left hanging leg (B), over the short end (C) and through the rabbit ear loop from front to back.



- i) Hold one long leg of cord (A & B) in each hand and pull cords away from center to tighten cord around plastic fastener.



- j) Push weaves up towards buckle with right hand to make a tight weave.



k) Repeat steps d – j to continue bracelet weave to other end of the bracelet.



Step 4: Finishing the Bracelet

a) Pull cords away from center to tighten cord around plastic fastener.



b) Cut remaining cord from each side of the bracelet.



- c) Using a lighter, heat up the cut ends of the cord to melt them to the bracelet. (This keeps the bracelet from coming undone.)



- d) Caution: Paracord will be HOT. Allow bracelet to cool, before wearing on wrist.



Written for Tech Discovery Curriculum by:

Teresa Noon, OMK Project Director, 4-H Youth Development, University of Arizona
Cooperative Extension

Amber Greeley, 4-H/OMK Program Specialist and State 4-H Military Liaison, University of
Minnesota Extension Center for Youth Development

Manners Matter

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Pre-Teens or Teens

Internet Required: Yes

Life Skill Objectives:

- **Self-responsibility:** Understand how your manners represent you to others, build confidence and help you and your Family present yourselves in social and professional settings
- **Decision Making:** Make choices and work together as a Family developing a video that demonstrates appropriate behavior
- **Communication:** Express creative ideas as your Family works together to complete a task and learn how to positively enhance relationships by exhibiting proper manners

Resilience Skill Objectives:

- **Social:** Develop and maintain trusted relationships and respond to others with authentic, active and constructive interest
- **Family:** Develop stronger Family relationships built on respect, compassion and alliance

Science and Technology Objectives:

- Understand the basic components of digital photography and video production

Activity Overview:

Youth and Families will work together to discover what others perceive as rude behavior and begin to recognize what is considered to be good and bad manners. Families will then have the opportunity to learn about good manners through interactive activities, including creating a video that models good manners that can lead to improved behavior and communication at home.

Shout Out To Families!

Does the way other people act drive you crazy? Do you find yourself exhibiting behaviors that probably drive others crazy too? That's because manners, matter! Learn how good manners can help your relationships with others, build self-esteem and earn respect in public and at home!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Secret Handshake	(10 Minutes)
Activity 1:	Good Manners Matter	(10 Minutes)
Activity 2:	Public Rudeness	(55 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Activity 3:	How Thoughtful	(15 Minutes)
Activity 4:	Family Manners	(15 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$0

Space Needed:

Room with tables, chairs and open space. Wireless Internet access is required for the activity.

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup and Internet support.
6. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around your space (Self-responsibility, Decision Making, Communication, Social and Family)
- 8 iPad 2 devices (1 per Family)
- iPad/VGA connector
- Wireless external speaker
- Nametags

Get from Mobile Technology Lab:

- 8 laptop computers (1 per Family)
- Wireless router

Buy or Borrow Supplies

Pre-Activity: Don't Gross Out the World

- 8 laptop computers (Mobile Tech Lab)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection

Icebreaker: Secret Handshake

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Activity 1: Good Manners Matter

- Flipchart paper (2 or more)
- Markers

Activity 2: Public Rudeness

- Flipchart paper (1 per Family)
- Markers (2 per Family)
- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- iPad/VGA connector (Tech Discovery Tool Kit)
- LCD projector/screen
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Activity 3: How Thoughtful

- At least 2 random objects (i.e. rock, paperclip, rubber band, twig, bucket, tossable from the Tech Discovery Tool Kit)

Activity 4: Family Manners

- Flipchart paper
- Markers
- Slips of paper (2 per person)
- Writing utensils (1 per person)
- 1 basket, bucket, or hat

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up the 8 laptops in various places around the space for the “As Families Arrive” activity, projection device, wireless speaker and test the Internet connection.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Manners Matter

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles
- As Families arrive and are waiting for the programming to begin, have them work together around a laptop to complete the “Don’t Gross Out the World” quiz online (<http://www.fekids.com/img/kln/flash/DontGrossOutTheWorld.swf>)

Icebreaker:**Secret Handshake (10 Minutes)**

1. Divide the participants into two equal sized groups—Groups A & B.
2. Group A should stand in a tight circle facing away from the center of the circle.
3. Group B should make a circle around and facing Group A.
4. Each person should partner up with the person facing them (internal circle faces external circle). Partners should shake hands, say their names and share one fun fact about them.
5. The partners should then rate and comment on each other's handshake.
6. The outer circle should rotate clockwise two places and repeat the introductions.
7. Continue the introductions until participants have returned to their starting point (or near their first partner).

Debriefing Questions:

- How did people describe your handshake?
- What makes a good handshake?
- Why is a good handshake important? (First impressions are very important and a handshake is a big part of a first impression.)
- How do you want people to describe your handshake? (Ideally, you want people to say you have a strong, confident, and professional handshake.)

Activity 1:**Good Manners Matter (10 Minutes)**

“Are there things that people do that drive you crazy? I’ll bet that there are things that you do that drive other people crazy too! Today we’re going to spend some time talking about manners with the hope of making us all better people. We will be exploring proper behaviors in different situations. Let’s start out with a little bit of brainstorming.”

Large group brainstorming; use flip chart paper to record participant ideas for all to see:

1. *“Why do you think good manners are important?”*
 - Examples:
 - They are a way of showing respect
 - They make other people feel good
 - They are a consideration for others
 - They show confidence in yourself
 - They help you work better with others
 - They make others feel good
 - They make you feel good
2. *“What might you experience by having good manners?”*
 - Examples of outcomes from good manners:
 - Got a job/promotion
 - Got a positive response from parents/friends/teachers
 - Got respect
 - Got a date

“Service Members, did you spend some time before you deployed learning about the culture in the country you were going to? Why was it important to learn about the country’s culture before

you traveled there? Was it helpful? Understanding a different culture and cultural habits/manners can be very important in building relationships and trust. This is the case whether you are traveling around the world or are just out in public.

“So we can see how important it is to have good manners, how they can help us in life and how we have to consider cultural differences when it comes to the proper way to do things. Now let’s learn about good versus bad manners!”

Activity 2:

Public Rudeness (55 Minutes)

“There are certain things that people do in public that drive us absolutely crazy and make us want to yell at them. Rather than doing that, let’s talk about them to make sure that we’re not doing them too! Our next activity will explore proper behaviors in different situations. It’s important to express your feelings and behavior in an appropriate manner. Let’s discover what teenagers and adults do to annoy other people when they’re out in public.”

1. Give each Family a flip chart paper and marker(s) and instruct them to work together making a list of all the rude things that people do in public.
 - Examples:
 - Swear
 - Burp or spit
 - Not say “please” or “thank you”
 - Talk back to parents
 - Write on or damage other peoples’ property
 - Talk on phone in check-out line
 - Text Message while someone is having a spoken conversation with them
2. Have each Family indicate (star, circle, etc.) their top three to five ideas of the things that they think are the most rude or that annoy them the most.
3. Hand out an iPad 2 device to each Family and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
4. Instruct Families that they will now use the iPad 2 devices to make short video clips that capture them displaying their top rude behavior scenarios and follow that by creating another clip that corrects the behavior displaying proper manners.
 - a. Tap on the Camera app
 - b. Change setting to video setting instead of photo setting
 - c. Press the record button to record your short clips
 - d. Video will save to the camera roll for Families to review and share with the group later
 - e. Once you’ve completed your 3-5 short video clips, tap on the Camera Roll to review your videos within the video library
 - f. If you want to re-record any of your clips, just record a new one and delete any files that you don’t want to use

5. Give the Families 30 minutes to record their videos. Allow the Families to spread out and have fun with the videos!
6. Bring the Families back together and use the iPad/VGA connector, LCD projector and wireless external speaker to share the videos with the rest of the group.

Debriefing Questions:

- What bad manners are you guilty of doing in public?
- How did your Family pick which were the most rude behaviors? Did everyone agree?
- What was the best part about making these videos?

Activity 3:

How Thoughtful (15 Minutes)

“There are times in our lives when we have received a gift that we don’t like or understand. We need to learn to be gracious for whatever we receive. We’re going to practice being thankful for our gifts right now!”

1. Divide the group into two smaller groups and provide each group with one “gift” (a random object).
2. Ask the tallest person in each group to give the gift to another person within the group. The person receiving the gift should accept it with grace and gratitude.
 - Example 1:
 - Gifter: “Teresa, I got you something that I hope you’ll love!”
 - Receiver: “Thank you so much Bill! My desk is such a mess right now and this paperclip will help me organize all my papers!”
 - Example 2:
 - Gifter: “Amy, I saw this gift and it made me think of you so I had to get it for you!”
 - Receiver: “Oh my goodness Sandy! How did you know that I just got a new coffee table the other day and this twig will look so beautiful on it! Thank you so much!”
3. The person that was the “Receiver” then becomes the next “Gifter” and selects another person in the group to receive the gift. Continue until all people in the circle have had the opportunity to be both a “Gifter” and “Receiver.”
4. Encourage participants to think and speak quickly! The faster they go, the funnier the comments will be!
5. If the groups finish quickly and if you used different items for each group, switch the items and start over.

Debriefing Questions

- Why is it so important to appreciate the gift that was given to you?
- How did you feel as the gift giver when the receiver expressed gratitude?
- Have there been times that you’ve received gifts that you didn’t maybe like? How did you react?
- How would you define “gracious” and “gratitude?”

“It is important that whatever gift you receive, as long as it’s not inappropriate, is gratefully acknowledged. Someone has taken the time, effort and maybe money to go out of their way to give you this gift, and whether you need it or like it or not, it is important to be gracious.”

Activity 4:

Family Manners (15 Minutes)

“Previously, we talked about how we may behave inappropriately in public. But, what about how we act at home? Do you act differently in public than at home? How about when you have company over? Sometimes when we’re having a bad day or we’re not feeling well, we take our anger out at home with our parents or siblings, and that’s not fair to them. We also tend to forget about all of the manners and good behaviors that we try so hard to maintain when we’re out in public.

“If you’ve experienced deployment, think about how difficult it may have been. Maybe a member of your Family was mad at a loved one for leaving or was upset with the loved ones that were home. By having good manners and treating each other with respect, coming back and living with each other as a whole Family unit, following deployment, can be easier. Home should be a safe, friendly, loving environment for everyone. We ALL should think about our behaviors and work hard to put our best foot forward wherever we may be!”

1. Invite participants to sit in a circle.
2. Have a basket in the center of the circle.
3. Give each participant two pieces of scrap paper and a writing utensil.
4. Have participants write the following each on a separate slip of paper:
 - One bad habit/manner/behavior they do at home or with Family
 - One bad habit/manner/behavior that someone else in the Family does at home
 - Examples:
 - Not say “please” or “thank you”
 - Interrupt when others are talking
 - Talk back
 - Say “I hate...”
5. Crumple up each of the papers and throw them in the basket in the center of the circle. Explain that we are illustrating throwing these bad manners out and trying to get rid of them positively!
6. After all of the bad manners are in the basket, pass the basket around the circle and instruct every participant to take out two slips.
7. Next, go around the circle twice having each person read one bad manner each time. Record each of the bad manners on flip chart paper.
8. As each bad manner is read, have participants raise their hand every time they hear something that they are guilty of doing.

“Is there anybody that didn’t raise their hand for at least one bad manner/habit/behavior? No, because we all fall into a pattern when we’re comfortable with each other. Our Family is always going to love us, so we tend to take advantage of them and forget how important they are to us. It’s important for us to also share with our loved ones in an encouraging, loving way when we notice their manners going by the wayside. It’s important, especially as you are fitting your

Family back together after a deployment to always keep the communication open. What are some ways your Family can all work together to have good manners at home?"

- Examples could include:
 - Acknowledge either other
 - Talk to each other
 - Tell each other where you are
 - Smile
 - Pick up after yourself
 - Do things without being asked
 - COMMUNICATE

Debriefing Questions:

- Why are good manners SO important at home?
- Since your loved one has been home, have you noticed more or new bad habits? Why do you think that might be the case?

"Don't forget to communicate and be kind to each other!"

Talk It Over:

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What surprised you today as we discussed manners?
- How did your Family decide which were the worst bad manners that you were going to act out? Were everyone's opinions shared and heard?
- What was the most challenging part about making the videos and working together as a Family to complete the task? Why?

Process

- Why was it important for us to learn about manners?
- What did you learn about yourself and your Family?
- What key points did you learn today?

Generalize

- Where might you need to have good manners in the future?
- Your Family is a team, what have you learned today that can help you make the way you work/live together better?
- Why was today's lesson important to your everyday life?

Apply

- How can you help each other to remember that you are responsible for your behaviors?
- What can you do together as a Family to improve the way you communicate at home?
- How can you use what you learned today to help your Family push through in the reintegration phase positively?
- How will you act differently in the future as a result of this experience?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Self-responsibility, Decision Making, Communication, 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:

(5 Minutes)

“Today we spent a lot of time talking about the effects of ‘being rude’ and how not having appropriate manners can negatively affect our relationships. We discussed how to identify these bad behaviors within ourselves. We don’t always think about our behavior (in public or at home) or how it will affect ourselves or others around us, but if we are going to be strong, supportive Family and community members, then we need to take responsibility for our actions and behaviors and put our best foot forward, all the time! I hope that you had fun today working with your Family and learning how to have better manners!”

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Go to the Camera Roll on each iPad 2 device and delete all videos that were created in Activity 2
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

Lead Author: Amber Greeley, 4-H/OMK Program Specialist and State 4-H Military Liaison, University of Minnesota Extension Center for Youth Development

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

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Manners Matter

Dear Family,

Today we spent time discussing and exploring the effects of “being rude” and how not having appropriate manners can negatively affect a relationship. We discussed how to identify these bad behaviors within ourselves and how to correct our behaviors. Unfortunately, we don’t always think about our behavior (in public or at home) or how it will affect ourselves or others around us. But, if we are going to be strong, supportive Family and community members, then we must take responsibility for our actions and behaviors and put our best foot forward, all the time!

We began our activity today by practicing our handshakes and learning how a handshake can influence a first impression and what someone might think about us. We then discussed what are considered good manners and how these can influence how we are perceived in public. We also explored the importance of understanding different cultures when traveling or while deployed to ensure that our actions are not considered offensive when we are in public. Following this, we had the opportunity to create videos that demonstrated undesirable manners and how to correct that behavior. We finished the activity by participating in an exercise that enabled us to explore our own behaviors within our home and Family and how good manners can enhance our relationships and what others think about us.

Manners do matter as they can help our relationships with other people, build self-confidence and help us to earn respect. We hope that you had fun working with your Families and learning that manners matter.

Best regards,

Conversation Starters:

- Who is one person that comes to mind when you think about having good manners? Give examples why.
- What are some of the cultural differences in our community? What are some behaviors we might have to change to fit in? Did we have to change our behaviors to fit in?
- In what situations is it most important to have good manners, and why?

Nature's Adaptations

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Pre-teens or Teens

Internet Required: Yes

Life Skill Objectives:

- **Communication:** Understand how adaptations are needed by all members of the Family when a Service Member is deployed and returns and how discussion can help the entire Family through this transition
- **Teamwork:** Work together to utilize observation skills to see how others are responding and apply these skills to the Family team when the Service Member returns from deployment
- **Decision Making:** Learn how to observe Family members and assist with adaptability skills during a transition

Resilience Skill Objectives:

- **Social:** Strengthen communication with others by learning how to be observant of others and encourage adaptability to foster resiliency

Science and Technology Objectives:

- Understand how to make observations and look for adaptations in nature

Activity Overview:

Youth and Families will explore together how plants and animals adapt to their environment. Using that knowledge, youth and Families will explore adaptations in their own lives due to deployments that have occurred.

Shout Out To Families!

How observant are you? Do you notice what's going on around you? Do you make changes based on your environment and do things differently? Let's explore what you see around you and see how observant you really are!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Animal Identification	(10 Minutes)
Activity 1:	Animal Adaptations	(15 Minutes)
Activity 2:	Outdoor Exploration	(30 Minutes)
Activity 3:	Observation in Action	(40 Minutes)
Activity 4:	Personal Adaptations	(10 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Talk It Over

(10 Minutes)

Closing & Cleanup

(5 Minutes)

Budget Range for Activity: \$0

Space Needed:

Tables and chairs for participants. Wireless Internet access is required. You will be going outdoors to explore the natural surroundings.

Before the Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional Tech Discovery training (<http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Practice the activities, review all materials and handouts
- Secure indoor and outdoor space to hold the activity
- Explore the outdoor space to become acquainted with the possibilities for adaptations that might exist; be able to direct participants to certain areas for observation
 - Be looking specifically for plants that have unique leaves (hairy or fuzzy) or prickles such as a rose bush or a cocklebur
 - Look at the bark of trees – smooth such as a young maple or rough such as a large oak or cottonwood
 - Look for vines – are there vines growing up along trees or branches or tangled in amongst other plants
 - Look for nests in trees or bushes – are they easy to locate or do they blend in; are they located in unique places (under an eave of a roof or porch)
 - Look for moss growing on a tree or rock
- Determine boundaries for exploration
- Be familiar with the links in the activity plan for directing participants

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup and Internet support.
6. Charge all iPad 2 devices for use during event.
7. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Animal Identification Clue Cards (Follow directions to assemble 1 deck)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Communication, Teamwork, Decision Making, and Social)
- 8 iPad 2 devices (1 per Family) which have the following apps updated?

- YouTube



- Animal Kingdom



- Nametags

Get from Mobile Technology Lab:

- 10 Laptops (1 per Family plus one for leader to use in demonstrations if needed)
- Wireless router

Buy or Borrow Supplies

- Flipchart paper
- 4 markers

Icebreaker: Animal Identification

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Animal Identification Clue Cards

Activity 1: Animal Adaptations

- iPad 2 device (Tech Discovery Tool Kit)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- iPad/VGA connector (Tech Discovery Tool Kit)
- LCD projector and screen
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Activity 2: Outdoor Exploration

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Bug spray/sunscreen for time outdoors
- Hula Hoops or sections of rope (1 per Family)
- Whistle
- Extension cords/power strips as needed
- LCD projector and screen

Activity 3: Observation In Action

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- 10 laptop computers (1 per Family) (Mobile Tech Lab)
- Extension cords/power strips as needed

Activity 4: Personal Adaptations

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- iPad/VGA connector (Tech Discovery Tool Kit)
- LCD Projector and screen
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson making sure they all have name tags and have introduced themselves to each other before you get started.
2. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Nature's Adaptations

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

Animal Identification (10 Minutes)

"Welcome! I'm giving each of you an Animal Identification Clue Card identifying the characteristic of an animal. I'd like you to mingle with others and share your clues with one another. The goal today is to find others who have clue cards that might be for the same animal as you have. As you meet others with the same animal, stay together and see if you can figure out which animal it is. Don't say it loudly yet! When everyone thinks they know their animal, we'll read off the clues and see if the rest of the group can figure it out!"

