



Chapter One: Introduction to Ready, Set, Go!

I. Lesson Plan

- A. Purpose: Introduce participants to the 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 “suddenly military” families face.
 - 5. Provide tools and skills to teams to create comprehensive action plans to make OMK an effective support network for National Guard and Army 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, CD ROM 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: Training Agenda

- Slide 1-7: Purpose of Training
- Slide 1-8: Training Materials Provided
- Slide 1-9: How to Use the Ready, Set, Go! Manual
- Slide 1-10: Anticipated Outcomes
- Slide 1-11: Participant Pre-Test
- Slide 1-12: "Until Then"
- Slide 1-13: "What's in the News"
- Slide 1-14: What Do Military Youth Have to Say?
- Slide 1-15: Questions, Comments, Thoughts?

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. Must-Read Background Material

- A. Trainer-of-Trainers Agenda
- B. Ready, Set, Go! Supplemental Resources CD 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?

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

Welcome
We Are Glad You Are Here!

Ready, Set, Go!



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 three days.*

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 to get to know something about all of you.*

Let's go around the room and please tell us your name, where you work, what you do, and why you are here today. What are your expectations for this training?

- Do:**
- Pass the microphone around the room and have each person talk to the group.
 - 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

Do: • 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 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.

Purpose of Training

- Give participants an understanding and appreciation of unique stressors that “suddenly military” families may face during a deployment.
- Provide tools and skills to engage local community OMK partners to support “suddenly military” children and youth.
- Build a framework to create comprehensive action plans to make OMK an effective statewide support network for National Guard and Reserve families.

Ready, Set, Go!



Slide 1-6: 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 “suddenly military” youth.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*



Slide 1-7: 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.

How to use the RSG! Manual

- Train the trainer format
- OMK Awareness Training
- Basis for professional conference workshops
- Training sessions can be trained individually or in sections to tailor training to the needs of local community support networks/teams
- Overview of OMK
- Content of RSG! can be used to support and develop the Hero Pack project, Mobile Technology Lab, and Speak Out for Military Kids programs
- Information is transferable to other populations/circumstances/situations

Ready, Set, Go!



Slide 1-8: How to Use the RSG! Manual

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: *This manual is written in a train-the-trainer style and designed to be used in a variety of ways.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*

Training Materials Provided

- CD containing the following materials/resources:
 - Copy of Operation: Military Kids Ready, Set, Go! Training Manual
 - Copy of PowerPoint Slides for Ready, Set, Go! Training presentation
 - Electronic copies of a variety of PDF resources on applicable military related materials

Ready, Set, Go!



Slide 1-9: Training Materials Provided

Content of this slide adapted from: N/A

Materials Needed: RSG! Manual and CD to show participants

Trainer Tips: N/A

What to Do, What to Say

Do: • Review content of slide with participants.

Say: *Show the RSG! Manual to participants. Reiterate that the training topics can be presented individually or in groups, whatever meets their needs at the local level.*

Do: • Review the RSG! CD with the participants.

Say: *I just want to remind you that this CD contains a wide variety of resources beyond the RSG! Manual and we encourage you to become familiar with them as soon as possible.*

Anticipated Outcomes

- Participants will increase their understanding of the unique issues facing military, particularly National Guard and Reserve, children/youth impacted by the deployment of a parent or loved one.
- Participants will develop an action plan by conclusion of this training to disseminate information and implement Operation: Military Kids program components provided to interested school and community professionals at state, regional, and local levels.

Ready, Set, Go!



