

# “Operation Military Kids” Teaching Lessons

Support Activities for Students  
with a Parent on Military Deployment

Developed by

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# Acknowledgments

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# How to Use This Resource

Operation Military Kids Teaching lessons have been designed for use in grades 5-8. The graphic novel and the eight support lessons can be used by School Counselors in small groups to directly work with the students who have loved ones about to be, already deployed, or returning from service. The gaming activities could be used early to break down some of the barriers some young people might experience when talking about their feelings or helping others who might be struggling with the stages of deployment.

The graphic novel and the support lessons could also be used in the regular classroom in such content areas as language arts, social studies or health education. Since some of the lessons have a literacy connection language arts may be the content area to read and discuss this important issue as well as the writing assignments that are in a couple of the lessons. In a health class some of the lessons could be used to connect to mental and emotional health. Finally, as a current event topic some of the lessons could easily be connected to a Social Studies experience.







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# Key Messages in the Story

## Teacher Information

### Curriculum Connections

School counseling programs, Language Arts

### Overview

This introductory activity will review the messages provided in the graphic novel.

### Requirements

This is a lesson/discussion of the storyline in the graphic novel. There are key discussion questions that are developed to help you guide the direction of the discussion. You can have students write out answers or emphasize one important finding in the story so that they can develop a product to share with other students.

### Time

This task would take one class period to complete.

### Materials

Paper and pencils or pens or a computer will be the best way of answering the questions. This lesson could be done through tradition discussion after reading the graphic novel.

### Instruction

Instruction should start with an overview of some of the emotions young people feel when a loved one is about to be deployed, is deployed, or is returning from deployment. A discussion of how emotions can affect behavior both positively and negatively should follow. A review of the plot of the graphic novel should be connected to this discussion.

### Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of feelings that occur when a loved one is told he/she will be deployed, is deployed, or is returning from deployment.
2. How well the student performs other skills you may require such as planning, writing, and analysis of the varied emotions one experience.



# Key Messages in the Story

Wisconsin Health Education Standards	
<b>A</b>	<b>Disease prevention and health promotion</b>
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Response to the following questions:

1. What family(ies) is/are experiencing the most troubles and why?

*Answers will vary but most students may believe that the young people who are depressed or violent and struggling the most.*

2. What family is addressing the deployment in the most positive way and why?

*Answers will vary but most students believe that young that express pride in their deployed loved one and accept the responsibilities connect with their loved one being gone has the most chance for success.*

3. Why is homecoming a tough one for the family in the novel?

*Many young people have new freedoms when a loved one is gone that is reversed when the loved one is back in the family. These are linked to the freedoms and responsibilities given to one or more of the children.*

4. How do the friends in the novel help or hurt the young people whose loved ones are deployed?

*They show care and support for the friend when they are under stress. Some do not show support but influence the friend to do things that the loved one would not accept if they were home.*

5. Pick one family and decide how you, as a friend, might help the young people that are home address their emotions.

*Answers will vary depending on the family chosen.*



# Key Messages in the Story

## Student Instructions

In this first lesson you will read the graphic novel, answer the following questions, and discuss your answers with the rest of the class. You may decide to do a poster, letter, or some other visual to share one of your findings.

### Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of feelings that occur when a loved one is told he/she will be deployed, is deployed, or is returning from deployment.
2. How well you perform other skills you may require such as planning, writing, and analysis of the varied emotions one experiences.

### Sample Questions for Discussion:

1. What family(ies) is/are experiencing the most troubles and why?
2. What family is addressing the deployment in the most positive way and why?
3. Why is homecoming a tough one for the family in the novel?
4. How do the friends in the novel help or hurt the young people whose loved ones are deployed?
5. Pick one family and decide how you, as a friend, might help the young people that are home address their emotions.



# Key Messages in the Story



# The Strongest Link: Friends Helping Friends Deal with Deployment

## Teacher Information

### Curriculum Connections

School counseling programs, Language Arts

### Overview

Focused groups such as Operation Military Kids are very effective in helping family members deal with the separation anxiety many people may feel when a parent or loved one is deployed.

### Requirements

Small groups or individuals can do this performance assessment. The students will read the short story about Nathan and then develop a list of internal and external factors that may increase an Operation Military Kid (OMK) youth's level of stress. Then the students need to form a list of benefits that groups with common stressors can do to help each other. All the above might be packaged in the form of a skit or a public service announcement.

### Time

This task could take between one and two class periods to complete.

### Materials

Paper and pencils or pens, a computer, any props needed if you are doing a skit or public service announcement.