1. Begin the animal clue game by shuffling the clue cards and handing out one or two cards to each player. (It's ok to give each person clues to more than one animal.) The players should be standing in an area where they can mingle freely.
2. Each of the clue cards in the deck describes one of seven different animals (74 cards total).
3. Tell players not to begin until you give the signal, so that everyone can start together.
4. The play: Players call out the names of the animals they think are described on their clue cards. A player's card might say "You are a warm blooded animal, have a long tail and four feet." The player thinks "Maybe I'm a squirrel" so he calls out "Squirrel." No one else is shouting out "squirrel," but someone is shouting "otter" and the player notices several other people heading in the "otter" person's direction. He checks his clue again and realizes he could be an "otter," so he joins the group and they try to collect all of the otter clue cards.
5. If the players have several cards, it could be quickest for the group to choose one person to try to collect all the "otter" clues (and for all other animals). Then the player can concentrate on his other cards.
6. Check each group's cards only after all of the people have found an animal group. When all of the animals are identified and the clue cards are gathered, have each group read two or three of their most interesting clues aloud.
7. For a smaller group of people, adjust the size of the deck by removing some of the cards or maybe all the cards for one animal.

As groups mingle, be encouraging and answer questions they might have without giving away any clues.

"Thank you for sharing your animal clues and identifying the animals. I'd like to ask you now to share your name and provide us with one "clue" about yourself that would indicate something you'd like to share with others in the room."

Debriefing Questions:

- What made this activity challenging?
- How was solving this puzzle like solving a problem in your own life?
- When do you have to use clues to figure things out each day?

Activity 1:

Animal Adaptations (15 Minutes)

"One of the animals we just provided clues about has a bill that is used to chisel wood. As we heard the clues for a woodpecker, we see that it has made changes that help it to survive in nature. That is called adaptation. That means it has become better able to live and survive in its habitat. Nearly always, an adaptation is made to allow for survival.

"Can you think of how you make adaptations in your life? Do you ever have to follow different rules in different places? Maybe it's rules at school or work and rules at home – they can be different and you have to adapt to whatever they are to keep yourself from getting in trouble.

“Adaptations are important in nature as they allow plants and animals to adjust to their surroundings. As humans, we can make adaptations very easily through our behavior. With plants and animals, it is much harder to do and often takes a very long period of time to adjust to their surroundings. Without an adaptation, a plant or animal could become extinct.”

“Why do you think plants and animals need to adapt?”

- Responses could include:
 - Other animals like to eat the plant and it could quickly become extinct
 - Without enough water, the plant could die so the plant has new ways to survive
 - By changing color it is easier to hide

“Plants and animals have made adaptations that have allowed them to survive in their habitat. This might mean the texture of a leaf is different or the length of a tongue is longer – to help them do the job they need to do and survive.”

“Let’s watch a YouTube video that gives us a couple examples of how an animal has adapted to its environment. This video shows how body structure and behavior can help an animal survive in a place that many creatures might not.”

- Connect one iPad 2 device to the LCD projector using the iPad/VGA connector
- Connect the iPad 2 device to the wireless external speaker via Bluetooth connection
- Select the YouTube app and search for “Animal Adaptations Imiller23elon”

“Can you think of other plants or animals that have made adaptations for survival?”

- Responses might include:
 - Flowers with fuzzy leaves (animals won’t want to eat them)
 - Seeds such as a maple seed that spins (like a helicopter) so they can anchor into the ground to sprout a new tree
 - Bark that is smooth so no other plants can attach and grow off of it
 - Cactus with spines that protect from being eaten
 - Jungle plants with large deep green leaves to help find sunshine
 - Waxy leaves that allow water to run off to the roots
 - Plants with beautiful flowers to attract pollinators
 - Sharp claws to cut and tear food
 - Webbed feet to allow for easier swimming

“Many of these things you have suggested are important ways that plants and animals have adapted in order to be able to survive.”

Debriefing Questions:

- What is one adaptation you would make if you could?
- How long would it take you to make a behavior adaptation?
- What might cause you to make an adaptation in your life?
- How would you feel if you had to make an adaptation because you moved to a new place and you couldn’t find the type of food you prefer to eat?

Activity 2:**Outdoor Exploration (30 Minutes)**

1. *“As we explore the types of adaptations we make as humans and what we find outdoors, I’d like you to take a moment to think about the places you might find those adaptations outdoors. We are going to head outside for a while and see if we can find any signs of adaptations in our surroundings. Think about the types of clues you might look for – plants and types of leaves they have or trees and their bark or animals that might blend into the surroundings. You’re going to do some exploration and searching to find some examples.*
2. *“We are going to use the iPad 2 devices to photograph what is found in nature. I’d like you to work in Family teams for this activity. There are two options to start this exploration. The first is to take a Hula Hoop or a piece of rope and throw it on the ground leaving it wherever it lands. Then explore the ground inside that area to see if you can find any examples of adaptations. When you do, take a photo of it on the iPad 2 device so that you can share it with others later. If you’d prefer to explore a bit further, take a walk around the area and look at the trees and grasses and look for examples of adaptations. Again, take photos of those adaptations as you see them when you go exploring. Be sure to apply bug spray and sun screen! We’ll take 20 minutes to do some exploration and then please report back to the room when you hear the whistle.”*
3. Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families)
 - *Handle with care*
 - *Use 2 hands at all times*
 - *Keep it clean*
 - *If you break it, you buy it (\$500.00)*
4. Allow the group to explore and allow time for that exploration. It is possible some groups may not have ideas of where to look, so be prepared to offer suggestions or to remind them of what they might be looking for.
5. When the 20 minutes have passed, blow the whistle and bring the group back together.
6. *“Please share with the group one photo you found while outdoors and explain what you found.”*
 - Plug the Family’s iPad 2 device into the iPad/VGA connector and LCD projector for projecting the pictures for all to see.

Debriefing Questions:

- What made it easy or challenging to find examples of adaptations?
- Would you have noticed these examples if we had not talked about them earlier?
- Do you think everyone notices these when they are observing nature? Why or why not?

Activity 3:**Observation in Action (40 Minutes)**

“It is often challenging for us to notice and observe the many different things going on around us. Many of us would not have noticed the different adaptations that have occurred in nature until someone pointed them out to us. In the same way, many of us need to work to focus more on observing things that are happening around us. To get us started thinking about our

observation skills we are going to do an activity on the iPad 2 devices to get us using our observation skills. We are going to use an app called Animal Kingdom Free Edition: Find the Difference Nature Observation Game. The goal is to find the differences in the pictures. We'll work in Family teams. When I say go, your team may begin working to find the differences in the pictures." Allow teams plenty of time to find all the differences. This is likely to take between 8-15 minutes for all teams to advance through the levels.

"What did you all think of that activity? Was it as easy as it sounded? About how long did it take to complete the observation game? It is interesting to note the differences between teams.

"Now that we have practiced our observation skills, we are going to practice our observation skills in more detail. I'd like you to use the laptop to look up the following website <http://www.wherecoolthingshappen.com/19-perfectly-camouflaged-animal-photos/>. Again in your Family team, I'd like you to take a look at the photos. These photos all have animals in them and your goal is to identify the animals. These photos are terrific examples of how adaptations are important to survival. Enjoy!"

Debriefing Questions:

- What have you learned about your own power of observation?
- Why do you think it can be so hard to notice things going on around us?
- What can you do to improve your own power of observation?

Activity 4:

Personal Adaptations (10 Minutes)

1. *"As you think about adaptations and the power of observation, I would like you to think about your own life and how these two skills are important. As you think about your experience with deployment – both for the youth and other Family members – what adaptations did you have to make because of the deployment. I'd like you to just make a note on your paper about 1 or 2 things.*
2. *Would anyone like to share one of their adaptations?"*
 - If no one would like to share, some ideas to discuss might include:
 - Service Member adapting to a different time zone and/or different climate; different foods; different language; different dress codes; different forms of communication from Family
 - Youth and/or Family members may have had to adapt to new ways of working such as who mows the lawn or shovels the snow; who helped with homework or new skills for a sport or even how holidays were celebrated
3. *"What causes us to need to make adaptations? Are adaptations always easy to make?"*
4. *Observation skills can be challenging as well when we are stressed or busy. As you look around, do you only notice the surroundings such as there are tables and chairs in the room, or do you look at what is on the wall or what color the flooring is or how many windows are in the room? Many people often can't recall what they saw, so their observation skills are limited.*
5. *When you think about living with your Family, the use of observation skills is very important. You need to observe how people are feeling, how they are reacting and even if they are working well with others. Sometimes after a deployment, as the Family is*

getting to know one another again, people might be acting differently. It's important to observe and see how they are adapting to their environment. If a Family member is quiet, when they are usually talkative or someone spends a lot of time in their room when they used to always be where the Family was – those are important observations and it's important to find out what is going on. They may be adapting to the situation by letting the Service Member do more talking now that they have returned home or they may be hiding in their room because they don't want to talk about how different things are because the Service Member is home. Both adaptation and observation are important skills and are useful to understand. The next step is to talk with the Family about what is happening and how to be observant of how each Family member is responding in each situation.

6. *Using the pictures you took on the iPad 2 devices when you were outdoors, I would like you to think about the reasons that plants or animals needed to adapt and then talk with your Family about reasons why you have maybe had to adapt because of a deployment."*

Debriefing Questions:

- As you think about your own life – which is harder for you to do: make adaptations in your life or to be observant of what is going on around you? Why?
- When you are being observant, what types of things do you typically pay attention to?
- How might it help your Family if you all had a conversation about adaptations and observations?

Talk It Over:

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What was your favorite aspect of the observation activity?
- What did you learn from the adaptations activity that you didn't know before?

Process

- What did you learn about your own ability to observe and adapt during this activity?
- How did you work together in solving any problems that occurred during the outdoor exploration activity?
- How did this activity better connect you to observations and adaptations in your own Family?

Generalize

- Can you think of a time when adaptability will be an important skill to have in the future?
- In what ways have you learned to observe and adapt to what is occurring around you?

Apply

- How do the skills of observation and adaptation apply to you in your everyday life?
- In what ways can you apply what you learned in today's activity to your life in the real world?
- How could you use the information on adaptability to help prepare another Family for an upcoming deployment or reunion?

Closing & Cleanup:

(5 Minutes)

"Today we learned that we can make adaptations in our lives and look at things differently than we have in the past. Using our observation skills allows us to see things around us that we might not have noticed before. We might see the finer details of plants or notice animals in the woods we didn't know were there, or we might be more attentive to our Family and friends and notice how they are feeling or responding to a situation.

"How can being more observant help you and your Family during a time of change when your Service Member returns home? Think about how paying attention and noticing clues that can help your entire Family adjust to the changes that are occurring. I am distributing a Family Letter that explains a bit more about what we did today. Please remember to return the laptop computers and iPad 2 devices that were used in today's activities. Thank you."

Extend the Activity:

- Have youth and Families generate a list of other adaptations in plants and animals that they can think of and do some exploration of those on the iPad 2 devices for more in-depth learning.

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Nature's Adaptations

Dear Family,

Today we learned that we make adaptations in our lives to adjust to circumstances. We explored adaptations that occur in plants and animals and did some exploration of our outdoor environment to find those. We discussed how those adaptations are necessary for survival, and how it is also important for us to adapt in situations as things change around us.

While exploring the plant and animal world and learning about how they adapt, we also practiced some observation skills to identify how things may be hidden around us. We explored the outdoors to look for evidence of adaptations, but also explored some photography to observe how animals can adapt to their surroundings to remain hidden. We used iPad 2 devices to take photos of our observations and to record our work.

Through these activities, we explored how we can interact with our Families as our loved ones return from a deployment, but also how we can make adaptations as our Family changes routines and roles. Observing how we interact with one another as well as paying attention to cues and dynamics in our Family will help as we explore connections with our Family and with others.

Best regards,

Conversation Starters:

- If you were an animal, how would you adapt to your surroundings to survive?
- How do you adapt to stressful things happening in your life?
- How do you think your adaptations might help your Family as you readjust to your Service Member returning home?

ANIMAL CLUE ICEBREAKER

Duplicate the following pages (laminiate if possible to facilitate re-use) and cut apart.

<p>I am able to breathe and drink through my moist skin. I will die if my skin dries out.</p>	<p>The males of my kind sing to attract the females. But neither males nor females build nests or care for our babies.</p>
<p>I use my sticky, muscular tongue to catch and swallow food.</p>	<p>I never close my eyes, even when I sleep.</p>
<p>When I'm young I breathe water through gills. Later, as an adult, my body changes and I develop air-breathing lungs.</p>	<p>My tongue is located at the tip of my mouth. I flip it out to catch insects.</p>
<p>I'm cold-blooded, swim, and lay my eggs in the water.</p>	<p>If it's cold, I'll spend my winter in the mud on the bottom of a pond.</p>
<p>I can lay up to 4,000 eggs in one sitting.</p>	<p>When I'm young I eat plants, but as I grow older I change to a diet of insects.</p>

Answer: Frog

<p>I have four feet and my body temperature stays the same.</p>	<p>I use my tail as a rudder.</p>
<p>I am highly sociable and often feed and den with others.</p>	<p>My front teeth are constantly growing, so I gnaw a lot.</p>
<p>I store no food for the winter like my cousins do. My diet includes nuts, seeds, tree buds, insects, fungi and some animal flesh.</p>	<p>Owls are one of the few animals that can catch me.</p>
<p>I go through the air, but I don't fly; I glide.</p>	<p>I have skin flaps that extend along each side of my body between my ankles and wrists.</p>
<p>I am usually nocturnal.</p>	

Answer: Flying squirrel

<p>My kind live in all of these places: lakes, marshes, salt bays and beaches.</p>	<p>I have a long neck and a robust body. My sexes are alike in color.</p>
<p>My diet consists of mostly fish and crustaceans.</p>	<p>I nest on the ground in colonies.</p>
<p>My kind flies in orderly lines and alternate several flaps with a glide. I can catch fish only by swimming.</p>	<p>I fly with my head hunched back on my shoulders.</p>
<p>I am a huge water bird with an 8 to 9 foot wing span.</p>	<p>My great throat-pouches are handy for scooping up fish.</p>
<p>I prefer to feed early in the morning and spend the rest of my day bathing and preening.</p>	

Answer: White Pelican

<p>I'm the largest creature that has ever lived on Earth.</p>	<p>I can hear and talk with others of my kind over distances up to 35 miles. I also use "sonar" – like a bat.</p>
<p>My body has a very thick layer of blubber (up to 2 feet thick during part of the year) which keeps me warm, even in ice-cold ocean waters.</p>	<p>I'm warm-blooded and feed my young milk. My young are born alive – I don't lay eggs.</p>
<p>I breathe through two holes in the top of my head.</p>	<p>As a baby, I weigh 7 tons and am about 24 feet long. I gain 200 pounds every day.</p>
<p>My food is mostly a shrimp-like animal called krill. I eat about 3 tons of krill every day.</p>	<p>I can reach swimming speeds of 28 miles per hour for brief spurts.</p>

Answer: Blue Whale

<p>I may eat 50 to 60 meals in a single day.</p>	<p>Because of my bright and shiny colors, some names given to me are: shining sunbeam, red-tailed comet, white bellied woodstar, purple-crowned fairy, and sunangel.</p>
<p>I have two legs, hollow bones, and I'm warm blooded.</p>	<p>One of my kind is the smallest warm-blooded animal, just 2 ¼ inches long. I use up lots of energy.</p>
<p>When I am resting, my pulse rate is 480 beats per minute. When I'm very active, it's 1,280 beats per minute.</p>	<p>My food is mainly nectar sipped from flowers, but I eat insects, too. I do not gather pollen.</p>
<p>I can fly up, down, sideways, forward, backward, and hover motionless in the air. I achieve full flight almost instantly after takeoff.</p>	<p>I usually lay 2 eggs that are pea-sized and white.</p>
<p>I have a long beak and tiny feet.</p>	<p>My wings move so fast they hum. I can beat my wings up to 79 times a second.</p>

Answer: Hummingbird

<p>My body temperature is usually seven degrees warmer than a human's.</p>	<p>I have four toes – the first and fourth face backward and the second and third face forward.</p>
<p>I often tuck my wings in close to my body when I fly.</p>	<p>My stiff spiny tail feathers act as a prop when I hunt for my food.</p>
<p>My diet consists mainly of tree-boring insects, but also of ants, acorns, flying insects, berries and sap.</p>	<p>My nest is a cavity in a tree that I make myself.</p>
<p>My bill is used for chiseling wood. With my long tongue I can catch insects living in a tree.</p>	<p>I have a long barbed tongue.</p>
<p>I don't have vocal songs, but "drum" to attract mates, establish a territory and communicate.</p>	

Answer: Woodpecker

<p>During extreme hot and cold weather my home is also a home for many different kinds of animals.</p>	<p>My fur is brown to match the soil I live in.</p>
<p>My front teeth are constantly growing.</p>	<p>I can run forward and backward.</p>
<p>I am a true hoarding mammal.</p>	<p>I dig a large network of tunnels and subterranean chambers.</p>
<p>I begin my hibernation in the middle of summer, around July.</p>	<p>I am a solitary mammal except during breeding season.</p>

Answer: Gopher

<p>I often travel by “ballooning” when I am young.</p>	<p>My body is protected by a tough outer covering called an exoskeleton.</p>
<p>I am found on every continent except Antarctica.</p>	<p>Scorpions, ticks, mites and crabs are some of my relatives.</p>
<p>My eight simple eyes help me to see to the front, behind, above, below, and to the sides.</p>	<p>I have poison fangs to paralyze my prey. I suck out their insides and discard their empty shells.</p>
<p>Most of us spin our own silk which we use to make egg cocoons, construct webs and wrap up our prey before we eat them.</p>	<p>I have 8 legs.</p>
<p>There are 50,000 species of my kind. Our kind has been around for 300 million years.</p>	<p>I catch a lot of insects with a trap that I make.</p>

Answer: Spider

Vision: From Illusions to Blind Spots

Lesson Time: 2 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Pre-Teens or Teens

Internet Required: No

Life Skill Objectives:

- **Communication:** Identify and describe blind spots in both a visual and social context
- **Self-responsibility:** Understand how visual and social blind spots influence how we interact with others
- **Problem Solving:** Improve problem solving through applying an understanding of visual differences

Resilience Skill Objectives:

- **Social:** Understand that social blind spots can strain relationships
- **Family:** Communicate that different points of view need not create Family conflict

Science and Technology Objectives:

- Understand that vision, visual illusions and blind spots are primarily due to brain functions, situational factors, and past experience
- Appreciate how Family members see (visually as well as socially) things differently by understanding the science of vision
- Illustrate the technology of vision through visual experiments and blind spots

Activity Overview:

Youth and Families will explore together how our brain can perceive what is seen through visual illusions. Using that knowledge, youth and Families will explore and create illusions and discuss how illusions impact our social and Family interaction.

