



Chapter One: Introduction to Ready, Set, Go!

I. Lesson Plan

- A. Purpose: Introduce participants to RSG! training and assist them in getting acquainted.
- B. Objectives:
 - 1. Articulate training purpose and anticipated outcomes.
 - 2. Review training materials provided to participants for future use.
 - 3. Engage in group activities to get to know one another.
 - 4. Provide participants with understanding of unique stressors that military families face.
 - 5. Provide tools and skills to teams to create comprehensive action plans to make OMK an effective support network for Active Duty, National Guard and Reserve families.
- C. Time: 60 minutes
- D. Preparation/Materials Needed:
 - ✦ Training logistic arrangements
 - ✦ Instructor training materials: PowerPoint slides, training manual, and agenda
 - ✦ Participant copies: Ready, Set, Go! Training Manuals, Pre-/Post-Test, "Walk This Way" activity, Flash Drive with copy of RSG! Manual and other resources/materials
 - ✦ Pre-Test answer key
 - ✦ Calculator to determine class "mean" score for pre-test

II. Training Session Content

- A. PowerPoint Slides
 - Slide 1-1: Operation: Military Kids—Introduction to Ready, Set, Go! Training
 - Slide 1-2: Welcome and Introductions
 - Slide 1-3: Ground Rules for the Training
 - Slide 1-4: Commonalities
 - Slide 1-5: What We Will Accomplish
 - Slide 1-6: A Call to Action

- Slide 1-7: OMK—The Concept
- Slide 1-8: Guiding Principles of OMK
- Slide 1-9: OMK Core Partners
- Slide 1-10: Purpose of Training
- Slide 1-11: Training Agenda
- Slide 1-12: What is in the News???
- Slide 1-13: What Do Military Youth Have to Say???

B. Activities and Directions

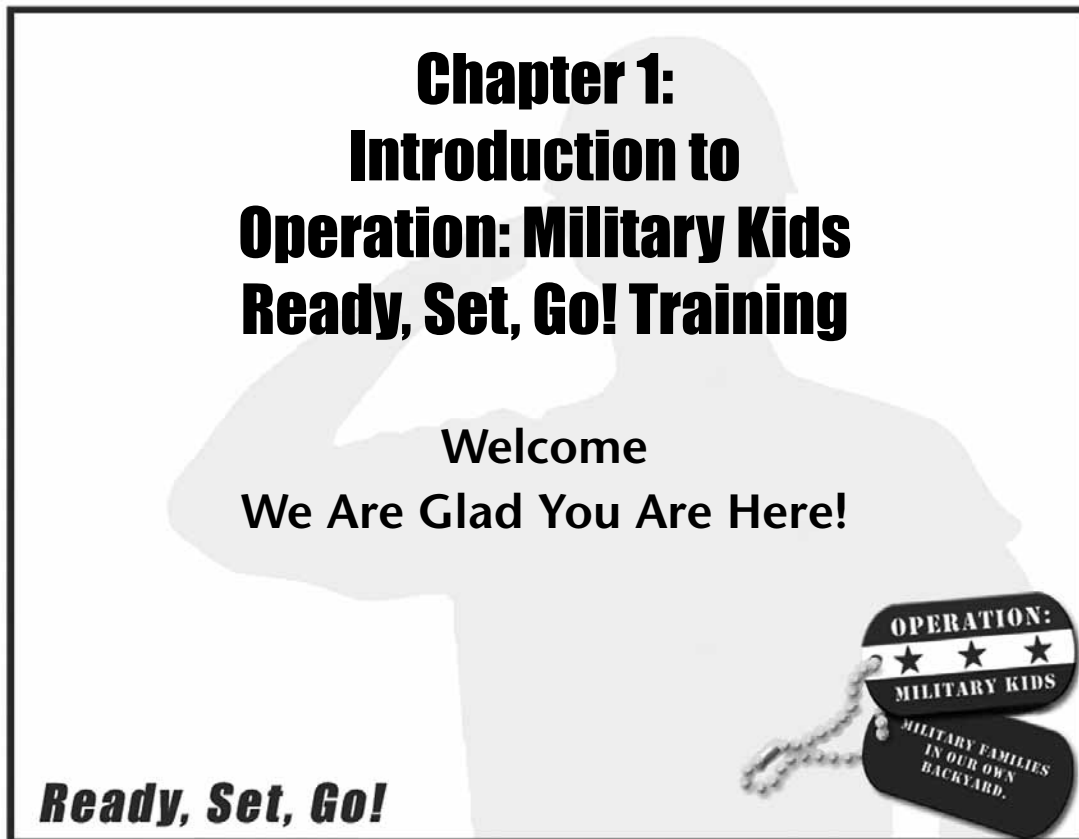
1. Trainer-of-Trainers Agenda for Participants
 - Distribute to participants
 - Discuss and answer questions
2. Participant Pre-Test
 - Have all participants take test (may want to do this as they enter)
 - Score tests and determine class mean score
 - Review responses and relate answers to the rest of the training
3. Commonalities
 - Have participants form small groups
 - Brainstorm as many things that all members have in common and two unique things about each person in the group
 - Debrief the activity by having participants share what the members of the group have in common