Slide 1-10: Anticipated Outcomes

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

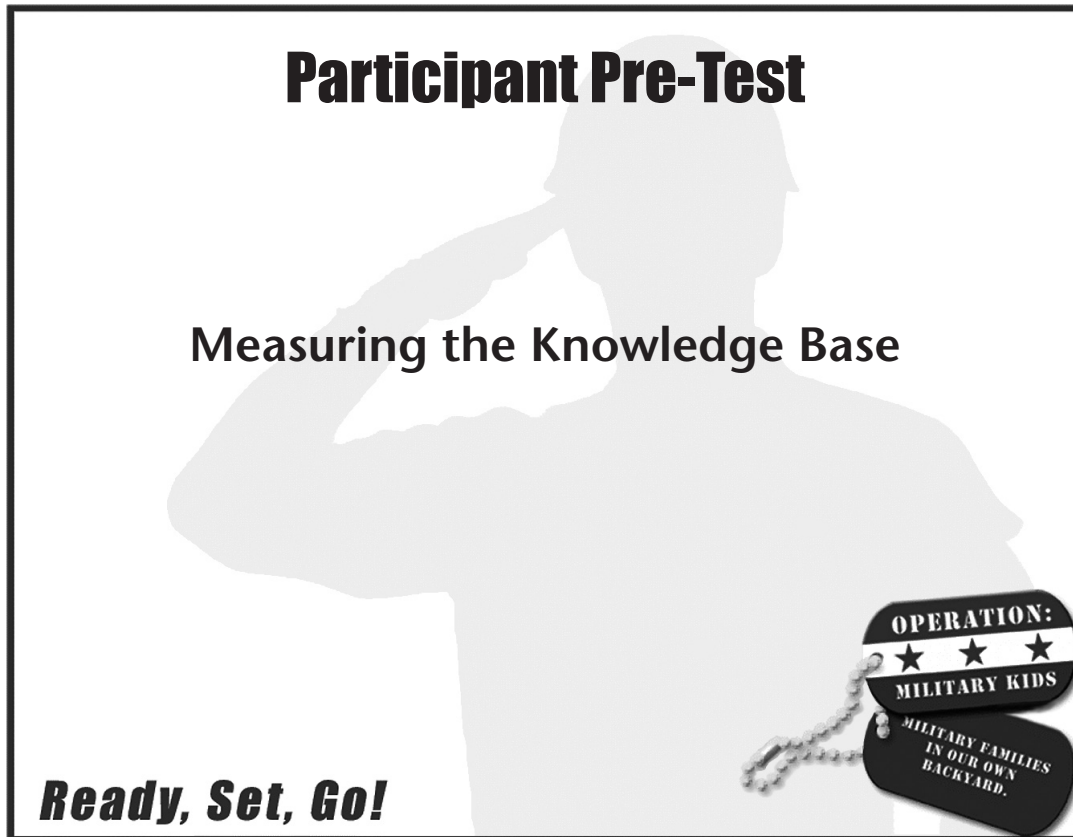
What to Do, What to Say

Do: • Review content of slide with participants.

Say: *A major focus of this training is to allow your state teams time to formulate plans and strategies on how you will take this train-the-trainer package back to your states and use it to help build community capacity to deliver the necessary support services in local communities.*

Do: • Check group for understanding.

Say: *Are there any comments or questions?*



Slide 1-11: Participant Pre-Test

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: Use non-threatening posture when describing pre- and post-tests... some people are stressed by "tests." Strongly emphasize the fact that this test simply measures the amount of knowledge gained from this training, thus participants should NOT be able to answer all questions correctly.

What to Do, What to Say

Do: • Review content of slide with participants.

Say: *We have covered the order and the topics of the materials we are going to cover this week. What we want to do now is find out what you know.*

We have a very short "pre-test" that we would like you to complete.

Do: • Administer pre-test to participants.

Say: *We will average the scores of this pre-test for the entire group. At the end of this training we will administer a post-test and determine the average for this test as well. I am sure we will see an improvement in test scores!*



Slide 1-12: “Until Then”

Content of this slide adapted from: N/A

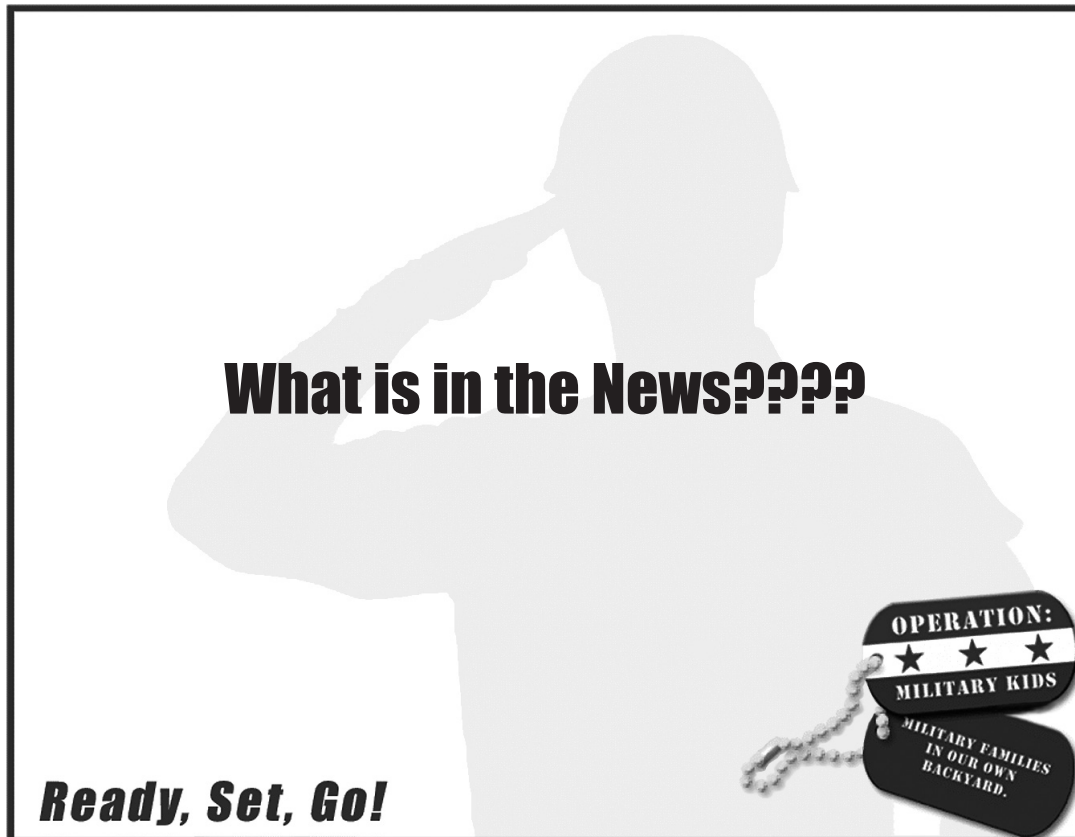
Materials Needed: “Until Then” video presentation, video player