Shout Out to Families!

Most of us take vision for granted, we don't think about the ways our brain is involved in what we can see, or if we can really see it and believe it. However, our visual perceptions are not actually what is in the real world but are instead inexact images of real objects in our brains. Families will learn about differences in visual perceptions, how to create visual illusions and what it really means to "see things from different points of view" in our families.

Breakdown of Activities

Icebreaker	I Spy	(15 Minutes)
Introduction	Animal Adaptations	(30 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Activity 1:	Visual Illusions	(20 Minutes)
Activity 2:	Blind Spots	(20 Minutes)
Activity 3:	Trust Walk	(20 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$5/per Family

Space Needed:

Indoor or outdoor space with tables and large enough to conduct group activities.

Before The Event

Get Ready:

Tasks for the Lead Volunteer

- Do Volunteer Training with the additional Tech Discovery training (<http://www.4-hmilitarypartnership.org/p.aspx?tabid=187>)
- Practice the activities, review all materials and handouts
- As background, the following websites illustrate visual illusions:
 - ✓ What optical illusions show us about visual perception: http://thebrain.mcgill.ca/flash/a/a_02/a_02_p/a_02_p_vis/a_02_p_vis.html
 - ✓ Sight-Vision: <http://faculty.washington.edu/chudler/chvision.html>
 - ✓ Ted Talks: Beau Lotto Optical Illusions Show How We See: http://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see
www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see.html

Do Ahead:


In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Schedule us of the Mobile Technology Lab
3. Contact volunteers and go through online training.
4. Ensure wireless Internet access.
5. Borrow or buy supplies.

Copy:

- Make Your Own Optical Illusions handout (1 per Family)
- Blind Spot Test Form (1 per person)
- Filling the Blind Spot Form (1 per person)
- Family Letter (1 per Family)
- Hermann Grid Illusion (1 per Family)
- Bird and Cage Illusion (1 per Family) (Must be in color)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around your space (Communication, Self-responsibility, Problem Solving, Social and Family)
- 8 iPad 2 devices (1 per Family) which has the following app updated:
 - YouTube 
- Wireless external speaker
- iPad/VGA connector

Get from Mobile Technology Lab:

- Wireless router

Buy or Borrow Supplies:

Icebreaker: I Spy

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Introduction: Animal Adaptations

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless router (Mobile Tech Lab)
- Ensure wireless Internet connection
- iPad/VGA connector (Tech Discovery Tool Kit)
- LCD projector and screen
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords/power strips as needed

Activity 1: Visual Illusions

- Hermann Grid handout (1 per Family)
- Bird and Cage handout (1 per Family)
- Make Your Own Optical Illusions handout (1 per Family)
- 12” pipe cleaners of the same color (2 per person)
- 12” pipe cleaners but **not** the same in color or the same color as above (2 per person)
- Yardstick (1 per Family)
- Scissors (1 per Family)

Activity 2: Blind Spots

- 3 x 5 inch cards or stiff papers (2 per person)
- Marker (1 per person)
- Yardstick (1 per Family)
- Glue or glue stick (1 per Family)
- Scissors (1 per Family)
- Copies of the Blind Spot Test Form (1 per person)
- Filling the Blind Spot Form (1 per person)

Activity 3: Trust Walk

- Blindfolds (1 per person)
- (optional) Rope (1 per Family)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson making sure they all have name tags and have introduced themselves to each other before you get started.
2. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

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

WHAT TO DO

Vision: From Illusions to Blind Spots

As the Families Arrive....

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:

I Spy (15 minutes)

1. Get acquainted by playing I Spy, a guessing game about things we see. Two Families should gather together to make one group (8 Families = 4 groups).
 - a. Each member of the group is given time to look for something in sight or that is visible around them. This can be any object - a building, a plant, food or article of clothing.

- b. The first player starts by saying, "I spy with my little eye, something that ____." This clue could be anything about the object, such as "...starts with the letter H", "...is yellow", or "...is round".
- c. The other group members take turns asking one yes or no question at a time about the object. Questions might be asked about the color, placement (where it is), size, etc.
- d. The first player answers with only a "yes" or "no" until the object is correctly identified.
- e. Once the object is identified, another group member begins with the selection of another object. The game continues until everyone has had a turn.

Debriefing Questions:

"This is an old game that Families would play on long car rides before MP3 players, iPads and smart phones took people's attention away from the world around them.

- *Did you notice that some in your group were able to guess correctly more often than were others? Why do you think they were more successful at guessing or seeing certain objects?*
- *Were you surprised by some of the items that were noticed? Had you noticed them?*
- *What might be some reasons why some noticed items that others missed? Do you think that some see things that others don't? Do your Family members see things differently?"*

Introduction:

Animal Adaptations (30 minutes)

"Animal adaptations are one example from our natural environment of something being seen more easily by some and not by others. Without an adaptation, a plant or animal could have become extinct.

"Why do you think plants and animals have needed to adapt?"

- Responses could include:
 - Other animals like to eat the plant and it could quickly become extinct
 - Without enough water, the plant could die so the plant has new ways to survive
 - By changing color it is easier to hide

"Plants and animals have made adaptations that have allowed them to survive in their habitat. This might mean the texture or color of a leaf is different or the color patterns of an animal's hide will help them to hide or catch their prey better.

"Let's watch a YouTube video that gives us a couple examples of how some animals have adapted to their environments. This video shows how body structure and behavior can help an animal survive in a place that many creatures might not."

- Connect one iPad 2 device to the LCD projector using the iPad/VGA connector
- Connect the iPad 2 device to the wireless external speaker via Bluetooth connection
- Select the YouTube app and search for "Animal Adaptations Imiller23elon"

"Now, let's take a look at a website as a Family team and see how well you can identify the camouflaged animals. These photos are terrific examples of how adaptations are important to survival. I'd like you to use the Safari app on the iPad 2 device to look up the following website:

<http://www.wherecoolthingshappen.com/19-perfectly-camouflaged-animal-photos/>, it may take some time to load. Again in your Family team, look at the photos. These photos all have animals in them and your goal is to identify each one. Try not to look ahead for the answers too soon. These photos are terrific examples of how adaptations are important to survival. Enjoy!

“In your Families, you probably discovered that some of your Family members could readily see the camouflaged animals when others had difficulty seeing what seemed to be obvious to others. Why is it that some people can see visual images more readily than others? This difference in vision has to do with how our visual pathways deliver images to our brains, the environment, our view points and experiences.”

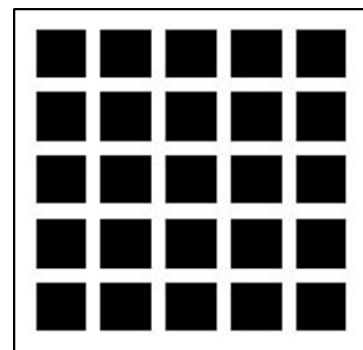
“We see when light reflects off of objects, it enters the eye and stimulates cells on the surface of the retina which is the thin membrane at the back of the eyeball. These cells, which are called rods and cones, are sensitive to light. Rods are more numerous and are more sensitive to light than are the cones, but they are not sensitive to color. The photoreceptor (i.e. receptor stimulated by light) cones allow us to see color and are concentrated in the middle of the retina. These cells then send electrical signals to the brain through the optic nerve in patterns that communicate the intensity, placement, and timing of the light. The brain then creates images from these signals based on past experiences. Sometimes, however the brain gets confused by what the eyes are showing it. Let’s demonstrate that confusion.”

Activity 1:

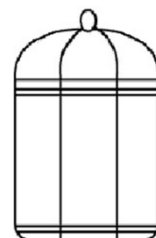
Visual Illusions (20 minutes)

“Though our eyes are fairly reliable, there are times when what we see isn’t accurate. Sometimes the eyes send our brains visual illusions that are confusing and puzzling. Most people think that illusions are tricks, but they’re actually what happens when the brain is confused. The brain tries to make sense of the confusing images by choosing the most probable possibility based on past experience. Visual illusions take place when what we think we see differs from what actually exists in the real world. Let’s try some visual illusions.”

Distribute a copy of the Hermann Grid Illusion to each Family. Have Family members look at the box and ask them what they see. Participants should see gray spots appear at the intersections of the rows and columns created by the squares, because of a phenomenon called lateral retinal inhibition. If you stare directly at one of these intersections, however, the gray spot disappears, and it looks white, because then you are using cells located in the upper region of the retina which do much less correction for an area’s surroundings.



Distribute a copy of the Bird and Cage Illusion to each Family. Have Family members look at the bird for about 20 seconds, then look at the cage: the bird's silhouette will appear inside it, in red. Once participants have seen the bird move, explain that the reason this happens is because cones sensitive to the color green, become desensitized, so



that the other cones like red begin to dominate. When you then look at the cage, with its white background, a red bird appears, because the white minus the green creates a reddish light. The image that persists when you stop looking at an object is called a ‘residual image’”.

Distribute the Make Your Own Optical Illusions handout, pipe cleaners and scissors.

“Let’s make our own optical illusions. Each Family should have one handout titled, “Make Your Own Optical Illusions,” a scissors and pipe cleaners for each Family member. First, have your Family look at the four optical illusions on the handout. What do members of your Family see in the pictures? There are no right or wrong answers. Some will see the illusions differently than others.”

Move forward with the activity once Family members have seen and discussed the four illusions.

“Now, let’s make your own illusion. Follow the directions on the next pages of the handout making sure that each member of your Family can make their own pipe cleaner illusion. Have fun!”

Roam around the room helping as Families complete their pipe cleaner illusions. When most Family members have completed their pipe cleaner illusions reconvene everyone. Lead a discussion of optical illusions.

Debriefing Questions:

- What was something that you learned about optical illusions you had not known before? What was most interesting?
- What are some other optical illusions that you have seen before?
- As you experienced the optical illusions, were there some surprising reactions? Would you like to see (experience) more illusions?
- Why do you think that people are usually interested and intrigued by visual illusions? Could it be that people are interested in (and even attracted to) them because they are unique, different and fun?
- What then can we ‘take away’ from this experience with optical illusions? How can our understanding of the confusion that some visual images create for our brains be relevant to being together as a Family? Is it confusing when we “see things so clearly” and other Family members don’t?

“This is sometimes called a blind spot. So let’s find out more about them.”

Activity 2:

Blind Spots (20 minutes)

“The optic nerve is coupled to the far side of the retina, just opposite the pupil of the eyeball. A tiny blind spot exists just where the optic nerve joins the retina because there are no rods or cones there. You don’t notice this blind spot often because your two eyes work together to cover it up. However, most adults have had the frightening experience of moving out to pass a car while driving and discovering that another car they hadn’t seen is coming up immediately to

their left. That car, which has probably honked to warn us, was in our blind spot. Let's do an activity to find out where you have your blind spots."

Distribute the Blind Spot Test Form 1 per person.

Have each Family member:

1. Cut out the image and glue it to the 3" x 5" cardstock.
2. Completely extending one arm, hold the card at eye level about an arm's length away. The card can be propped up on a yardstick to steady it. The yardstick should be roughly parallel to the floor, with one end touching your cheek. The "X" on the card should be on your right-hand side.
3. Close your right eye. Look at the "X" with your left eye. Stay focused on the "X," but also be aware of the dot.
4. Slowly move the card toward you, staying focused on the "X." As you slowly move the card, you will find a region where the dot disappears and reappears. You have found your blind spot.
5. Repeat steps 3 and 4 with your left eye closed and your right eye focused on the dot. Can you identify the distance in which the "X" disappears?



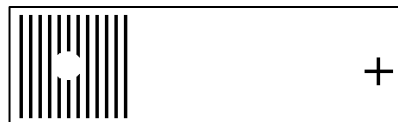
NOTE: The following may be used in addition to or in place of using the Blind Spot Test Form:

"Sometimes our brain plays tricks on us to compensate for this blind spot."

Distribute the Filling the Blind Spot Form 1 per person.

Instruct Families to:

1. Cut out the Filling the Blind Spot Form image and glue it to the 3" x 5" cardstock. Using the card just as in the first experiment, close the right eye. Hold up the card, balancing it on the yardstick.
2. Focus your left eye on the "+" and slowly move the card towards you. The empty space between the lines will disappear when you reach your blind spot because your brain is compensating for the lack of an image.



When most Family members have completed the blind spot activity(s), reconvene everyone.

Debriefing Questions:

- What was interesting about this activity?
- What did you learn about the blind spots of other Family members?
- What experiences have you had before with your blind spots?
- How do you feel knowing that you and everyone around you have blind spots that prevent them from seeing certain things?
"You may have also heard the term "blind spot" used to describe how we might not see certain problems, issues or opportunities."

- Do you think you may have blind spots when it comes to certain issues or problems? Everyone has blind spots with certain relationships or experiences. How might these social blind spots be dealt with once we are aware of them?

“Our visual and social blind spots are sometimes best dealt with together – as a Family. Working together as a Family requires patience and trust.”

Activity 3:

Trust Walk (20 minutes)

NOTE: Be prepared for some Family members wanting to “opt out” of this activity. Encourage them to join in, assure their safety and let them know that the walk is less than one hour and they can stop at any time. Some Wounded Warriors may not be able to undertake this activity. Be gracious and excuse them from the activity without risk of embarrassment. Find other ways they may still be involved: spotters or encouragers of their Family.

Prior to this activity, find a good location with a few, easily managed obstacles, but nothing dangerous or unsafe. Mark this location to assure that Families will be safe during this walk. The activity consists of each Family walking together in a predetermined location while blindfolded. Ask one of the adult Family members to be the navigator (guide), and the other members will be blindfolded. Family members form a line, one in front of the other, and each person either places one hand on the shoulder of the person in front or holds onto a rope which can connect Family members together.

Describe the Trust Walk activity to all Family members. Let everyone know that you have selected a safe location, they will be monitored by additional staff/volunteers, they can opt out at any time and after about 5 minutes they will have a chance to change guides and continue their walk.

Then, have Families pair up into groups (8 Families = 4 groups). Ask one of the adult Family members to be the navigator (guide), and the other members will be blindfolded. When the blindfolded members are ready and hands are in place, send them off on the walk. Be sure to closely monitor the location and activities of each group. After about 7 minutes of the walk, ask groups to stop and ask them a few questions such as:

1. What was it like to be the guide, responsible for the safety of your groups? How did you plan for your role?
2. For those who were blindfolded, did you notice that your other senses (e.g., hearing, smell, touch) seemed to be stronger since you could not see? Did you have any difficulty trusting your guide while blindfolded? Why or why not?

After the group has answered these questions and if time remains, ask groups to select a new group leader and continue the walk until they hear the “time’s up” sound.

NOTE: This would be a good opportunity to assign 1 volunteer to each group to ensure group safety.

The Family leader is solely responsible for his or her group’s safety. Groups should be navigated to avoid obstacles. In this way, participants learn valuable lessons related to

teamwork: the guide learns about the challenge and responsibility of caring for others' well-being, while the blindfolded Family members learn to trust and rely on others.

When Family groups complete their walk, have refreshments available and invite them to wait until all Families are present to complete the lesson.

"We've all returned from the trust walk and I thank you for participating. Let's spend a few moments discussing the Trust Walk and what we have accomplished today during our lesson on vision."

Debriefing Questions:

- What was it like to have members of another Family in your group who you might not know well?
- Why is trust in your Family and in other Families important?
- How did it feel when you and your group members successfully trusted each other to accomplish something challenging?
- How does this relate to vision, illusions and blind spots?

Talk It Over:

(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did you learn about vision today?
- What was memorable about what we did together?

Process

- What did you learn about your Family today?
- What did you learn about yourself?
- How might you check your social blind spots?

Generalize

- How do those unique, intriguing visual illusions relate to unique, intriguing Families?
- How might a better understanding of blind spots relate to an understanding of the social blind spots we sometimes have as Family members?

Apply

- How might you apply your better understanding of how some Family members see things differently?
- How does your understanding of vision, visual illusions, blind spots and trusting Family members help you relate to others?
- What will you do to reduce the social blind spots that might be interrupting your relationships with others?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Communication, Self-responsibility, Problem Solving, 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:

(5 Minutes)

“Thank you for participating in today’s lesson on Vision: From Illusions to Blind Spots. We hope you have enjoyed the information and activities about vision and those things (visual illusions, blind spots) that can hinder seeing what’s really there. Most importantly, we hope you have enjoyed working together as a Family to understand vision and build trust.

“Please be sure to take home your visual illusions, blind spot tools and Family Letter. Have a great day!”

Extend the Activity:

Use any of the following resources to learn more about visual illusions and make your own:

- Illusions of the Year: <http://illusionoftheyear.com/>
- 106 Visual Phenomena and Optical Illusions: <http://www.michaelbach.de/ot/>
- What optical illusions show us about visual perception:
http://thebrain.mcgill.ca/flash/a/a_02/a_02_p/a_02_p_vis/a_02_p_vis.html
- Sight-Vision: <http://faculty.washington.edu/chudler/chvision.html>
- Ted Talks: Beau Lotto Optical Illusions Show How We See:
www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see.html

When Family members don’t see “eye to eye” or have different “points of view,” remember how vision differs from person to person due to physical and social factors. Try to understand the other person’s point of view.

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents expressed behavior/worries about a particular youth, inappropriate language from a volunteer, dissatisfaction, etc.)