III. Additional Resources on the Flash Drive

- A. Trainer-of-Trainers Agenda
- B. Ready, Set, Go! Supplemental Resources Flash Drive Content List
- C. Participant Pre-/Post-Test
- D. Appendix A: OMK Read Ahead Materials

IV. Evaluation

- A. Reflection Questions
 1. What happened when you completed the “Walk This Way” activity?
 2. Were you surprised at how many individuals did/didn’t have similar experiences on the activity?
 3. What struck you as the most important point in this activity?
- B. Application Questions
 1. How can you use this information with colleagues to address the needs of youth impacted by the deployment of a parent or loved one?
 2. How can you use this information to make your Operation: Military Kids Team more attuned to the needs of military youth at the state, regional, or local level?



Slide 1-1: Introduction to Operation: Military Kids Ready, Set, Go! Training

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: Try to set a professional, upbeat, safe, and fun atmosphere.

What to Do, What to Say

- Do:**
- Review content of slide with participants.
 - Speak with a great amount of energy! Smile...be warm and relaxed...

Say: *Hello and welcome to the OMK Ready, Set, Go! Training! We are so happy that you could all be here. We are excited and looking forward to working with you.*

Over the next hour we are going to get to know each other, talk about the goals of the RSG! Training, and review the materials we will be working with this week.

Welcome and Introductions

Who Are Your Teammates?

- Name
- Where You Work
- One Expectation for this Training
- One Thing About Yourself

Ready, Set, Go!



Slide 1-2: Welcome and Introductions

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say

- Do:**
- Review content of slide with participants.
 - Introduce training team and other Headquarters staff.

Say: *I would like to introduce your training team for the week.*

- Do:**
- Have training team introduce themselves.

Say: *Now we want you to get to know something about the people at your table.*

Please go around the table and tell your name, where you work, what you do, and why you are here today. What are your expectations for this training?

- Do:**
- Let the tables share for about 10 minutes.
 - Review training logistics.

Say: *Now I will tell you about the important details for the week, for instance, where the bathrooms are (explain), what time we'll be starting every day (give details), and who to talk with if you have any problems with your room (give details).*