Trainer Tips: Make sure you know where the light switches are located and how to operate them so you can dim the lights. Also, double check your audio video equipment to ensure it is working properly.

What to Do, What to Say

Do: • Transition group into thinking about why they are at the training—which is support children and youth of military families.

Say: *Over the next hour or so we are going to start to explore the issues that face military children and youth, and discuss how OMK might support them during this difficult time.*



Slide 1-13: What is in the News????

Content of this slide adapted from: N/A

Materials Needed: Previously collected hardcopy newspaper articles that deal with deployment of National Guard, Reserve, or Active Duty military personnel. Mobile technology labs with internet connection work well with this activity.

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.

What to Do, What to Say

Do: • Break the participants into small groups or state teams as the case may be.

Say: *Okay, we have talked about the purpose of OMK as being a support system for geographically dispersed families experiencing deployment. We are going to start exploring the issues families face during a deployment and how OMK can support those issues.*

On your table are a number of articles about deployment. You also have a laptop computer with internet connection so you can search for other articles if you choose.

Do: • Keep time. If all the groups finish reading sooner, move the activity along.

Say: *Please take the next 10-15 minutes to read through one or two of the articles. As you read the articles you are looking for issues that might make life tough for young people.*

Do: • Give the groups 5-10 minutes to discuss.

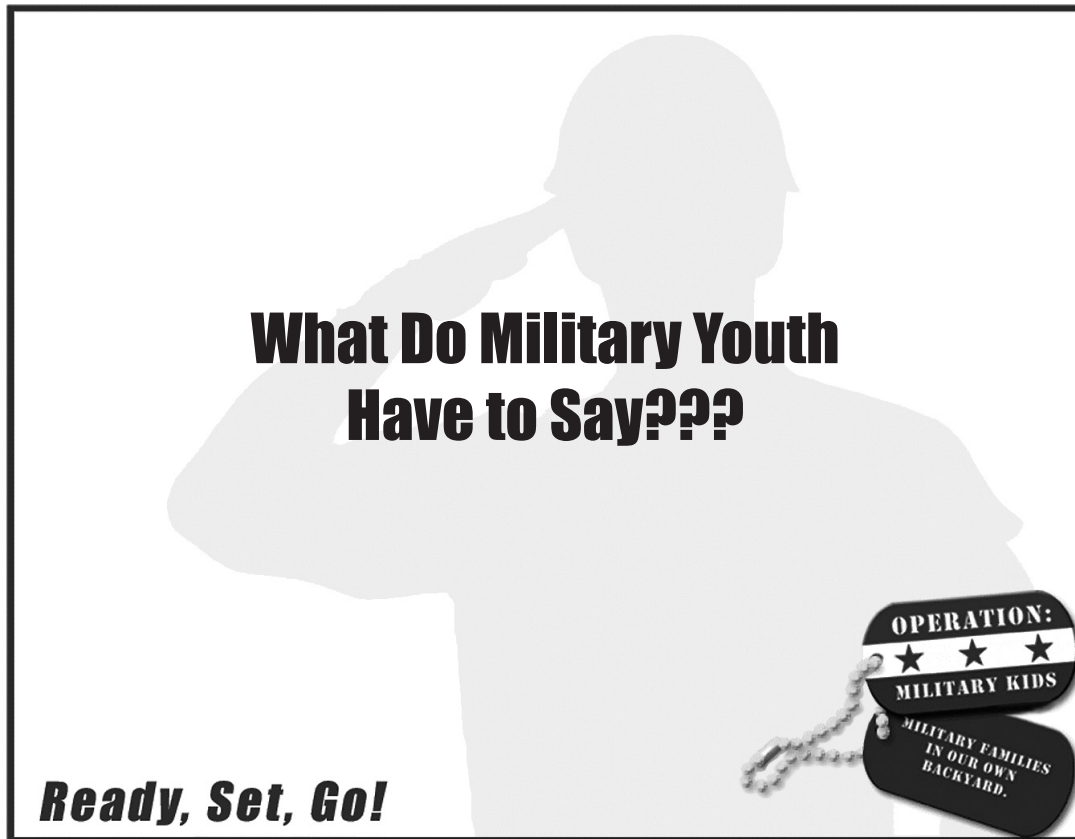
Say: *When everyone in your group has finished reading, spend a few minutes discussing what you read and make a list of issues that you found in the articles that your group read.*

Do: • Give the groups 5-10 minutes.