Activity Developed for Tech Discovery Curriculum by:

Elaine Johannes, Ph.D., Associate Professor and Extension Specialist – Youth Development,
Kansas State University Research and Extension

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Development

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

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Vision: From Illusions to Blind Spots

Dear Family,

Thank you for participating with us in Vision: from Illusions to Blind Spots, a lesson that helped your Family:

- Understand vision, visual illusions, blind spots and visual differences
- Appreciate those visual differences and abilities
- Understand the social blind spots that each of us have as Family members
- Build trust in your Family

As you return to home, school, and work please continue to notice what you see, what you miss seeing and how some of your perceptions may be illusions. Those visual illusions can remind us that we can also have social illusions that can prevent us from seeing what is really happening in our families.

Continue to keep your eyes open and look for those unique ways to share what you see with others and understand others' points of view.

Thanks again for your participation in this Tech Discovery experience!

Best regards,

Conversation Starters:

- What do you often see that others miss?
- How could you avoid accidents related to not seeing things due to your blind spots?
- As a Family, how do you help each other work through those social blind spots that can create Family member stress?

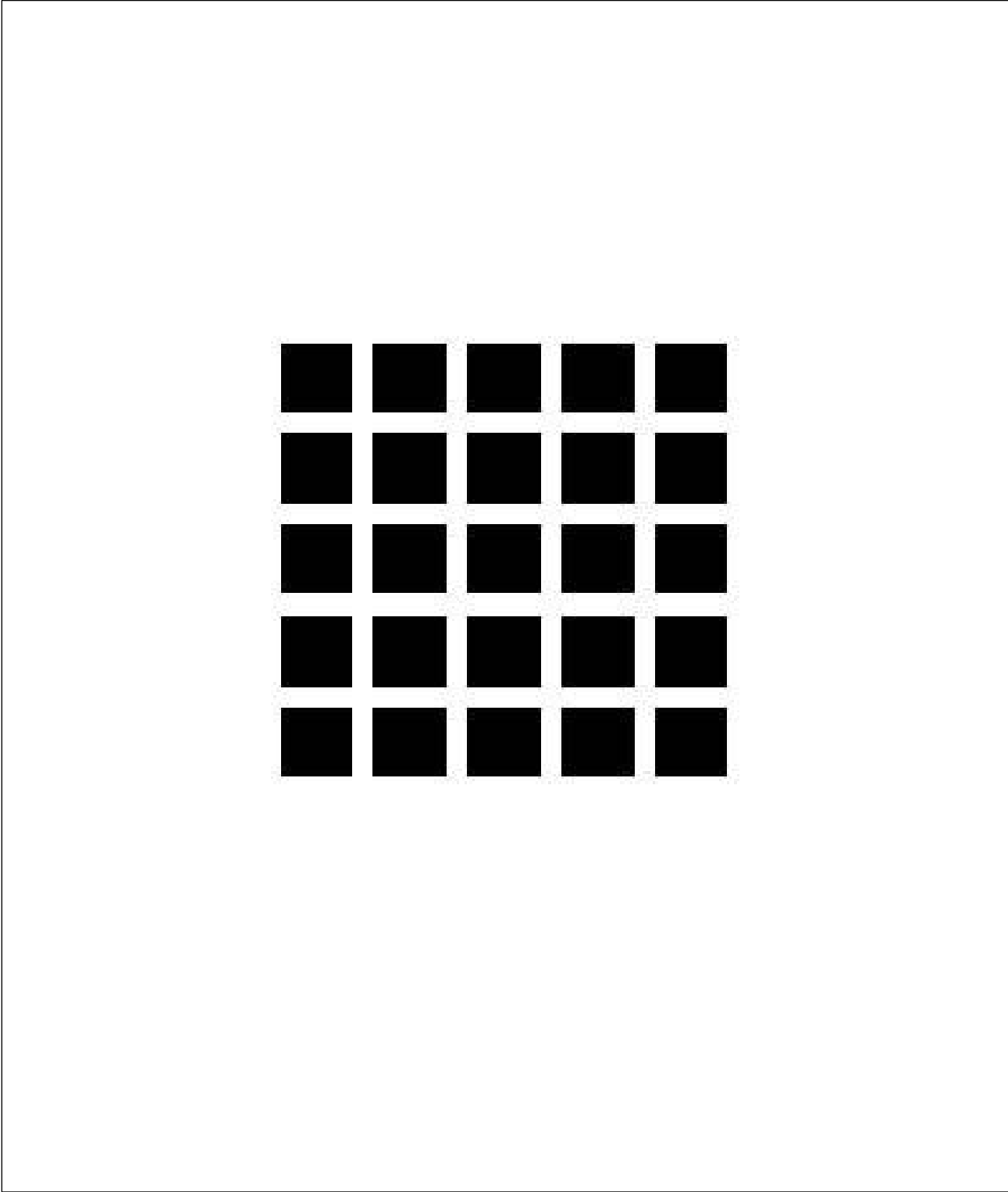
VISION – From Illusions to Blind Spots

Photos and Illustrations Handout

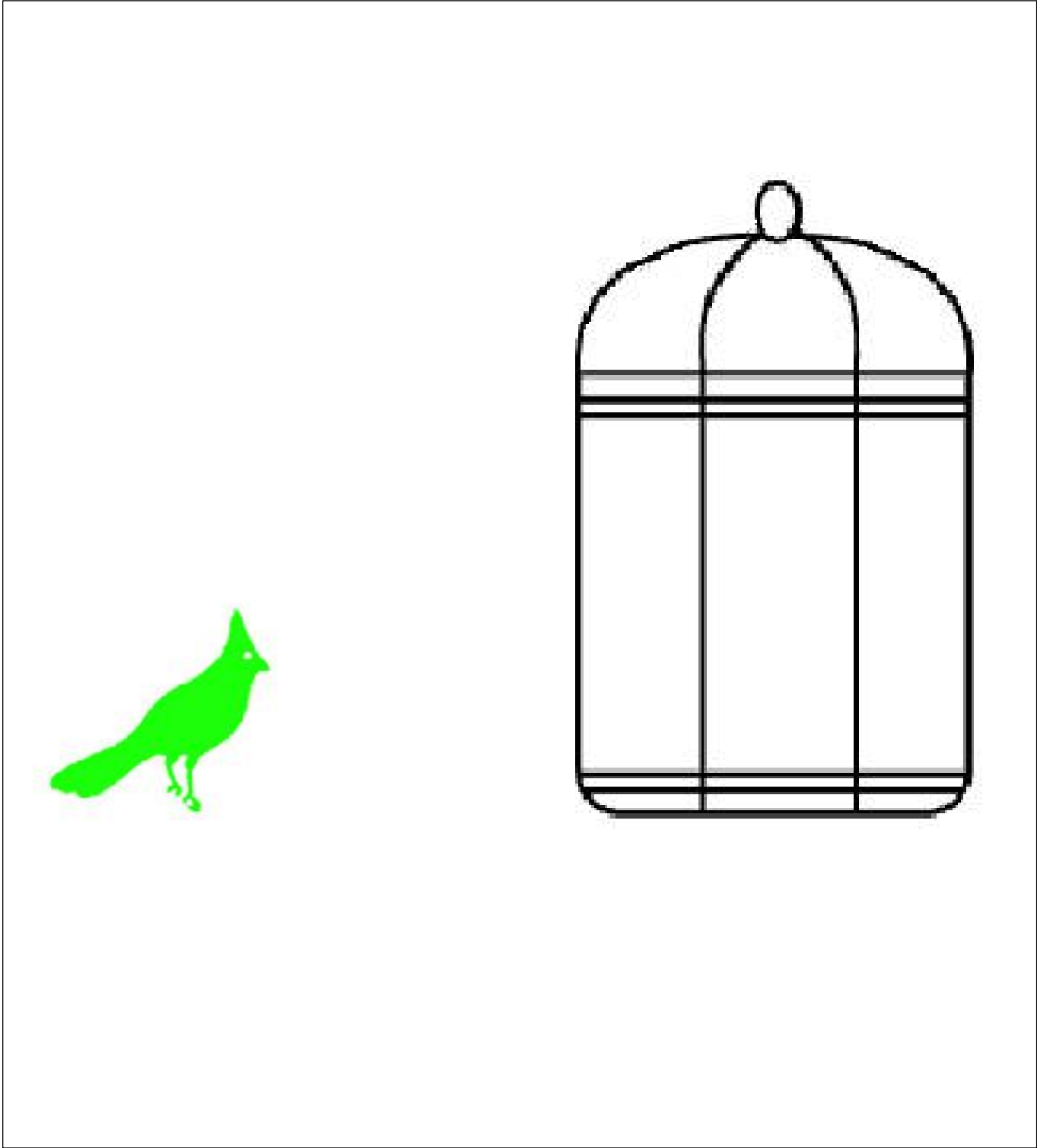
As you prepare for the *VISION- From Visual Illusions to Blind Spots* lesson, duplicate the following pages of photos/illustrations.

The original source of the photos and illustrations which follow are located at:

1. Hermann Grid Illusion (1 Per Family)
source 1: <http://www.nku.edu/~issues/illusions/HermannGrid.htm>
source 2: http://thebrain.mcgill.ca/flash/a/a_02/a_02_p/a_02_p_vis/a_02_p_vis.html
2. Bird and Cage Illusion (1 per Family)
Source 1: <http://media.log-in.ru/i/ptica-v-kletke.gif>
source 2: http://thebrain.mcgill.ca/flash/a/a_02/a_02_p/a_02_p_vis/a_02_p_vis.html
3. Blind Spot Test Form (1 per person)
source 1: <http://faculty.washington.edu/chudler/chvision.html>
source 2: http://thebrain.mcgill.ca/flash/a/a_02/a_02_p/a_02_p_vis/a_02_p_vis.html
4. Filling the Blind Spot Form (1 per person)
source 1: <http://faculty.washington.edu/chudler/chvision.html>
source 2: <http://www.education.com/science-fair/article/eye-retinal-blind-spot/>

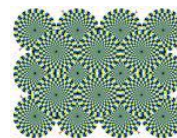


Hermann Grid Illusion



Bird and Cage Illusion

Make Your Own Optical Illusions



Summary:

Have you ever seen an optical illusion? Just as people learn how to read, they can learn how to make sense out of the rays of light that hit the eyes. The brain learns "rules" "rules" of seeing; for example, the farther things are from you, the smaller they appear. But when an object or drawing breaks the rules, or when it could be interpreted in different ways, your brain tends to apply the "rules" and may give you wrong information or one perception of the information that makes most sense.

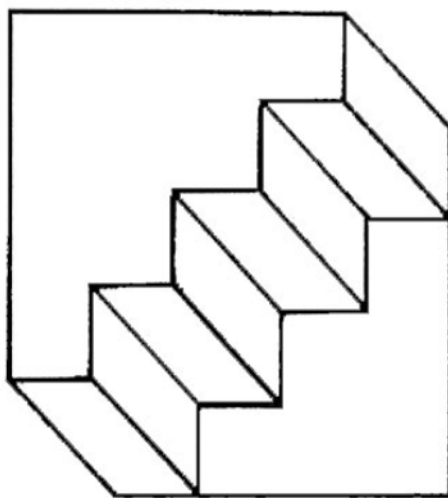
In this activity, you will:

- Understand that optical illusions are made by our brain trying to make sense of the information that our eyes see
- Look at optical illusions and recognize why they appear the way they do
- Make an optical illusion and describe how it works

Materials:

- 2 long pipe cleaners of equal length and equal color. (Example: 2 red pipe cleaners that are 12" long)
- 2 long pipe cleaners of equal length but not equal in color. (Example: 1 purple and 1 green pipe cleaner that are 12" long)
- Scissors to cut pipe cleaner.
- Plenty of friends and Family members to show and explain your optical illusion!

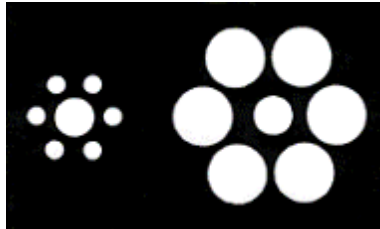
Optical Illusion 1: What do you see in the picture below? This is the example optical illusion so the answer will be posted below the picture. However, for the next 3 optical illusions the answer will be posted at the end of the activity.



What did you see? Are the stairs on the floor or on the ceiling? _____

Answer 1: Both perceptions are valid, but it is more likely that you saw the stairs as on the floor because you expect them to be there.

Optical Illusion 2: Look carefully at both flowers. Are the centers in both flowers the same size? _____



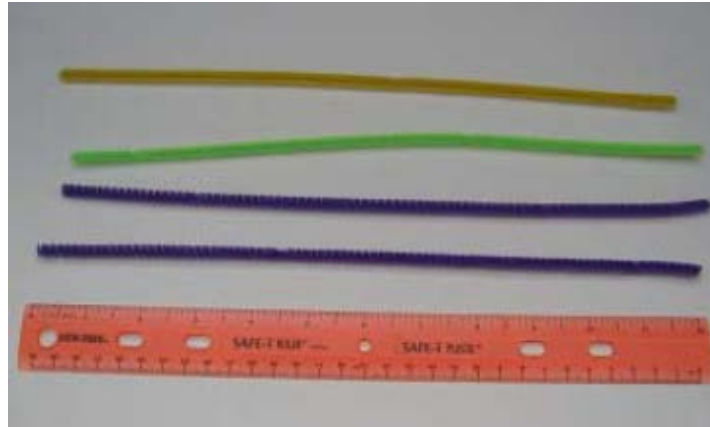
Optical Illusion 3: What do you see in the picture below? _____



Optical Illusion 4: Describe what you see below. _____

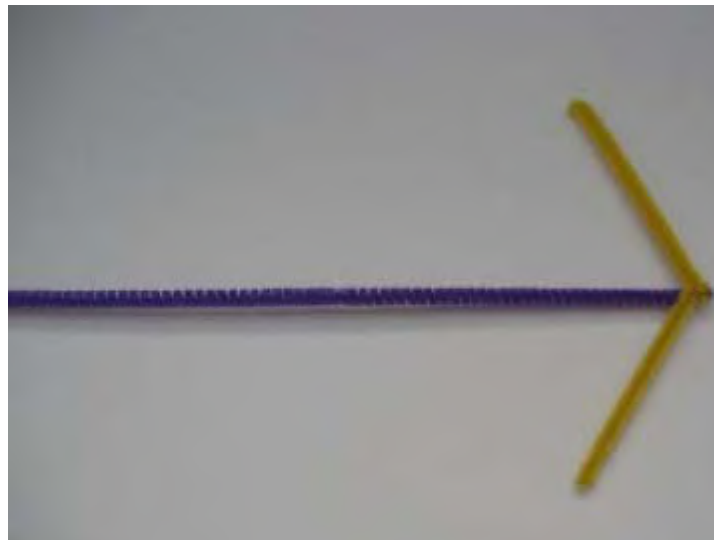


Make Your Own Optical Illusion



Use 4 equal in length pipe cleaners: 2 of the same color, 2 of differing colors.

1. Take two pipe cleaners that are the same length and the same color. If they aren't the same length and color, the optical illusion will not work.
2. Now, cut in half two other pipe cleaners that are a different color. You will use these different colored pipe cleaners to make the ends of your arrows.
3. Wrap the middle of one short pipe cleaner around the end of one long pipe cleaner. Then bend the short one in half so it looks like an arrow. Repeat this process on the other side with the same color pipe cleaner.



**Pipe cleaner with an arrow on one side:
Be sure to put arrows on both sides of your pipe cleaner.**

4. Then, repeat with the remaining long pipe cleaner, but this time, your arrows on the ends will be turned in the opposite direction (an inverted arrow).



**On the second pipe cleaner,
turn your arrows on each end in the opposite direction.
Be sure to do this process on both ends.**

5. Now, take your completed pipe cleaners and hold them up side by side. Then, slowly move your pipe cleaners apart. You have created an optical illusion!

Explain what you noticed as you moved them apart. Also, which pipe cleaner looks longer (not including the arrows)?

6. Now, show your two arrows to a friend or a family member. Repeat the process of moving the arrows away from each other and ask your friend or family member which one looks longer. Have a ruler handy to show them they are of equal length.

Extension:

Search for more optical illusions! There are many sources on the internet which display optical illusions. See how many you can find and also notice how creative they can be.

References and Further Information about Optical Illusions:

- <http://www.coolopticalillusions.com>
- http://www.liquidgeneration.com/sabotage/optical_sabotage.asp
- http://illusionsetc.blogspot.com/2004_12_01_illusionsetc_archive.html
- <http://www.teachnet.com/powertools/entertain/puzzles/001907illusions/illusion1.html>

Answers to Optical Illusions:

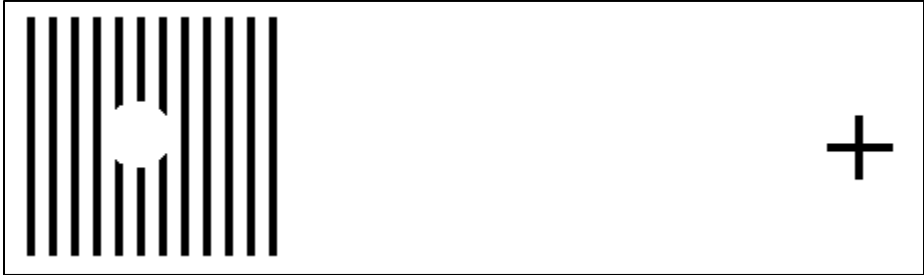
Answer 2: The center circles are exactly the same size although the left center circle appears larger than the right one. Objects can appear larger or smaller when placed next to objects of different sizes. In this case, we judge the size of the center circles in relation to the surrounding circles.

Answer 3: Tilt your head to the right, and you'll see a duck. Then turn your head to the left and you'll see a bunny rabbit.

Answer 4: This is another classic example in the history of optical illusions. Usually, our eyes are used to reading black text on a white background, so at first when you look at these shapes above you see just that - shapes. But, after you look for a little longer you'll see that the white space actually spells a word - LIFT.



Blind Spot Test Form



Filling the Blind Spot Form

Bullying: Take a Stand and Lend a Hand

Lesson Time: 4 Hours

Skill Level: Advanced

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Pre-Teens or Teens

Internet Required: Yes

Life Skill Objectives:

- **Self-responsibility:** Develop skills to be allies against bullying instead of passive bystanders
- **Communication:** Practice positive Family communication skills around the issue of bullying

Resilience Skill Objectives:

- **Social:** Develop increased social awareness and preventive strategies
- **Emotional:** Acknowledge personal emotions, the emotion of others and practice communication of emotions

Science and Technology Objectives:

- Awareness of (cyber) bullying, how it impacts others, and what can be done to be an ally for a target of bullying
- Planning, filming and editing digital video

Activity Overview: Families with pre-teens and teens increase communication skills, share social emotional experiences and learn how to become allies of bully targets through various Family activities including videography.