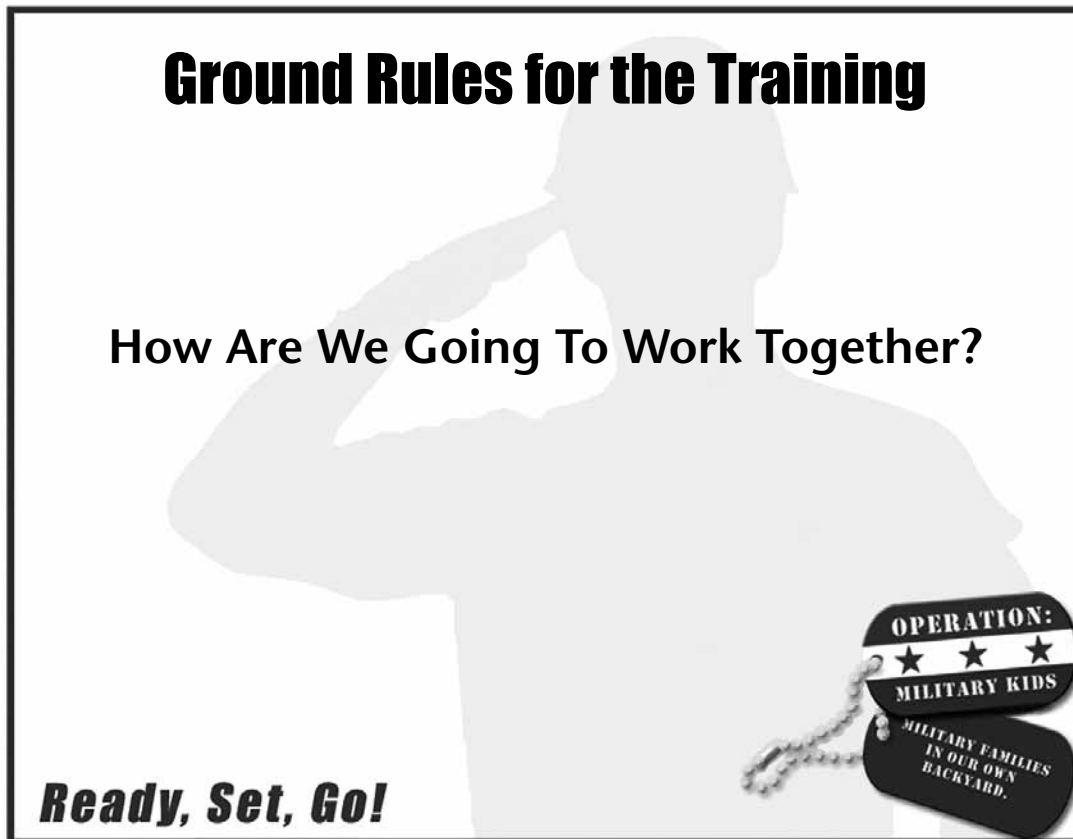
- Do:**
- Check group for understanding.

Say: *Are there any questions or comments?*

- Do:**
- Post easel pad sheet labelled "Parking Lot."

Say: *Also, as we move through the week, if you have a question during a session, or at night in your room, please write it down on a Post It note.*

- Do:**
- Refer to the Post It notes on the table.



Slide 1-3: Ground Rules for the Training

Content of this slide adapted from: N/A

Materials Needed: Chart paper and markers

Trainer Tips: Get easels with paper and markers ready. Assign someone to record participant responses. Post responses after completion of activity for duration of training.

What to Do, What to Say

- Do:**
- Review content of slide with participants.
 - Through the brainstorming process, come up with a list of ground rules that the group will agree to abide by when together.

Say: *Ok...We want to spend the next few minutes brainstorming some ground rules that we can all agree to for our week together. Who would like to start?*

- Do:**
- Feel free to stimulate discussion with examples like:
 - Set cell phones on silent or vibrate
 - Ask questions as needed
 - Be respectful
 - Get participants to agree to the ground rules generated.

Say: *Fantastic...Now raise your hand if you agree to abide by these ground rules and hold others accountable to them as needed.*

Terrific! It looks like we are all in agreement to have a great week together!

Do: • Post ground rules in visible location in training room.



Slide 1-4: Let's Get to Know Each Other Better and Play the Game: Commonalities

Content of this slide adapted from: N/A

Materials Needed: Markers, chart paper and easels (or have each group assign someone to record their brainstorm)

Trainer Tips: Make sure chart paper and easel stations are set up prior to beginning the training.

What to Do, What to Say

Do: • Divide the participants into groups of about 4 or 5.

Say: *We are going to be playing the game commonalities.*

When I say "go" your group has 5-7 minutes to brainstorm as many things that you all have in common as possible.