Say: *Pick your top issue and brainstorm some strategies that you as an OMK state team could implement to support families dealing with your top issue.*

Do: • Spend about 10 minutes back briefing each group's top issue and strategies and list of issues. Give each group an equal amount of time.

Say: *Each group will out-brief their list of issues and their top issue and list of strategies to support military families.*



Slide 1-14: 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 CD (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. **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 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 CD 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*.
 - Identify each stage of deployment and then ask for the corresponding quotes to be read.



Slide 1-15: 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!

Ready, Set, Go!

Training Agenda

Welcome and Introductions

Pre-Test

Activity: “Walk This Way”

A New Reality: Impact of Global War on Terrorism

Operation: Military Kids—An Overview and Framework for Implementation

Exploring Military Culture

Emotional Cycle of Deployment: Mobilization and Deployment

Emotional Cycle of Deployment: Homecoming and Reunion

Stress and Coping Strategies

Impact of Grief, Loss, and Trauma

Fostering Resilience in Children and Youth

Understanding the Influence of the Media

Building Community Capacity to Take Action

Operation: Military Kids Next Steps

Operation: Military Kids Partners

Additional Resources and Best Practices

Post-Test

Final Thoughts, Comments, and Closure

Ready, Set, Go! Training Materials Supplemental Resources CD

Ready, Set, Go! Training Manual

Ready, Set, Go! Training PowerPoint Presentation

Caring for Kids After Trauma and Death: A Guide for Parents and Professionals

Educators' Guide to Military Children During Deployment

Hot Topics: Reunion—Putting the Pieces Back Together

How Communities Can Support Children/Families of Those Serving in the National Guard and Reserve (Military Child Educational Coalition)

How to Prepare Our Children and Stay Involved in Their Education During Deployment (Military Child Educational Coalition)

National Council of Family Relations Policy Briefing: Building Strong Communities for Military Families

Parents' Guide to Military Children During Deployment

Talking with Children About War and Violence

U.S. Army Secondary Education Transition Study

What Happened to the World: Helping Children Cope in Turbulent Times

"Tough Topics" Fact Sheets

Ready, Set, Go!

Participant Pre-/Post-Test

Name: _____

Date/Location of Workshop: _____

Please circle one: Pre- Post-

1. The main purpose of OMK is to provide support to the children of families that are impacted by the Global War on Terrorism.

True False

2. Which one of these is not a major component of the OMK initiative?
- a. Partnership and joint commitment at the federal, state, and local level are critical to success.
 - b. Rapid response to the issues is necessary to effect change.
 - c. Program developed must be relevant and comprehensive.
 - d. Youth's best interests are paramount.

3. Awareness and knowledge of the impact of deployment on children is important because children of military families have unique issues/needs.

True False

4. Understanding military culture is important because:
- a. You may get deployed someday yourself.
 - b. Military people don't have feelings.
 - c. Empathy and understanding can assist you in dealing with the unique issues of children involved in current military life.

5. Which one of these is NOT a stage of deployment:

- a. Redeployment
- b. Post-deployment
- c. Active notification
- d. Deployment
- e. Employment

6. Which strategy is NOT helpful in preparing children for the deployment process?
- Parents should build their emotional bond with children by spending quality time with them before leaving.
 - Plan future communication and ways to stay in touch while apart.
 - Do not tell the child about the deployment in advance in order to reduce the stress and worry that will occur.

7. The fourth stage of deployment, called sustainment, generally lasts 12 months.

True False

8. Citizen Soldiers participating in the National Guard and Army Reserve are connected with military life and culture.

True False

9. Talking about the Global War on Terrorism and violence may increase a child's fear.

True False

10. National Guard and Army Reserve Soldiers always serve the federal government on an emergency basis.

True False

11. (*Answer on Post-Test only.*) What are you going to do with this information when you return to your community?

— Answer Key —

Ready, Set, Go!

Participant Pre-/Post-Test

Name: _____

Date/Location of Workshop: _____

Please circle one: Pre- Post-

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True False

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- True False
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- True False
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- True False
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- True False
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