Shout Out To Families!

Does the topic of bullying concern you but you aren't quite sure what to do when it's happening? This lesson will walk your Family through awareness, Family communication and skills necessary to be an ally to bully targets. Plus make your own commercial!

Prerequisites: None

Breakdown of Activities:

Icebreaker	Gossip	(15 Minutes)
Activity 1:	Ally Awareness and Action	(40 Minutes)
Activity 2:	Ally Sculptures	(40 Minutes)
Activity 3:	Promote Allies	(100 Minutes)
Activity 4:	A Rose and a Thorn	(15 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(10 Minutes)

Budget Range for Activity: \$5-15 total

Space Needed:

Large indoor room with tables, chairs and open space for Family circles and sculptures. Families will also need separate areas to use for filming their commercials.

Before The Event

Get Ready:

Tasks for Lead Volunteer

- Do Volunteer Training with the additional Tech Discovery training (<http://www.4-hmilitarypartnerships.org/p.aspx?tabid=187>)
- Practice the activities, review all videos (ALERT and iMovie), materials and handouts
- Ensure the location has access to private areas in case a participant wants to discuss bullying issues in private
- Become familiar with local school bullying reporting and prevention policies

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Schedule use of the Mobile Technology Lab.
3. Ensure wireless Internet access
4. Contact volunteers and go through online volunteer training.
5. Recruit a specialized volunteer to assist with private discussions of bullying if necessary.
6. Prepare the following 6 laminated Ally Action signs (adapted from *BeSAFE*, Michigan State University Extension) and place them around the room prior to the session:
 - Say something to defend the target
 - Step in – let the target know they are not alone
 - Get a trusted adult to help
 - Get friends to step in too
 - Calmly ask the person to stop
 - Change the situation
7. Borrow or buy supplies.

Copy:

- Quick Tips for Shot Composition handout (found at the end of the activity plan) (1 per Family)
- Promote Allies Storyboard handout (found at the end of the activity plan) (5 per Family)
- Family Letter (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around your space (Self-responsibility, Communication, Social and Emotional)
- Nametags
- 8 iPad 2 devices (1 per Family) with valid e-mail accounts and which have the following apps updated:

- iMovie



- YouTube





TECH DISCOVERY: Reintegration Youth & Family

- 2 iPad 2 camera connection kits
- iPad/VGA connector
- Wireless external speaker

Get from Mobile Technology Lab

- Video camera
- Wireless router

Buy or Borrow Supplies

Icebreaker: Gossip

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils

Activity 1: Ally Awareness and Action

- iPad 2 device (Tech Discovery Tool Kit)
- iPad/VGA connector (Tech Discovery Tool Kit)
- Wireless external speaker (Tech Discovery Tool Kit)
- Wireless router (Mobile Technology Lab)
- Ensure wireless Internet connection
- LCD projector & screen
- Extension cords/power strips as needed
- Flipchart paper
- Markers

Activity 3: Promote Allies

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kit)
- 2 Video cameras (Mobile Technology Lab)
- Wireless router (Mobile Technology Lab)
- Ensure wireless Internet connection
- iPad Camera Connection Kit (Tech Discovery Tool Kit)
- Quick Tips for Shot Composition handout (1 per Family)
- Promote Allies Storyboard handout (5 per Family)
- iPad/VGA connector (Tech Discovery Tool Kit)
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords/power strips as needed
- LCD projector and screen
- Flipchart paper
- Markers

Day of the Event

Roles for Volunteers:

- Help Families with all activities and form a positive connection with the Families
- Provide positive support for Families throughout the activities
- Recording on flipchart/large Post Its of ideas generated by group discussions
- Assist Families in setting positive goals
- Assist Families with technology required for production of 60 second commercial
- If necessary, help participants discuss personal issues about bullying experiences in area(s) with more privacy
- Facilitate problem solving and use teamwork when Families become frustrated or have questions
- Assist with setup and cleanup

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Point out the private area and when to recommend that participants move to private areas to discuss personal experiences with bullying.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill signs in the directions and remind them of the importance of discussing them with Families during the activity
 - Cue volunteers that the Ally Action signs posted around the room are the six recommended ally actions; remind volunteers how these actions will if Families support each other in taking them
 - Have volunteers help set up for the event
4. Prepare 3-5 messages that will be used in the icebreaker.
5. Recruit a Tech volunteer that can assure all iPad 2 devices are charged, updated, have the iMovie and YouTube apps loaded, and that all connections for video projecting and wireless Internet access are in place.

Set Up Your Space:

Space: Tables and chairs

1. Post **Life Skill/Resilience Skill Signs** around the room.
2. Post 6 Ally Action signs around the room.
3. Set up a greeting table with a sign-in sheet.

WHAT TO DO**Bullying: Take a Stand Lend a Hand****As the Families Arrive**

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:**Gossip (15 Minutes)**

This icebreaker activity can help Families become aware of communication breakdown while getting to know other Families in a fun way. The interesting aspect of the game lies in how differently the story may end compared to how it began.

1. Have all Families form two lines (A & B), standing up, facing each other.
2. Whisper a message to the first person in line A.
3. The person with the message runs over to the first person in line B and whispers the message into their ear and runs back to his/her original spot.
4. The receiving player in line B then runs over to the 2nd person in line A and whispers the message and so on until it reaches the end and everyone has carried the message.
5. Have the last person state the message out loud.
6. Repeat steps 1 - 5 a couple more times with new messages to see how distorted the message winds up once it reaches the end.

Debriefing Questions:

- How different was the message by the time it was passed through everyone?
- Have you ever gotten the wrong message about someone else? Describe that experience.
- How can we try to prevent getting the wrong message about another person?
- What is a strategy we can adopt and share with others to make sure we receive and give good, correct information about situations or about others? (Examples - don't gossip, don't share something if we think it might be incorrect or gossip, make sure what we hear is correct by asking the person about it, etc.)

Activity 1:**Ally Awareness and Action (40 Minutes)**

“During the icebreaker we learned how easy it is for simple statements to be misunderstood and changed. Each of us can recall hearing something about a situation or about someone that we thought was accurate, but then later found out that it was wrong.

“In your local school, neighborhood, club or group there may be someone who is gossiping, spreading rumors and/or bullying others. It's hard to know how much bullying is going on since it is often not reported to adults or authorities. But the national experts at the Cyberbullying Research Center (cyberbullying.us) report that nearly 40% of youth have experienced bullying online. Some research reveals that military youth may be a target of bullying more often than are non-military youth (Preventive Medicine 60 (2014) 21-26 from www.researchgate.net/publication).

“Bullying takes many forms:

- *We may witness it happening because it is physically in a school classroom, work place, club or youth group*
- *We may see people being made fun of, being excluded, being humiliated in front of others*
- *We may read or view it online, through social media (e.g. Facebook, Twitter, Instagram, YouTube)”*

Write down the following three elements on the flipchart as they are mentioned or have the three elements written prior to the session.

“No matter what form it takes, bullying has three common elements:

1. *The bully **intends to do harm** – physically, socially, emotionally, or mentally. It’s not by accident.*
2. *The bullying is **consistent and repetitive over time**. This is different than someone becoming occasionally angry.*
3. *The **bully has more “power”** than the target has. This is called a power difference and the power can be physical, social, or access to other things like technology, more friends, or more authority.*

“One of the most important things we can do to help the target of bullying is to become their ally. Let’s discover more about what it means to be an ally with someone. An ally is someone who joins with another person in order to give them support. When someone is being targeted by bullying, there may be a lot of people standing by and watching or knowing the bullying is happening, but they may seldom do anything to stop it.”

“Let’s view a short YouTube video from ALTER (Anti-Bullying Learning and Teaching Resource of the Catholic Education Office) that shows how it feels to be targeted by bullying and what can happen if others take a stand for and lend a hand to targets:”

- Connect one iPad 2 device to the LCD projector using the iPad/VGA connector
- Connect the iPad 2 device to the wireless external speaker via Bluetooth connection
- Select the YouTube app and search for “ALTER anti bullying”
- If unable to connect, try opening the Safari app and enter www.youtube.com/watch?v=EA5C-1N_r1w&list=FLH1icSrKvf4XJpabz1cqTYA

Facilitate a short conversation about what it means to be an ally. Be alert to the youth and/or their parents who may be showing emotional responses to the video or who want to share personal experiences. Depending upon the lead volunteer’s ability and experience, some of these personal experiences can lead to group support and to group bonding. However, the leader may wish to limit the amount of personal information shared with the whole group. A technique to do this is to: a) thank the participant for their willingness to share personal experiences, b) remind them that there are two other activities that follow which will allow the Family to share more experiences and ideas, c) suggest that following the session they can meet privately with the facilitator.

*“When being an ally for someone who is targeted by bullying there are some actions that an ally might consider. Posted around the room are six things that an ally can do should they **choose** to take action.”* Review the statements on each sign and if time allows ask if participants have comments or examples of each action:

- Say something to defend the target
- Step in – let the target know they are not alone
- Get a trusted adult to help
- Get friends to step in too
- Calmly ask the person to stop
- Change the situation

Emphasize that becoming an ally and taking action is a choice, and that there may be situations where a person chooses not to act – this is their decision. Remind participants to always involve an adult - a parent, another authority – when one is aware of bullying.

“Thank you for your ideas about the actions that allies can take to take a stand and lend a hand to targets.”

Debriefing Questions:

- Have you seen someone do something that would make them an ally for someone else?
- What did they do? What skills and abilities did they have? What did you admire about them?
- What skills and abilities would you like to have in order to be an ally for someone?

Activity 2:

Ally Sculptures (40 Minutes)

“Let’s practice some of the skills and actions that allies have or may take. These actions can be any of the six listed on the signs around the room or some that have been mentioned. You might even come up with additional actions. We’ll practice these ally actions through a fun activity called ‘Ally Sculptures.’ We’re going to make living sculptures portraying an action that an ally might take when there is someone who is being targeted by a bully. Will everyone get up, roam around, mix up and then get together into groups of up to six people with members from different Families.

“Rather than talking about what an ally would do when helping someone who is being bullied, I would like each group to take on the role of human statues and portray what would happen when an ally takes action. Specifically, one young person in your group should volunteer to be an ally and then move each of the remaining group members into positions and poses based on the ally action you wish to portray. Someone will be positioned and posed into a target role, a bully role, into witness/bystander role(s), and into other roles or positions as the ally deems necessary in order to show a real or imagined bullying situation where they are an ally. One by one, the ally will position and pose group members who then hold that statue pose until the ally is done. Remember your positions so that you can recreate your statue for the whole group to see. When we reconvene as a large group we will have each group recreate their sculpture as the ally presents the sculpture to the full group explaining what is happening in the situation, what ally

action is being portrayed and what happened as a result of the ally's action.

“Are there any questions? Is everyone ready? Remember, plan who will have the ally role, select your Ally Action, plan your sculpture and then when everyone's ready we will reconvene as a large group and share our sculptures with everyone.”

Wonder around the room observing how the groups are doing with their planning. Answer questions as they are presented, but do not interfere with the group discussions and sculpting other than to make sure that a young person has been designated the ally and is leading the sculpting.

When it appears that groups are ready to present their sculptures, ask for a group to volunteer to present their sculpture. After each sculpturing, ask the ally to discuss the experience. Challenge the audience with the following questions as appropriate:

- What happened in this sculpture?
- Who was the ally and what were they doing?
- How did the target, other bystanders, others in the sculpture and the ally feel when the sculpture was done?
- What more could be done or what might be the next action portrayed in the sculpture?
- How might the action portrayed in the sculpture be used in a real situation?

Have all participants applaud the work of each group.

Thank all groups for participating. Remind them that taking action as an ally is usually not as easy as putting people in positions and poses. But the activity gave a potential ally some practice with action and others in the sculpture may have learned what it takes to become an effective ally to someone who is bullied.

Activity 3:

Promote Allies (100 Minutes)

Adapted from: Video Talk Show Tech Discovery Curriculum: Reintegration Youth lesson by Teresa Noon, OMK Project Director, University of Arizona Cooperative Extension, 4-H Youth Development.

NOTE: It would be great to have a snack break sometime during this activity!

“Now that you have practiced what it looks and feels like to be an ally, let's encourage others to do the same by making a 60 second commercial! Each Family will get to design, film and produce a 60 second commercial that encourages youth to become allies for peers who are targeted by bullying. At the end of this activity, we'll share each of your commercials with everyone. If you choose, you can upload your commercial to your Family Facebook page, share it on your YouTube site, or send it to yourself via email attachment. We don't have a lot of time, so here are the things your Family needs to complete (Have this list on a flipchart so it can be shown while it is described):

1. *Before you begin filming your commercial, your Family will need to **brainstorm the commercial's "storyboard"** so it has a beginning – middle – end. Use the Promote Allies Storyboard handout to help you plan the flow and message of your commercial. The*

commercial is to send a message that makes sense and captures the viewers' interest for just 60 seconds. There needs to be some plan for what would be the best way to encourage youth to not be bystanders, but instead to lend a hand when they witness bullying. Using a storyboard will help keep you on target with your message and make the filming go more smoothly.

2. *After your Family has developed a plan on the storyboard, **decide who** is acting in the commercial, who is filming, who is directing and who will edit the final product. The person filming might want to review the 'Quick Tips for Shot Composition' handout in order to plan how to shoot some of the scenes. However, some of the most popular YouTube films are those that don't have a lot of staging or complex shooting, so don't worry if your commercial lacks the artistic quality of a major motion picture.*
3. *Finally, decide who will **present** your commercial to today's group, and who will guarantee that all of the equipment will be returned at the end of this activity. Each Family will have access to an iPad 2 device, and we have a couple video cameras to share among all of the families if you'd like. Some may prefer to use a Family smart phone for filming, editing and uploading. Remember, to handle all equipment with care and don't break any."*

Hand out the iPad 2 devices and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the families):

- *Handle with care*
- *Use 2 hands at all times*
- *Keep it clean*
- *If you break it, you buy it (\$500.00)*

Review the location of each camera lens, how to manipulate the camera, how to use video and how to find photos taken in the camera roll.

"We'll be roaming around the room offering to help with the technology if you run into problems. Let's begin!"

If Families use a video camera, they can download their video from the SD card to the iPad 2 device using the iPad Camera Connection Kit and then edit using the iMovie app. Families may choose to share a video camera with another Family. Anything with an SD card or USB port works great. After about 30 minutes, remind Families that we are not looking for multi-million dollar productions. Sometimes simple is better. They can watch an iMovie tutorial about editing on their iPads. Use the YouTube app on the iPad 2 device and search for the 'iMovie for iPad 2' done by DetroitBORG (video runs 11:46 minutes).

At the end of another 30 minutes, encourage the Families to complete their commercial so they are prepared to share it with other Families using their iPad 2 devices. Make sure that each Family has selected a spokesperson (preferably a youth) to introduce the Family members, explain their role in the production of the commercial and to air the commercial.

In the final 30 minutes of the activity, reconvene all of the groups and have each Family air their commercial making sure that others give a round of applause for each Family after airing.

“Thank you for sharing your creative commercials with us. I hope you had fun working with your Family using some neat technology tools.”

Debriefing Questions:

- How did you make decisions as a Family about how to complete this activity?
- How does your Family plan to share or post the commercial?
- What did you learn by doing this activity?
- What advice would you have to give to someone who wants to design and produce a similar commercial to encourage youth to take a stand and lend a hand?
- What did you learn about yourself today?

Activity 4:

A Rose and a Thorn (15 Minutes)

“We’ve had a good session today learning more about bullying and actions of allies. We hope you can take these experiences and use them when dealing with bullying behaviors. It’s important however to communicate openly and positively within our Families when confronting bullying. Keeping bullying to ourselves decreases the likelihood of a solution.

“In closing we will finish with the Rose and Thorn activity. The purpose of this activity is to have everyone share something positive and something negative about their day so far as a way to practice constructive communication in a trusting setting. The point of the activity is to listen and validate that we all have some things in our day that are pleasing and uncomfortable, but mostly to practice appreciation and thanks for all Family members. No matter who we are, we can all stand to try to balance out the negatives with the positives. This can also help us to make an effort to see and share the positives we see in other people instead of just the negatives.”

1. Sit in a large circle so that everyone is facing each other.
2. Ask everyone to take 3-5 minutes to think of one "rose" and one "thorn" from your day so far. Their "rose" should be something that was wonderful, positive, successful or exciting. Their "thorn" should be something that was unpleasant, frustrating, difficult, negative, or a lesson learned. They could select things from this workshop or from earlier in the day.
3. Once everyone has their “rose” and “thorn” in mind, start around the circle having each person share his/her “rose” and “thorn” with the rest of the group.

NOTE: It is at the discretion of the facilitator to decide if the group should give feedback or make comments, or just remain silent and listen. If time is short or the group is large, you can have the large circle break off into two or more smaller circles before people began to share their “roses” and “thorns.” Just make sure that Family members are in the same circle together.

Debriefing Questions:

- How might you change your “thorn” to a “rose?”
- How can your Family incorporate this activity of open communication into your daily routine?

Talk It Over:**(20 Minutes)**

1. To help you focus the final discussion, briefly look at the Life Skill, Resilience Skill, and Science and Technology Objectives on page 1.
2. Also, look at the Ally Action signs and objectives.
3. Lead the entire group through the **Talk It Over** discussion.
4. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did you learn about bullying and Ally Actions today?
- How did you share your ideas with others during the activities?
- What was memorable about what we did together?

Process

- What did you learn about your Family today?
- What was the most challenging part about developing your Ally commercial?
- How did all Family members share in the activities?
- What did you learn about yourself?

Generalize

- How do the Ally Actions and bullying issues we learned relate to real situations?
- How did the sculpting activity lead to open communication and appreciation of others?
- How did it feel to work as a Family team on your commercial?

Apply

- How might the practice of giving complements (“roses”) to members of your Family be expanded to others?
- How might complements be included with actions that allies use to help targets of bullying?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Self-responsibility, Communication, Social and Emotional. 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)**

“Thank you for participating in today’s lesson on Bullying: Take a Stand and Lend a Hand. We hope you have enjoyed the information and activities about the importance of standing against bullying when and where ever we see it. We hope you have also enjoyed learning about the importance of how we can communicate emotions in positive ways to Family and to friends. Please be sure to take home your Family Letter. Have a great day!”