Nothing obvious like we all have clothes on, shoes, in Kansas City, etc.

Things like we have all been to Europe, or better yet, we have all been to Frankfurt, Germany.

Get as detailed as possible!

Also, identify one characteristic that is unique to you within your group. Be creative! Not, "I am the only male in my group," but, "I won the state baton twirling championship."



Slide 1-5: A Closer Look at What We Will Accomplish Together

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say

Say: We are going to spend some time reviewing our agenda for the week and taking a look at what we want to accomplish.

A Call to Action

“A major order culture change is taking place in the Reserve so that reservists know, upon joining, that they will be called up to Active Duty for between nine and twelve months every 4 to 5 years”

—LTG James R. Helmly, Chief, Army Reserve

Ready, Set, Go!



Slide 1-6: A Call to Action

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *The lives of National Guard and Reserve Service Members are changing in dramatic fashion.*

This quote from LTG Helmly indicates a major change for the Army Reserve Soldier. Rather than a possibility of being called to Active Duty, it is a certainty during their time of service that they will be called up for a tour of duty.

This change is having and will continue to have tremendous impacts on the families and communities of these soldiers.

Say: This change is impacting all of the branches of service. Especially the Reserve Components.

What are some of the impacts on children and youth when a parent of a National Guard or Reserve family is deployed?

Do: • Ask for a few examples from the audience.

OMK—The Concept

- Responds to the needs of military—youth whose parents have been deployed in support of the Overseas Contingency Operations.
- Delivered in local communities through collaboration with Active Duty Installations, National Guard and Reserve Child, Youth & School Services, National 4-H, Boys & Girls Clubs of America, the Military Child Education Coalition, The American Legion, National Association of Child Care Resource and Referral Agencies (NACCRRRA), and other community agencies serving youth at national, state, and local levels.
- Infrastructure developed by 50 OMK state teams that work to build the capacity of local community support networks to provide services that support child and youth of military families.

Ready, Set, Go!



Slide 1-7: Operation: Military Kids—The Concept

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *The YDP project wanted to expand and develop a program that responds to the needs of military youth whose parents have been deployed in support of OCO.*

Again, it is a collaborative effort, focused on building community capacity to address issues and provide support for children and youth.

OMK will be operating 50 state teams because OSD approached the Army and asked OMK to support the Joint Family Support Assistance Program.

Guiding Principles of OMK

- Partnerships and joint commitment at the federal, state, and local level are critical.
- Rapid response to the issues is necessary to effect change.
- Youth's best interests are paramount.
- OMK outreach services must be replicable.
- OMK initiatives must be sustainable.
- OMK impact must be documented.

Ready, Set, Go!



Slide 1-8: Guiding Principles of OMK

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *These are the guiding principles for OMK. These principles should help guide your OMK efforts and be built into the state team action plans that you will be developing.*

With all of the changes happening in the military, local community support networks need to be ready to deliver programs quickly. Deployments and return dates are no longer entirely predictable, and we need to be prepared for these changes.

Say: Because we want to share good program ideas across the nation, activities should be replicable. Each state should report program activities on the state section of the OMK web site.

State teams should work to build capacity in their state so communities have support systems in place to support Military Families where they live.

Reporting is going to be very important, not only so we can collect best practices and good program activities but also to enable the Army to justify the dollars being invested.

Documentation needs to be a team effort!

OMK CORE PARTNERS

- Military Child, Youth & School Services (Active and Reserve Components)
- 4-H National Headquarters at USDA
- Boys & Girls Clubs of America (B&GCA)
- Military Child Education Coalition (MCEC)
- The American Legion Family
- National Association of Child Care Resource and Referral Agencies (NACCRRA)

Ready, Set, Go!



Slide 1-9: OMK Core Partners

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say:

Do: • Review slide.

Say: *These are the core OMK partners that have made a commitment to support OMK. You will be learning more about each of these organizations as we go through the training.*

Do: • As you go down the list, ask members of each organization to stand. This gives people a visual image of who is in the room.