Extend the Activity:

Use any of the following resources to learn more about bullying:

- Cyberbullying.us
- Stopbullyingnow.gov
- *Be SAFE: Safe, Affirming and Fair Environments*, Michigan State University. Bullying prevention curriculum for middle school-age teens and their adults.
http://msue.anr.msu.edu/program/info/be_safe

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Go to the Camera Roll app on each iPad 2 device and delete all pictures and videos that were created in Activity 3
- 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 Tech Discovery Tool Kit
- Return Tool Kits and supplies to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on activities
 - Other important notes on activities, volunteers and youth
 - Critical follow-ups (parents expressed behavior/worries about a particular youth, inappropriate language from a volunteer, dissatisfaction, etc.)

Activity Developed for Tech Discovery Curriculum by:

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Bullying Take a Stand Lend a Hand

Dear Family,

Thank you for participating in our Bullying: Take a Stand and Lend a Hand lesson that helped:

- Increase awareness of (cyber) bullying, how it impacts others, and what can be done to be an ally to a target of bullying
- Teens, who have been bystanders, learn to be allies against bullying
- Family members develop communication skills around the issue of bullying and to use technology to share their awareness of being an ally
- Pre-teens and teens increase social awareness, communication skills and resilience
- Pre-teens and teens acknowledge their emotions and the emotion of others and practice communication of emotions

As you return to home, school, and work please continue to support the prevention of bullying and the steps that allies can take to help those targeted by bullying. Also continue to demonstrate positive and open Family communication about charged topics such as bullying. It is the Family unit which can provide the best support to targets and allies.

Thanks again for your participation in this Tech Discovery experience!

Best regards,

Conversation Starters:

- How can your Family help prevent bullying?
- How can an awareness of another's emotions and feelings be supported?
- How can open communication help adults as well as children cope with bullying?

Promote Allies Storyboard



Message/Narration:

Action/Motion:

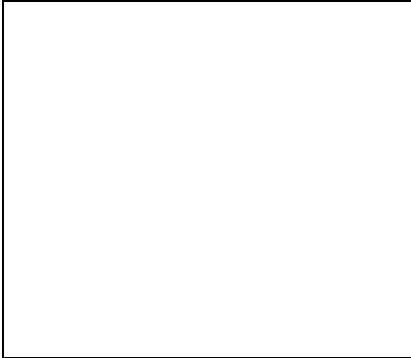
How long?



Message/Narration:

Action/Motion:

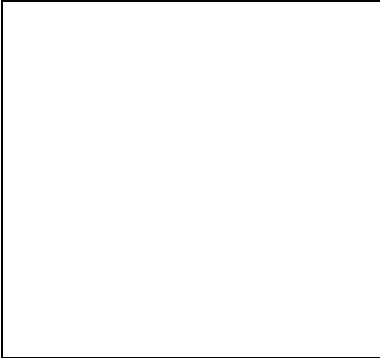
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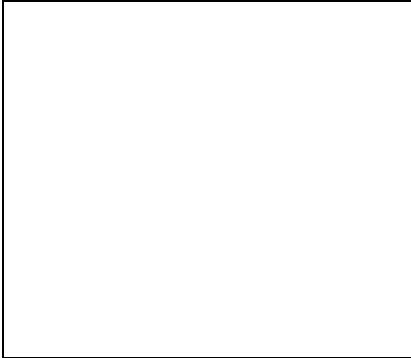
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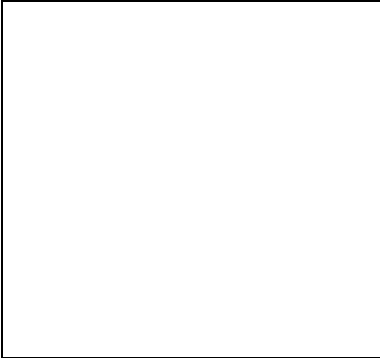
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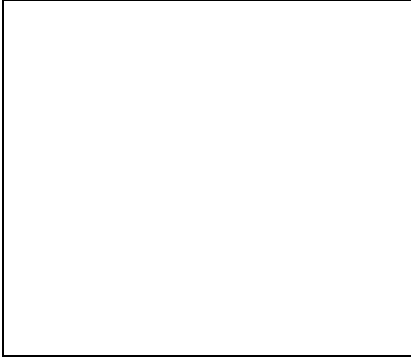
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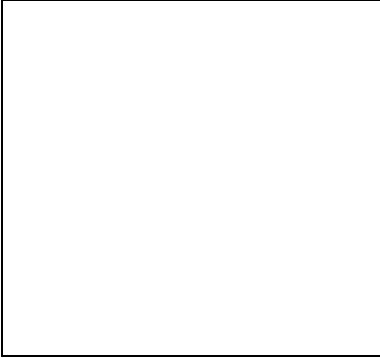
How long?



Message/Narration:

Action/Motion:

How long?



Message/Narration:

Action/Motion:

How long?

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.

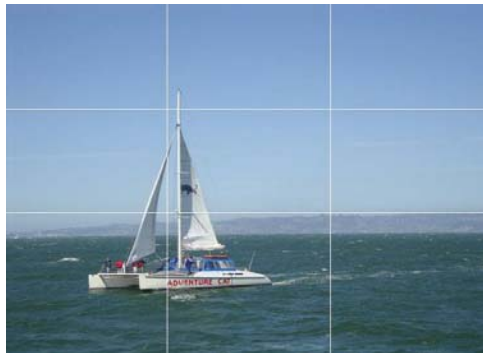


Photo Credit: Teresa Noon (AZ) Photography - 2011

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

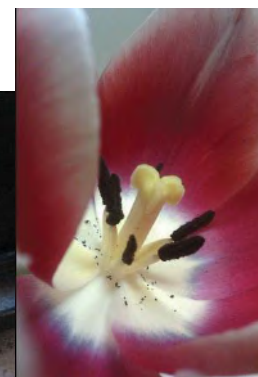
Close Up/Extreme Close Up Shot: This type of shot focuses in closely on the subject and can focus on specific details and textures of the subject (see 3 examples below).



*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).

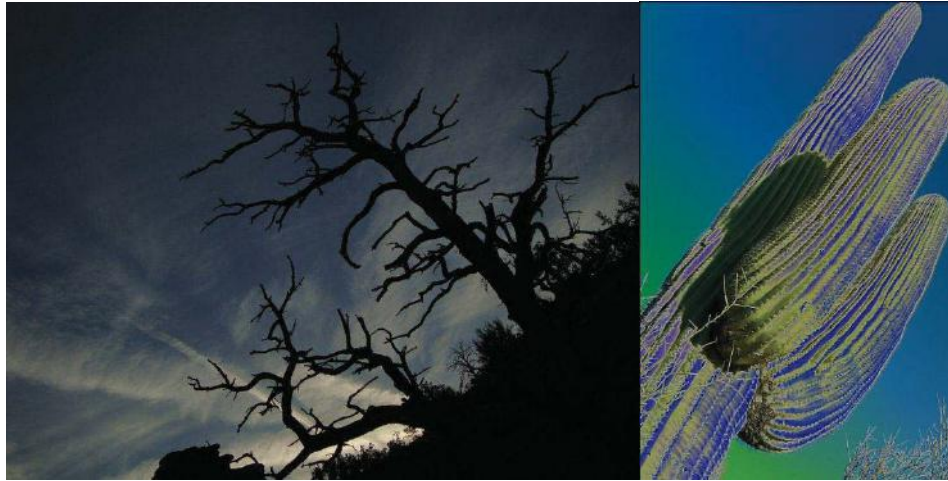


Photo Credit: Teresa Noon (AZ) Photography – 2011

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.

Drilling for Liquid Gold

Lesson Time: 4 Hours

Skill Level: Intermediate

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Internet Required: No

Target Audience: Families with Teens

Life Skill Objectives:

- **Problem Solving:** Solve problems and achieve success together during the activities
- **Decision Making:** Examine variables and how to change and modify them for a more positive outcome
- **Teamwork:** Work collaboratively and cooperatively with Family members

Resilience Skill Objectives:

- **Social:** Strengthen connections with others and communicate emotions in a positive and effective manner
- **Family:** Learn positive ways people express themselves

Science and Technology Objectives:

- Enhance knowledge of energy origins and geographic locations
- Create an understanding and appreciation for oil energy resources
- Identify some effects of oil spills on a water source and the organisms that use that water

Activity Overview:

This activity encompasses the concept of the Earth's structure and how natural oil resources are drilled and transported and the environmental effects when oil is spilled.

Shout Out To Youth!

Do you know where gasoline comes from? Come and experience drilling for liquid gold on a journey through Planet Earth. This exciting lesson is interactive and filled with activities such as building your oil platform and drilling the Planet Earth's layers using common materials.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Where in the World?	(10 Minutes)
Activity 1:	Amazing Planet Earth	(60 Minutes)
Activity 2:	Let's Drill for Liquid Gold?	(60 Minutes)
Activity 3:	Oil Spill Cleanup	(60 Minutes)
Activity 4:	Let's Keep Planet Earth Clean	(35 Minutes)
Talk It Over		(10 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$11/Family

Space Needed:

Tables and chairs. Activity can also be enjoyed outdoors (backyard, park, etc.).

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
2. Contact volunteers and go through online training.
3. Borrow or buy supplies.

Copy:

- Spaghetti Drilling Platform Challenge (1 per Family)
- Oil Cleanup Worksheet (1 per Family)
- Let's Keep Planet Earth Clean handout (1 per Family)
- Family Letter (1 per Family)

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Problem Solving, Decision Making, Teamwork, Social, and Family)
- Inflatable World Globe (2)
- Scissors
- Graduated cylinders (1 per Family)
- Funnel (1 per Family)
- Tape measure (1 per Family)

Buy or Borrow Supplies

Icebreaker: Where in the World?

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- 2 Inflatable World Globes (Tech Discovery Tool Kits)

Activity 1: Amazing Planet Earth

- 8 18 oz. clear plastic cups (1 per Family)
- 5 oz. containers of modeling dough (3 different colors per Family = 24 total)
- Marbles (20 per Family = 160 total)
- Puffed rice cereal ($\frac{1}{2}$ cup per Family = 1 box)
- Transparent milkshake straw (1 per Family = 8 total)
- Brown sugar (1 Tablespoon per Family = $\frac{1}{2}$ cup)
- Water ($\frac{1}{4}$ cup per Family = 2 cups)
- $\frac{1}{4}$ cup liquid measure
- Tablespoon measuring spoon
- 9 oz. paper drinking cups (1 per Family = 8 total))

Activity 2: Let's Drill for Liquid Gold!

- Uncooked spaghetti noodles (50 full length noodles per Family)
- Mini colored marshmallows (50 per Family)
- Tape measure (1 per Family) (Tech Discovery Tool Kits)
- Paper and pencils (2 per Family)
- Spaghetti Drilling Platform Challenge handout (1 per Family)

Activity 3: Oil Spill Cleanup

- Aluminum pie pan (1 per Family)
- Large stone (approximately 3x3 inches) (1 per Family)
- Bird feathers (2-3 inches in length) (2 per Family)
- Plastic spoon (1 per Family)
- 25 ml graduated cylinder (1 per Family) (Tech Discovery Tool Kit)
- Small funnel (1 per Family) (Tech Discovery Tool Kit)
- Oil Cleanup Worksheet (1 per Family)

For groups to share:

- 1 small bottle grease fighting dishwashing detergent
- Pitchers of water
- Dark vegetable oil (Extra Virgin Olive Oil or vegetable oil mixed with an oil based food coloring; i.e. candy colors available at big craft stores)
- 1 roll of paper towels
- 1 large garbage bag for clean up

Activity 4: Let's Keep Planet Earth Clean

- Let's Keep Planet Earth Clean handout (1 per Family)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each of the identified life skills (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

1. Post **Life Skill/Resilience Skill Signs** around the room.
2. Set up a greeting table with a sign-in sheet.
3. Set up a supply table with items on supply list.
4. Inflate world globes.
5. Prepare Family work areas with supplies for Activity 1:
 - 8 18 oz clear plastic cups (1 per Family)
 - 5 oz containers of modeling dough (3 different colors per Family)
 - Marbles (20 per Family)
 - Puffed rice cereal (1/2 cup per Family)
 - Transparent milkshake straw (1 per Family)
 - Brown sugar (1 T per Family)
 - Water (1/4 cup per Family)
 - 1/4 cup measuring cup
 - 9 oz. paper drinking cups (1 per Family)

WHAT TO DO**Drilling for Liquid Gold****As the Families Arrive....**

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:**Where in the World? (10 Minutes)**

Background: Oil is drilled all around the world from the Gulf of Mexico in the U.S.A. to countries such as Iran, Argentina and Kenya. (Use inflatable Globes to pinpoint countries.) We need oil and its by-products for heating homes, gasoline for our cars and in the production of plastics (i.e. milk jugs, water bottles, zip-lock bags) and so many other useful consumer products.

1. Have Families gather into one big circle (if the group is larger than 15, break them into two smaller groups).
2. Provide each group with an inflatable World Globe.
3. Tell them that you are going to toss the globe to someone and then they should share:
 - Their name
 - If they could travel to any place in the world, where would it be?
 - Why they chose this location?
 - Point out the location on the World Globe
4. When finished, the person with the globe should toss it to another person in the circle who has not yet had a turn and they should follow the same directions.
5. Continue until all in the circle have shared (remember to include facilitator and volunteers).

Debriefing Questions:

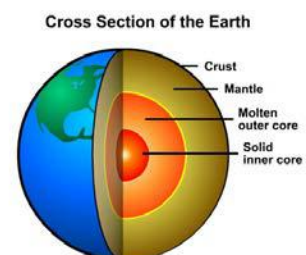
- What kind of things attracts us to a specific location?
- How do we learn about new places?

“The places you’ve mentioned so far have all been on the surface of the earth. But today, we’re going to learn about what might be a new place for you, beneath the surface of the earth.”

Activity 1:**Amazing Planet Earth (60 Minutes)**

“As we begin to learn about drilling for oil and gas, we need to understand how the earth is made. Today, each Family is going to build a model of the earth representing the core, mantle and crust using modeling dough.”

1. Have each Family gather around one of the prepared work stations.
2. Introduce Families to the supplies and ask them to follow your directions and not move ahead on their own.



3. Let Families decide which color modeling dough to use first to represent the earth's core. Have Families work the selected color dough for layer #1 to make it more malleable and then add their 20 marbles to the dough.
4. Press the dough-marble mixture into the bottom of the plastic cup. The dough-marble mixture represents layer #1 (the Earth's core).
5. For layer #2, let Families select a different color modeling dough to represent the earth's Mantle.
6. Have Families work the selected dough to make it more malleable and then add ½ cup puffed rice to the dough.
7. Add and press the dough-rice mixture on top of the Core in their plastic cup to represent the Mantle.
8. Have Families use their last color of modeling dough to represent the earth's Crust.
9. Let Families work with the third color dough to make it more malleable and then add on top of the Mantle in the plastic cup.
10. Add a thin layer of brown sugar (1 Tablespoon) on top of the Crust layer in the plastic cup. Press the brown sugar into the crust with your fingers.
11. Add ¼ cup of water to the model to represent the ocean.
12. Take 1 straw and carefully, vertically push it through the layers. Hold a finger over the end of the straw while extracting a core sample.



Debriefing Questions:

- What were some of the challenges you experienced in drilling through the Earth?
- What obstacles did you encounter along the way? How did you handle them?
- How did your Families make decisions about the colors to use and who was going to actually perform each step?

Activity 2:

Let's Drill for Liquid Gold (60 Minutes)

Technology and engineering are important careers and play a vital role for Families as they heat their homes, cook or go camping. Gasoline runs our cars and trucks; propane heats some homes and is used for cooking. Last but not least, plastic is all around us in our daily lives. This activity will demonstrate and provide the Families with an appreciation of these common items and how important of a role they play for our comfort and convenience. This lesson represents the disciplines of petroleum and process engineering and technology.

“Now that you have an idea of how the earth looks on the inside, where do you think we'd look to find some oil? How do you think oil is formed? Over millions of years, dead animals and plants got buried deeper and deeper where? Yes, in the earth's crust. Heat and pressure have gradually turned the mud into rock and the dead animals and plants into oil and gas.”

(Ask.com)

“Now that we know where to look, it's time to go drilling. You created a cross-section of the earth from under the ocean. In fact, it is estimated that 26% of the earth's oil reserves that can easily and affordable be recovered are under the oceans. So you will need to build a standalone drilling platform on your model of the earth in your cup.” Distribute the Spaghetti Drilling Platform Challenge handout 1 per Family.

1. Build a standalone drilling platform on top of the model of the earth in your cup.
2. Only the materials listed may be used.
 - 50 spaghetti noodles
 - 50 mini marshmallows
3. Save enough building materials to be able to build an elevated pipeline from the completed drilling platform with the spaghetti noodles (cannot touch the table) and mini marshmallows that will carry your oil to the refinery approximately 12 inches from your platform (place where oil is separated into different by-products such as gasoline, propane and by products for plastic). From your refinery, you will need to split the pipeline into 3 ending routes, each approximately 6 inches long. These three routes will represent the oil being transformed into gasoline, propane and plastic.
4. Remember this is an elevated pipeline all the way.

Debriefing Questions:

- Explain how you constructed your platform and pipeline?
- What aspects of your platform design worked really well?
- What were the challenges your Family faced during construction? How did you solve them?
- What did you see in others' platforms that you wish you had tried?
- Under what conditions would an elevated pipeline be necessary? (The preservation of the natural environment i.e. Alaskan permafrost and safety to animals and the surrounding population)

Activity 3:

Oil Spill Cleanup (60 Minutes)

“What is an environmental engineer? What does an environmental engineer do?”

- Possible response might include: biotechnology, water treatment, hazardous waste management, landfill construction, etc.

“Today we’re going to work as environmental engineers in addressing an environmental problem.

“Does anyone remember the Exxon Valdez oil spill? The Exxon Valdez oil spill was one of the largest oil spills ever. It took four summers to clean up the spill. Why is it so hard to clean up oil? Why does it take so long? One reason is because of its low density, which makes oil float on top of water. In addition, oil is hydrophobic (afraid of water) so it does not like to be in water, and it would rather stick to anything other than water; therefore, it will stick to animals, beaches or rocks before it will mix with water.