Purpose of Training

- Give participants an understanding and appreciation of unique stressors that military families may face during a deployment.
- Provide an overview of Operation: Military Kids (OMK)
- Provide participants with tools, skills, and resources to understand the effects of deployment on military children and youth.
- To build community support networks to provide services that support military children and youth.

Ready, Set, Go!



Slide 1-10: Purpose of Training

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say

Do: • Review content of slide with participants.

Say: *The purpose of the RSG! training is to provide OMK state teams with the tools and skills to be able to go back and train local partners and build community capacity to enable local community support networks to provide support to military youth.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*



Slide 1-11: Training Agenda

Content of this slide adapted from: N/A

Materials Needed: Agenda for the day

Trainer Tips: N/A

What to Do, What to Say

- Do:**
- Review content of slide with participants.
 - Familiarize the audience with the agenda.

Say: *Now we want to review the agenda for the rest of our time together today.*

We will do this each day so you will know what we are trying to accomplish for the day and you will be able to assist us with staying on track.

As you can see from the agenda, this training covers a wide variety of topics and is designed to give you the knowledge, tools, and skills to work with children and youth who are experiencing stress due to the deployment and reintegration of a parent.

Say: The structure of the manual is such that each section can be taught as a stand-alone topic or grouped together to create any number of different training scenarios.

Do: • Check group for understanding.



Slide 1-12: What is in the News???? (Why Are We Doing It?)

Content of this slide adapted from: N/A

Materials Needed: Newspaper/magazine articles that reference the issues kids face as a result of deployment

Trainer Tips: Have 3-5 articles copied for each small group. Make sure all the articles are not the same so groups talk about different issues. This will stimulate discussion when the small group brief back what they discovered. This activity can also be done using computers (including the MTL) for participants to search for issues. Articles that are timely can be more effective.

What to Do, What to Say

Do: • Pass around stacks of articles to participants that are broken into small groups.

Say: *Take 15–20 minutes to read through the articles, be prepared to report back an issue highlighted in the articles, which resonated with you.*

Do: • Allow time for participants to read through articles and find issues that relate to deployment. Have the participants report back the issues that resounded the most.

Say: *What are steps that you or your organizations might be able to do to provide support around these issues?*



Slide 1-13: What Do Military Youth Have to Say???

Content of this slide adapted from: N/A

Materials Needed: Quotes from youth cut out of MFRI study *Adjustments Among Adolescents in Families When a Parent is Deployed*. Study can be found in the RSG! Manual Resource Flash Drive (pgs. 14-35).

Trainer Tips: Use a couple of quotes from each phase of the deployment cycle. Hand out quotes to youth participants or adult participants who will recite the quote. Do this during the first get to know period. READ THE STUDY BEFORE FACILITATING THIS ACTIVITY.

What to Do, What to Say

- Do:**
- Hand out copies of the quotes to participants who agree to read one. Number them so you can call a number and they stand up and read the quote.
- Say:** *OK, we have read aloud and discussed some of the issues that we think children and youth face during a deployment.*

Now we are going to hear what some military youth have to say! On your resource Flash Drive is a study from the Military Family Research Institute called Adjustments Among Adolescents in Families When a Parent is Deployed. I highly

recommend you take the time to read it. Interviews were done with military youth who have been through a deployment.

The study identifies many issues and gives strategies for supporting both the remaining parent and the adolescents.

So let's hear what they have to say ...

Do: • Hold up a copy of the MFRI study *Adjustments Among Adolescents in Families When a Parent is Deployed*.

Do: • Identify each stage of deployment and then ask for the corresponding quotes to be read.

Say: *Did anything jump out at you as the quotes were being read?*

Do: Get responses from the participants.



Slide 1-14: Any Questions, Comments, or Thoughts for the Good of the Group?

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to Do, What to Say

Do: • Review content of slide with participants.

Say: *Do you have any questions or comments on what we have covered so far?*

If you go back to your room tonight and have a thought or question, please write it down and put it on the parking lot in the morning!