“In some cases, people rely on the environment's ability to dilute pollutants. For example, exhaust from cars is very toxic, but we depend on the environment's ability to mix the exhaust with the air in the atmosphere. Although it is not the best method of dealing with pollution, diluting the exhaust in the air actually reduces its toxicity. We are not harmed (i.e., poisoned) by carbon monoxide while just walking alongside a car, but we would be if we sat in a closed

garage with the car running. The ocean works in the same way as the atmosphere. Some wastes are unavoidably disposed of in the ocean. Runoff from cities — such as New York City — is filled with various types of pollution, and it all ends up in the ocean at some point. The ocean can dilute the runoff to a certain extent — creating no immediate threat to inhabitants. Because of its hydrophobic properties, however, oil will never easily dilute into the ocean, which makes it very hard and time-consuming to clean up spills.

“Oil spills, like most environmental issues, become very political situations. Many questions are asked, and blame is given. Who is responsible for the pollution? Who should pay for the cleanup? How much should they pay? How should the spill be cleaned up? These and other questions are often highly-debated issues. For example, most oil companies would argue that the least expensive clean-up option should be used; whereas environmentalists and people impacted by an oil spill want the method that works the best — no matter the cost. In the case of the Exxon Valdez oil spill, Exxon paid a tremendous amount of money for the initial cleanup, although a lot of oil still remains in and around Prince William Sound. Although Exxon has already paid \$1.1 billion in punitive damages to many of the local people who were negatively affected by the spill, they are still being sued for more. Another example of how complicated environmental issues can become is that even 15 years after the spill occurred, lawyers are still debating how much money should be paid to the 32,000 fisherman that were out of work because of the Exxon Valdez oil spill.”

Distribute a copy of the Oil Cleanup Worksheet to each Family.

“Today, we are going to create a model of an oil spill. You are going to play the role of environmental engineers and use different technologies to clean oil from water. You will use:

- Booms and skimmers (because oil floats on water, this is used to contain the oil and avoid spreading)*
- Absorbents (used to soak up the oil and avoid spreading)*
- Dispersants (chemicals used to break up the oil slick into little droplets on the water surface)*

What do you think will be the best method for cleanup? Take a moment to discuss with your Family and write down your hypothesis on your Oil Cleanup Worksheet? What do you think will be the relative cost for each?

“You will also collect data on oil removal and then look at the clean-up methods used from the viewpoint of either the environmental engineer or the oil company owner. How do you think they will feel about the oil spill cleanup?” Assign Families to one group or the other. Try to get a balance for each perspective.

“Environmental engineers are called upon to assist with the cleanup of oil spills and other environmental hazards. They must be familiar with different methods of clean up and then effectively communicate these strategies with the community, the clean-up crew and the company/person behind the spill. Environmental engineers' contributions to environmental cleanup are very important in keeping our Earth's water and land useable.”

Creating the Oil Spill

1. Distribute pie pans to Families. Have them place the pan on their table and put the stone in the middle of the pan so that it sticks above the water line. Then, add water to the pie pan until it is about ½ full. Explain that the stone is the land and the water is the ocean. One of their objectives when they start to clean up their oil spill is to keep the oil away from the land.
2. Move around the tables placing a small amount (about 2-3 Tablespoons) of oil (some type of dark or colored vegetable oil) in each Family's pie pan. What happens? Watch closely to see if the oil moves toward the land.

Oil Spill Cleanup

1. Give each Family a feather to place in the oily water for 30 seconds. Remove the feather and observe what the oil has done to the feather. What impact do you think oil has on birds?
2. Distribute a plastic spoon, graduated cylinder and funnel to each Family. Have them use the skimmer (spoon) to try removing the oil, using the funnel to help pour what they remove into a graduated cylinder. (**NOTE:** Be prepared to demonstrate how to use the spoon to gently skim off the top layer of oil without removing spoonful's of water).
 - Ask Families to determine approximately what % oil and what % water is present in what they removed? They should write the number down on their Oil Cleanup Worksheet. (**NOTE:** They should be able to get the number from the graduated cylinder since the oil and water will separate in the cylinder.)
 - Have them place a score (H = high, M = medium, L = low) on their Oil Cleanup Worksheet for their estimate of the cost and effectiveness of skimming if they were either the environmental engineer or the oil company owner
3. Give each Family ½ sheet of the absorbent paper towels to absorb the oil. Fold the paper towel into quarters and place onto the oil spill. Ask them if they think absorbent cloth is expensive? How well did it work?
 - On their worksheet, have them rate the cloth in terms of effectiveness (H, M, L) and cost (High cost, Medium cost, Low cost) if they were either the environmental engineer or the oil company owner?
4. Place 2 drops of "dispersant" into each Family's pie pan and have them stir it around with their spoon. They will notice that the oil appears to break up into small droplets.
 - Is this an effective means for clean up?
 - Give each Family the other clean feather. Have them take the feathers and see what effect the oil now has on them? The feathers should be fine (the dispersant worked!).
 - Have Families rate the dispersant in terms of cost and effectiveness if they were either the environmental engineer or the oil company owner?

Debriefing & Cleanup

1. Spend time as a large group discussing the Oil Cleanup Worksheet.
 - How effective do you think each of the cleanup methods was?
 - Discuss the environmental engineer perspective for selecting a cleanup approach.
 - Discuss the oil company owner perspective for selecting a cleanup approach.
 - How do you look at variables when making decisions in your Family?

NOTE: The discussion is not to debate the perspectives and select one best response, but to recognize that these issues are both scientific and political. Some items to consider in the discussion include:

- Skimming: Note the impact of ocean waves, how this would make skimming much more difficult and the cost of boats to perform skimming procedures
 - Absorbent Cloth: Consider the environmental impact of cleaning up or disposing of the cloth and how effective would this really be in an enormous ocean oil spill
 - Dispersants: Where did the oil really go? Is the water really clean? How might the dispersant affect animals/organisms in the water?
2. Have Families cleanup.
- The water, vegetable oil, and dispersant from the pie pan and cylinder can be washed down a drain
 - The pie pan, cylinder, funnel and rock may be washed with soap and water
 - Be sure to wipe up table surfaces
 - Return supplies as directed

(Activity 3 is adapted from the *TeachEngineering* digital library collection at www.TeachEngineering.org.
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Activity 4:

Let's Keep Planet Earth Clean (35 Minutes)

“Did you know that the average American office worker uses about 500 disposable cups every year? That’s a lot of waste. Recycling is the process of turning used waste and materials into new products. This prevents potentially useful materials from being wasted as well as reducing energy use and pollution. The idea of recycling isn’t something new, historical evidence shows that humans have been recycling various materials for thousands of years. Recycling is part of the waste disposal hierarchy - Reduce, Reuse, Recycle. Let’s also add ‘Reinventing’ as a 4th R in our Reduce, Reuse, and Recycle program. Many of our unwanted items can be repurposed and put to use in new ways in our households.”

1. Handout the Let's Keep Planet Earth Clean handout 1 per Family.
2. Invite each Family to work together to come up with ideas in each area that they can do at home to remove waste from our environment.
3. Give Families about 15 minutes to complete their handout.
4. Reconvene all Families into a large group.
5. Let Families share ideas of what they are currently doing and what else they could do. Encourage discussion as Families learn from each other.

Debriefing Questions:

- Why is recycling of plastic important?
- Estimate how many containers per week you can recycle as a Family?
- Which containers do you and your Family throw away most often?
- What ways can your Family decrease the use of paper and plastic?
- How can you continue the commitment to recycle as a Family?
- In what ways can you help the community?

Talk It Over**(10 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Share/Reflect

- What did you learn today?
- Which issues seemed most important to you during these activities?
- What did you enjoy most?
- How did your Family practice good teamwork through each activity?

Process

- What are characteristics of good Family teamwork?
- Why is it important to examine issues from different perspectives?

Generalize

- Could you share about a time when your Family had to weigh different variables when making a decision? What did you learn about your Family? What did you learn about yourself?

Apply

- What did you discover about your Family today that can help you collaborate and cooperate more as you move through life as a military Family?
- What can you do to influence others to Reduce, Reuse, Recycle and Reinvent?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Problem Solving, Decision Making, Teamwork, 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:**(5 Minutes)**

“As we close our activity today, it is not the end. We have made a model of Planet Earth and constructed a pipeline to enhance our understanding of the importance of oil and the impact it has on our lives. We learned about cleaning up oil spills, examining variables and some ways that we can reduce our dependence on fossil fuels. As we worked through these activities together, we hope that your Family noticed your decision making, problem solving and teamwork practices. Through our discussions and sharing times we hope you learned some new ideas and tips from each other that you can try with your Family. And, we hope that you had fun working and learning together! Thanks for your help in cleaning up our space!”

Extend the Activity:

- Work with community officials to start a recycling program in your community or volunteer at a recycling center
- Share your knowledge with others at school and in the community

- Participate as a Family in nationwide beach and roadside cleanups when scheduled to help keep the planet clean

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

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Drilling for Liquid Gold

Dear Family,

Today, we made a model of Planet Earth and constructed a pipeline to enhance our understanding of the importance of oil and the impact it has on our lives. We learned about cleaning up oil spills, examining variables and some ways that we can reduce our dependence on fossil fuels. As we worked through these activities together, we hope that your Family noticed your decision making, problem solving and teamwork practices. We know that these skills are important in helping you work through periods of reunion/reintegration in your Family. Through our discussions and sharing times we hope you learned some new ideas and tips from other Families that you can try with your Family. And, we hope that you had fun working and learning together!

Thank you for your participation in this lesson. Best wishes as you continue through the reintegration process. Thanks for your service as a military Family and welcome home Service Member!

Best regards,

Conversation Starters:

- Who can name the most plastic items in our house that begin with the letter of your first name? Do it!
- Point out Natural Gas Pipeline Markers as you are driving/riding as a Family.
- What would you pick as a mascot for our Family team? Why?

Let's Keep Planet Earth Clean

	Currently Doing	Could Do? Will Do.
<p>What can we do to REDUCE some of the waste we produce in our Family?</p>		
<p>What are some ways that we could REUSE products?</p>		
<p>What does our Family recycle? What types of things can we RECYCLE?</p>		
<p>How about REINVENTING something? How might we make something useful out of something we were going to throw away?</p>		



Oil Cleanup Worksheet

Hypothesis

Which cleanup method do you think will be the best: skimming, the absorbing pad or dispersing the oil? Why?

Skimming

What percent of the liquid you skimmed into your cylinder is oil? What percent is water?

Your Family will be assigned one of the following perspectives. Prepare to discuss your perspective when all Families get back together.

Rate your estimation of each method's effectiveness and cost from your assigned perspective:

(H=High M=Medium L=Low)

Assume you are the Environmental Engineer

	Effectiveness	Cost
Skimming		
Absorbing		
Dispersant		

Environmental engineers will desire the most effective cleanup regardless of the cost.

Assume you are the Oil Company Owner

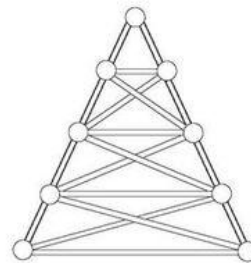
	Effectiveness	Cost
Skimming		
Absorbing		
Dispersant		

Owners will desire the most effective cleanup for a reasonable cost.

Did you prove your hypothesis?

Spaghetti Drilling Platform Challenge

Your challenge is to build the highest drilling platform on top of your model of the earth using just the spaghetti noodles and marshmallows provided for you. Pieces of spaghetti may be broken into desired lengths. The highest platform at the end of our time will be the winner. The facilitator's decision in all matters is final.



Hints and Tips

1. Make sketches of any good ideas you have and make plans for how you will construct your platform – good planning and design are essential to being successful!
2. Where you choose to use shortened pieces of spaghetti, make sure they are of the same length or your platform may start to twist and topple.
3. Use shorter pieces of spaghetti or put in braces (triangular supports) to help support squares or rectangles in your platform.
4. Think carefully about whether the spaghetti should pass all the way through the marshmallow, or not ... The strength of a joint is dependent on how well the marshmallow can “grip” the spaghetti strand without it slipping. If there is a heavy load (weight) on the joint it may cause the marshmallow to “creep” or change shape until the joint fails.
5. There will be most stress at the base of the platform – think about how to add strength here.
6. Make strong shapes. The shapes that are used to build strong structures are very important. Think about the shapes that have been used to construct bridges and towers that you have seen or know about. Start to practice building with spaghetti and marshmallows by testing out different basic shapes such as squares and triangles. You will discover that squares collapse easily under compression. Four pieces of spaghetti joined in a square give way at their joints’ the weakest points. But, if you make a spaghetti triangle, the situation changes. To make the triangle collapse you have to push very hard. You can build very large structures from squares and cubes, but they will be weak and will usually fall down quite easily. If you try to make a structure out of triangles and pyramids, it will be strong but you will use a lot of materials before the tower gets very tall! The best way to build a tall platform is to use both triangles and squares – that way you can build big structures that are less wobbly. A diagonal piece of spaghetti put across a square turns a square into two triangles and makes it more rigid.

Elevated Pipeline

1. Build a pipeline from the drilling platform with the spaghetti noodles (cannot touch the table) and mini marshmallows that will carry your oil to the refinery approximately 12 inches from your platform (place where oil is separated into different by products such as gasoline, propane and by products for plastic).
2. From your refinery, you will need to split the pipeline into 3 ending routes, each approximately 6 inches long. These three routes will represent the oil being transformed into gasoline, propane and plastic.

Permission pending: British Science Association

Marketing 101

Lesson Time: 4 Hours

Skill Level: Basic

Number of Families: 8

Deployment Segment: Reunion/Reintegration

Target Audience: Families with Teens

Internet Required: Yes

Life Skill Objectives:

- **Decision Making:** Make choices and identify options when having to make family decisions
- **Problem Solving:** Solve problems and achieve success together during the design of a marketing campaign
- **Communication:** Develop positive communication skills to express your thoughts and ideas

Resilience Skill Objectives:

- **Social:** Work on inclusion and feeling part of a team and valued by others

Science and Technology Objectives:

- Apply technology to create a marketing campaign and share it with others
- Use technology to design your target audience using an iPad 2 app

Activity Overview:

Participants will explore branding and product identification before having the opportunity to design a marketing campaign for a product or issue they select. The use of an iPad 2 device will assist them in learning more about branding and product identification as well as help them do research.

Shout Out To Families!

How do commercials and advertising affect you? Do you find yourself making purchases because of what you've seen or heard? Come and explore marketing and how branding and product identification impact you. You'll have a chance to develop your own marketing campaign as well.

Prerequisites: None

Breakdown of Activities:

Icebreaker	Team It Up	(20 Minutes)
Activity 1:	Branding	(45 Minutes)
Activity 2:	Product Identification	(20 Minutes)
Activity 3:	Your Target Market	(45 Minutes)
Activity 4:	Marketing Your Product	(60 Minutes)



TECH DISCOVERY: Reintegration Youth & Family

Activity 5:	Share Your Plan	(25 Minutes)
Talk It Over		(20 Minutes)
Closing & Cleanup		(5 Minutes)

Budget Range for Activity: \$10 total

Space Needed:

Indoors, with room to break off and do independent work (hallways, small classrooms, conference rooms).

Before the Event

Get Ready:

Tasks for Lead Volunteer

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

Do Ahead:

In coordination with the Military Point of Contact:

1. Schedule use of the Mobile Technology Lab.
2. Schedule use of the Tech Discovery Tool Kit (2 Tool Kits = 8 Families).
3. Ensure wireless Internet access.
4. Contact volunteers and go through online training.
5. Recruit a specialized Tech volunteer for Mobile Technology Lab setup and Internet support.
6. Watch the “iMovie for iPad 2” video on YouTube done by DetroitBORG (video runs 11 minutes 46 seconds).
7. Borrow or buy supplies.

Copy:

- Family Letter (1 per Family)
- Marketing Resource Page

Get from Tech Discovery Tool Kit:

- Laminated Life/Resilience Skill signs to post around the room (Decision Making, Problem Solving, Communication, and Social)
- 8 iPad 2 devices (1 per Family) which have the following apps updated:

- Face Your Manga (FYM) Avatar



- iMovie
- iPad/VGA connector
- Wireless external speaker

Get from Mobile Technology Lab:

- Wireless router

Get from Yellow Ribbon Tool Kit:

- Body Parts Debriefing Bag

Buy or Borrow Supplies

Icebreaker: Team It Up

- Nametags for all Family members, volunteers and anyone else who will be present (Tech Discovery Tool Kit)
- Sign-in sheet
- Writing utensils
- Jar filled with candies (M&M's or Skittles work best) – will need to be counted before putting them in jar; number is needed for the activity
- Small slips of paper (1 per person)

Activity 1: Branding

- Flipchart and markers
- Paper
- Pencils
- Assortment of magazines and newspapers

Activity 2: Product Identification

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Wireless Internet connection
- Wireless router (Mobile Tech Lab)

Activity 3: Your Target Market

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Blank paper
- LCD projector & screen
- iPad/VGA connector (Tech Discovery Tool Kit)
- Extension cords as necessary
- Marketing Worksheet (side 1)

Activity 4: Marketing Your Product

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- Marketing Worksheet (side 2)

Activity 5: Share Your Plan

- 8 iPad 2 devices (1 per Family) (Tech Discovery Tool Kits)
- LCD projector and screen
- iPad/VGA connector (Tech Discovery Tool Kit)
- Wireless external speaker (Tech Discovery Tool Kit)
- Extension cords as necessary

Talk It Over:

- Body Parts Debriefing Bag (Yellow Ribbon Toolkit)

Day of the Event

Roles for Volunteers:

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

Before the Families Arrive....

1. Orient volunteers to the overall objectives of the lesson, make sure they all have nametags and introduce themselves to each other before you get started.
2. Have Tech volunteer set up projection device, test the wireless Internet connection and wireless external speaker.
3. **Activity Orientation for all Volunteers** (before the beginning of the event):
 - Review each activity emphasizing application of each identified life skill (page 1)
 - Cue volunteers where to look for the Life/Resilience Skill objectives in the directions and remind them of the importance of discussing them with Families during the activity
 - Remind volunteers how these skills will help youth and Families manage reunion/reintegration issues and adjustments
 - Have volunteers help set up for the event and get ready to welcome Families

Set Up Your Space:

Space: Tables and chairs

1. Post **Life Skill/Resilience Skill Signs** around the room.
2. Set up a greeting table with a sign-in sheet.
3. Locate outlets available to plug in iPad 2 devices if needed.

WHAT TO DO**Marketing 101****As the Families Arrive....**

- Have youth and Family members write their names on the sign-in sheet and put on a nametag
- Introduce yourself, your team of volunteers and others that might be in the room along with their roles

Icebreaker:**Team It Up (20 Minutes)**

“Welcome to our marketing session today. I have a jar filled with candies and I’d like you each to take a guess how many candies are in the jar and write it on a piece of paper. After you have each made a guess, I’d like you to turn to a neighbor and introduce yourself and each share your guess. Now I need the two of you to come to an agreement on which of those two numbers you agree is closest to the actual number of candies in the jar. Write that agreed upon number on your paper. I will let you know when time is up.

“Now the two of you need to find another group of two people and again introduce yourselves and share your numbers. Now, come to an agreement on a number between the 4 of you and write it on your paper.

“Now go mingle and meet another group of four – introduce yourselves and share your numbers and then agree again as a group on the number of candies in the jar.”

Continue this process until you have run out of groups to combine.

“Thank you for mixing and meeting one another and I know there will be other opportunities today to work together. The total number of candies in the jar was _____. We’ll leave this jar of candies up here throughout the session today, so please feel free to come and take a few when you have a chance.”

Debriefing Questions:

- How close was your original guess?
- Was it hard to come to an agreement each time you met up with others in a new group?
- How did your group make the decision on which number to use?
- Did each group you were in use the same method for decision making?
- What goes into making a good decision?

Activity 1:**Branding (45 Minutes)**

“Many times when we watch television or look at billboards or magazines, we see symbols that remind us of something. It might make us hungry, or maybe we think about an article of clothing or even a car. Those symbols are called brands and the brand is what has meaning to the consumer. As you think about the brands you commonly see, please name a few and I’ll post them here on the paper.” (If the group has trouble getting started, some suggestions might

include the Nike swoosh, the McDonalds Golden Arches, Big K for Kmart or the VW for Volkswagen. This list should get the group started thinking about brands they can identify.)

“As you think about the brands you can easily identify, let’s think for a few moments about the images that come to mind when you see or hear certain images and sounds. When you think of McDonalds, what image comes to mind (i.e. the golden arches, but could be a food item or the character Ronald)? If you think of Nike, what is the first thing that comes to mind? Can sounds have that same effect on us? Can you think of any sounds that come to mind that make you immediately think of something? Please name some and I’ll list them here (i.e. the NBC sound – three notes, or the sound from the Law & Order TV show – three notes, or a commercial on television that you can sing along with and you immediately know the product).

“As you think about how a brand or a sound can immediately bring a product to mind, I’d like you to think about how a company has done their homework learning how to motivate you to purchase their product. And also have that product immediately come to mind when you see or hear their slogan. As companies understanding their consumers and their products, they take different approaches to their branding. Some companies have been able to just use a symbol to get people to think about their product. Other companies use commercials to show you how their product works and others have tried many options, but they still don’t easily come to mind.

“Let’s talk for a moment about how a brand might be used. How often when you need to blow your nose do you use a brand? Do you ask for a tissue or a Kleenex? What about when you are listening to music – do you use your mp3 player or an iPod? Those are two easy examples of how a name brand has been inserted into our lives and we hardly notice what we are doing. The companies who created those products have done a good job of marketing the product and making it easy to recognize every day.

“Can you think of a product that really doesn’t even need to be marketed anymore because it sells itself? It is rare. Even the well-known products or companies continue to market their product. McDonalds is a world known product and gets people through their doors every day because it is readily available. But they continue to market to the public because they know that staying in front of people reminds us of what they have to offer. They want us to know that they have items that appeal to a variety of people. You can now get healthier items and you can also get value for your money. They continue to remind us, even though McDonalds might be the first choice many people make each day.

*“What is another technique that companies use to make sure we recognize their brand? Many times they will use a famous person to help sell their product. When they use **celebrity endorsement**, they are making you think that using the product will make you resemble the celebrity. This is commonly seen with women for clothing and makeup products. An example is Ellen DeGeneres with the Cover Girl commercials.*

*“Another marketing strategy is **status**. The implication is that using the product will make you successful. A good example here is a Nike commercial using Michael Jordan, the famous*

Chicago Bulls basketball star. Many people bought Air Jordan tennis shoes, thinking the shoes might help make them a great basketball player.

*“Another marketing strategy is **peer approval**. The idea is that using the product will make you popular. This is especially targeted at teen and pre-teen audiences – often causing people to rush out and purchase things that are implied ‘everyone has it,’ or by making that purchase, it will make you stand out among your friends.*

*“**Physical attraction** is another marketing strategy used by companies to help sell a product. The assumption is that using the product will make you look more attractive – just like the person in the ads. This is used as a strategy for both men and women. This is commonly used in promoting clothing, beauty products, perfume or cologne and even cars and trucks.*

*“The final marketing strategy that we’ll talk about today is a **testimonial**. This is done by ordinary people who like the product and they talk about what it did for them. They often make comments that it worked for them, it should work for you too. This is most commonly used with dieting techniques or exercise products/equipment when you hear someone say it was easy for them, it will work for you too.*

“What are the negative sides of these techniques? Let’s take a moment and list a few of the negative things that happen because of marketing. (This might include a person’s self-image is deflated seeing the “beauty” in ads; kids thinking they can do great things because of the shoes or product they wear; a diet might not be as easy as they make it look or sound; people thinking that if they wear this clothing, people will like them more.) Let’s list a few of these on the flip chart to remind us later in the activity of a danger in marketing.

“The average American absorbs hundreds of advertising messages each day that convey what’s ‘in,’ what’s ‘out,’ who’s ‘beautiful’ and what makes it ‘the good life.’ You get messages at school – from school TV, messages from daily announcements, in curriculum, on school equipment, and vending machines. Advertising has become one of the most pervasive influences on society and culture – but people rarely think about the impact on their lives.

“According to the Institute of Medicine – food and beverage advertisers collectively spend \$10-12 BILLION a year to reach children and youth. Many ads target youth because they have tremendous spending power. Children and teens influence more than \$150 BILLION a year in family spending. Teens are most susceptible because they want to be accepted. This leads to even more spending – and the commercials and ads make it look very appealing. Advertisements usually show just one side of the story. They typically downplay the negative side of a product’s cost, taste, bad health effects, etc.

“Let’s take a look through the magazines and newspapers on the tables and see what types of advertising is found. Look for 5 different things that easily jump out at you and make a note of them on your paper.”

Give Families 10 minutes to find 5 different kinds of advertising that jump out at them: celebrity endorsement, status, peer approval, physical attraction and testimonial.

“I’d like to hear about a few of the examples you found. Let’s go around and have everyone mention one and if you have that one, cross it off. Let’s see how many unique ones we can find.”

“As you’ve noticed, advertisements are abundant as they try to make you, the consumer, want to make a purchase. They use brands you recognize, items you might want to buy, and words, to make you think you need that product.”

Debriefing Questions:

- What surprised you most about advertising?
- Which marketing technique was the most appealing to you?
- Did everyone in your Family have an opportunity to find and share some ideas?
- How does it help you as a consumer to understand how a product is being marketed?

Activity 2:

Product Identification (20 Minutes)

“I’m going to ask you to take a short quiz. We’ll be using the iPad 2 devices today during this activity in a couple of different ways. I’d like to remind you of a few things as you use the iPad 2 devices.”

Hand out one iPad 2 device to each Family and discuss the **iPad 2 Rules and Regulations** (read the following out loud and then ask for examples of what NOT to do from the Families):

- *Handle with care*
- *Use 2 hands at all times*
- *Keep it clean*
- *If you break it, you buy it (\$500.00)*

“The quiz we’re going to take is about brands and you can work on it as a Family team. Open the ‘Safari’ app and in the search box type in this internet address: <http://www.logoquiz.net/>. Work as a Family to see how many of the logos you can recognize. There are 20 for you to identify. Keep track of how many you get correct.”

“Let’s see how each Family did. Did anyone get them all correct? Did anyone miss just one? Two? Three? Isn’t it interesting to see how familiar we are with the different brands and logos that are around us each day?”

Debriefing Questions:

- Were the youth more aware of the logos or were the adults?
- Were there any that really surprised you?
- Did everyone have an opportunity to share in the decision making?
- Does the amount of media exposure you receive correlate to your score?

Activity 3:

Your Target Market (45 Minutes)

“The goal for our next activity is to create a marketing plan and a target audience for a product.”

“We’ve spent some time thinking about how marketing affects all of us in life - it affects how we watch TV, look at magazines and even how we look at billboards when we drive. Everywhere we go, we are impacted by marketing. So now we are going to think about our own marketing campaign. Each Family is going to create a marketing campaign around a product or issue that they are affected by or frequently use. You are welcome to select your own topic – so take a few moments to brainstorm with your Family.”

If ideas are needed, here are a few that might help:

- Jobs for returning Service Members
- Family game night
- Good sportsmanship
- Family night out
- Commercialism

“When you have your marketing campaign topic, please give me a team clap (all members of your team do a clap) to let me know you are ready. Let’s hear the ideas around the room.”

“Now we need to really think about the audience you want to address. How are you going to get the attention of a specific audience? Who do you think that audience is? What will you need to do to get their attention? What will appeal to them as an audience?”

“I’d like you to spend some time thinking about your audience. Who will you market your product or issue to? Imagine the person to whom you’d like to sell your product/idea. I’d like you to consider 3 things that will be helpful as you think about your audience:

1. *Geographic – Is there a place you’ll do the marketing (large city, rural area, college campus, size of area, etc.)?*
2. *Demographic – What age group is the audience? Male or female? Teenagers? 20-25 years old? 35-49 years old? 65+? Be specific about your audience.*
3. *Background – Is there a specific group of people to target? Business people? School teachers? Truck drivers? College students? Pre-teens?*

“After you have identified your audience, I want you to Brainstorm Your Target Market using side 1 of your handout.”

Distribute handout and review questions for Activity 3:

1. What interests does this “target audience” have?
2. What kinds of things do they like to buy?
3. What do they do for fun?
4. What is their family like? Do they have children? Do they have siblings?
5. What do they like to eat?
6. What do they do for exercise?
7. What is their favorite entertainment?
8. What do their friends like to do?

“All of these are helpful questions to think about as you identify your target audience. Spend some time listing or drawing things about your audience. Be sure to list the many different things that make this person ‘real’ to you.”

“After completing the list of information about your target audience, I want you to make this person become real to you. We are going to use the Face Your Manga app on the iPad 2 devices to actually make this person look real.

“The Face Your Manga app is the opportunity for you to create an image by selecting different things to create a face. You will be able to make your audience male or female; change the shape of a face; add eyes, ears, a nose and many other features about your character. You can experiment with the different features to make this person look like the target audience for your marketing project. Make sure all of your Family members have the opportunity to help add features to your character.

“Let’s take a few minutes and share the information about your target audience – you can share your character on the iPad 2 device and give a few important criteria about your character.”

Utilize the LCD projector and iPad/VGA connector to display each Family’s work as they share.

Debriefing Questions:

- What made you decide on the criteria for your target audience?
- Was it easy to decide on the “look” of your audience? Why or why not?
- Did everyone in your Family agree? How did you come to a final decision?
- How can a marketing company narrow down the prospective audience for a product?

Activity 4:

Marketing Your Product (60 Minutes)

“As you begin to think about your marketing campaign product or issue, please remember your audience. Now you are going to spend time developing your marketing campaign. We’ll talk about a few more things that will be helpful as you develop your marketing campaign for your target audience.

“You’ll want to make sure your marketing campaign is SMART:

- | | |
|--------------------------|--|
| <i>Specific</i> | <i>Do you know precisely what you want to achieve?</i> |
| <i>Measurable</i> | <i>Can you quantify your goals?</i> |
| <i>Achievable</i> | <i>Are you attempting too much?</i> |
| <i>Realistic</i> | <i>Do you have the resource to make the goals happen (people, money, machines, materials, time)?</i> |
| <i>Timed</i> | <i>When will you achieve the goal (one month, six months, one year)?</i> |

“If you don’t make your goals SMART, it will be too vague and will not be realized. Remember that the rest of the plan hinges on the goal. If it is not correct, the plan may fail.

“Also think about the way you’d like to market your product or issue. Here are a few options to consider:

- *Personal Selling is about managing personal customer relationships. Think of a car salesman.*
- *Sales Promotion can be using coupons or a promotional discount or a BOGO (Buy One Get One) free opportunity.*
- *Public Relations is a way to get your message out. It could be the use of a news article about the release of a new product or possibly a radio interview – getting the information out through media.*
- *Direct Marketing is a way to connect directly with the customer such as through a direct mail or e-mail campaign – often through the use of a database.*
- *Trade Fairs and Exhibitions is a way to meet many people and promote your product.*
- *Advertising has a cost, but the outreach is great. This could be in a magazine or newspaper or a radio ad.*
- *Sponsorship is a way to get your product or issue visible by having someone wear your brand or promote your product in a very visible venue. An example of this would be race cars that have agreed to sponsor the product and promote the brand.*
- *On-line Promotions might be an advertisement on a website or a scrolling ad which you pay a fee to have your product mentioned.”*

Refer Families back to the handout used in Activity 3.

“Take some time and look at the other side of the handout that has been provided. Examine how you might put your marketing campaign together. After you have thought about your campaign strategy, you are going to have the opportunity to capture your strategy. If you have chosen an on-line promotion for example – you can design what your scrolling ad might look like on a webpage. If you are doing a direct marketing campaign, sketch out what your e-mail might say. If you are doing a personal sale or public relations or advertising, use the iMovie app on the iPad 2 device to tape the promotion. The handout provides you space to sketch out your marketing campaign so it can be shared with others.”

Allow families 40 minutes to develop their campaign.

Debriefing Questions:

- Why do you think it was important to be so deliberate about the marketing strategy you planned to use?
- What might have happened if you hadn’t thought through the steps in a marketing plan?
- How do you think a company gets input from potential customers on their marketing strategy or product before rolling out the plan for consumers?
- At what stage of product development do you think a company begins their marketing plan?

Activity 5:**Share Your Plan (25 minutes)**

“Today each Family has had an opportunity to explore more of the world of marketing and what companies put into their marketing campaigns. As you watch or read or listen to the different media sources, I am hopeful you will notice more of the ways you are being targeted as a consumer. Let’s take a closer look at the campaigns that each Family has developed by sharing around the room. Please share the topic or issue your Family has chosen to address and how you planned to market it. If you used the iPad 2 device and would like to use it in your sharing you may do so.”

Talk It Over:**(25 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. Have a volunteer take comments/notes about group dynamics and specific Family comments.

Use the Body Part Debrief bag. As the facilitator, you will pull an item out of the bag and state the question(s) that is associated with that item.

NOTE: Please be sensitive to the unique circumstances of your group. Families with Wounded Warriors may be uncomfortable with the body part models. An alternate Talk It Over outline follows.

Item and Question:

Smiley Face: What was the best thing about working with your Family today? Name one thing about your Family that makes you smile.

Heart: Name something you felt as you participated in this lesson. Was everyone included during the activity? Was there anything that occurred that made your heart beat faster? Did any of the marketing campaigns you heard today make you feel happy?

Hand: How does pitching in and working with your Family make you feel? How does your Family help out one another? How would you ask a Family member or a friend to help you?

Eye: How did your Family team create a vision for the marketing campaign that was developed? How can you work with your Family to develop other Family goals? Why does it help to have a vision or a goal?

Brain: Explain something that you learned today. How might you use something you learned today in another way on another day? Did you make any new connections today to any information you knew before today?

Ear: Did you hear anything today that was a put down or hard to hear about someone else? How do you help others to say positive things about one another?

Stomach: What was your gut reaction to the marketing campaign you created today? How would you feel if your marketing campaign was not well received by the public? How does your stomach (gut reaction) serve as a gauge for things you do?

Alternate Talk It Over outline:

Share/Reflect

- What was your favorite thing about working on this project?
- What surprised you about marketing?
- How did you share your ideas with others during the activity?
- How was decision making used in this activity?
- What did you learn about Family decision making while doing this activity?

Process

- Why is input from others helpful when making a decision?
- How did your Family decide which marketing style to use for your product?
- What was the most challenging part about developing a marketing plan for your product or issue?
- What did you learn through sharing your marketing campaign with others?
- What key points did you learn about marketing?
- How much influence does marketing have on your decisions?

Generalize

- Where in your life might you need to do some marketing?
- How did it feel to work as a team with your Family?
- How did all Family members share in the activity?

Apply

- What are some new ideas you'd like to try when making Family decisions?
- What can you do to help your Family continue working together in positive ways to make good decisions in the future?

Debrief Families on Life/Resilience Skills:

Point to the Life/Resilience Skill Signs that are posted around the space: Decision Making, Problem Solving, Communication 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:

(5 Minutes)

“Thank you so much to everyone for looking closer at marketing, learning more about how you as a consumer are being targeted by companies to make decisions and make purchases and for learning about family decision making, problem solving and communication!”

Extend the activity:

- Explore in depth a specific company or product and how their marketing plan is targeted to consumers. Ideas might include McDonalds and their products as they are released or an infomercial selling exercise equipment.

Post Event

Lead Volunteer:

- Check to make sure that the space is clean
- Have all equipment and supplies back into kits or packed up to return to appropriate Military Point of Contact
- Fill out report:
 - Names of all volunteers
 - Number and names of youth and Family members (attach sign-in sheet)
 - Quotes from youth and Family members on 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.)

Activity Developed for Tech Discovery Curriculum by:

Kia Harries, Regional Extension Educator, University of Minnesota Extension Center for Youth Development

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Marketing 101

Dear Family,

Today we explored the world of marketing and how ads are designed for you as a consumer to make decisions and make purchases. We learned that there are a variety of ways that marketing companies try to appeal to you. They might use celebrity endorsement, status, peer approval, physical attraction or a testimonial to appeal to you as they try to sell a product.

We learned more about how branding and product identification is used to make our brains associate with those products. When we see certain symbols our brain might tell us we are hungry or need new shoes or be impressed by a brand of car. Marketing companies spend a lot of money to interest the consumer in new products.

We spent some time exploring a target market for our product and who we wanted to target, as well as designing a marketing plan that was SMART (specific, measurable, achievable, realistic and timely) to help get the message out. Marketing is not always easy and it's important to remember to design a plan that is focused.

And best of all, along the way you've had a chance to work together as a Family and practice good communication and decision making skills that you can use at home every day.

Thank you for your support and participation in our program today!

Best regards,

Conversation Starters:

- What would you like to be your Family's next big purchase? Why?
- How are you most influenced by marketing in your shopping habits?
- Do you think teenagers and pre-teens influence their parents shopping habits?