### Instruction

Instruction on the internal and external influences related to handling the stress of a parent or loved one being deployed should be discussed in class before the assessment strategy begins.



# The Strongest Link: Friends Helping Friends Deal with Deployment

## Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of feelings that can occur when a loved one is deployed.
2. How well the student analyzes how one's stress is influenced by culture, media, or technology
3. How well the student performs other skills you may require such as planning, design, and creativity.

Wisconsin Health Education Standards	
<b>A</b>	<b>Disease prevention and health promotion</b>
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<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Response

**Internal factors related to the separation a person feels when a loved one is deployed.**

- *Loneliness*
- *Needs to take the role of the parent that is deployed around the house.*
- *Feels that they can do things they would not do when the deployed parent is present.*
- *Natural feeling of pride at the loved one's bravery.*

**What can a friend do to help you deal with these internal influences?**

- *Find common activities you can do together.*
- *Make sure you text that person on a regular basis*
- *Invite that person to your house so you can get to know others that are going through the same things.*





# The Strongest Link: Friends Helping Friends Deal with Deployment

External factors related to the separation a person feels when a loved one is deployed.

- *Seeing violence on television news that is in the area your loved one is in.*
  - *Have others who do not have a loved one deployed show little care or concern.*
- What can a friend do to help you deal with one of these external influences?**
- *Present to the class about the bravery of the loved ones who are gone?*
  - *Form a group of students who are experiencing similar stress and develop educational materials to share with the rest of the school.*



# The Strongest Link: Friends Helping Friends Deal with Deployment



# The Strongest Link: Friends Helping Friends Deal with Deployment

## Student Instructions

Nathan, who is in the seventh grade, is beginning to feel nervous about his dad's deployment. He's gone through his middle school's stress management unit in health and felt that the teacher was afraid to talk about the stress caused by deployment on middle school students because he knew that about four students in every class he taught was experiencing the impact of deployment. Nathan decides to educate others about what it feels like internally to have a loved one in harm's way. He joins together with others who are in the same situation to put together a public service announcement or skit on life with a deployed parent or loved one.

Specifically, here is what you will do:

- Describe the internal and external influences that cause a person with a deployed loved one to feel as he/she does.
- Describe what others can do to help these people deal with this stressful life experience.
- Present your information in a way that will engage others on the impact of deployment on young people. You can create a public service announcement like the ones shown on television or a skit that your group can perform. **If you present your information in any sort of performance, please include a written script of the performance.**



# The Strongest Link: Friends Helping Friends Deal with Deployment

## Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of health concepts to a loved one being deployed.
2. How well you analyze how one's stress is influenced by culture, media, or technology.
3. How well you perform other skills you may require such as planning, design, and creativity.



# OMK Survivor

## Teacher Information

### Curriculum Connections

School counseling programs

### Overview

This activity will look at ways of supporting Military Kids. In today's society the majority of students and adults for that matter do not know what to do to help kids that are going through the experience of a loved one being deployed.

### Requirements

In groups of three or four you will give two products to another group that they are to use with a military kid they know. We will call these products for "OMK survival" kit. The first deals with skills a person should know to help an OMK student intervene with the stress they are feeling and the second piece looks at healthy foods and drinks or other things that will help the OMK friend make it through the day.

### Time

This task will take around one or two class periods to complete.

### Materials

Pens, pencils, paper or the items themselves that are going into the survival kit

### Instruction

Some discussion of the latest friend intervention strategies should be discussed. They could include the following: a calm and caring manner, showing patience, be a good listener, acknowledge the stress of this event and finally support the strengths that can result from a parent or loved one being deployed: increased maturity, increased emotional growth and insight, independence, flexibility, adaptation, increased family and friendship bonds and increased understanding of the importance of civic duty.

### Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of the stress caused by a parent or loved one being deployed.
2. How well the student identifies appropriate resources, products, or services and provides valid reasons for their use.
3. How well the student performs other skills assessed by you such as planning, organizational skills, and creativity.



# OMK Survivor

Wisconsin Health Education Standards	
<b>A</b>	<b>Disease prevention and health promotion</b>
B	Health behavior
C	Goal setting and decision-making
<b>D</b>	<b>Accessing accurate information</b>
E	Impact of culture and media
<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Response

1. Helpful points

*Because you might not be going a similar experience it is important to be a good listener and provide support that the feelings of loss, anger, frustration and grief are normal and everyone adjusts to this stressor at a different pace.*

Products that will help with your OMK survival:

- a. *An apple—a low-cost, low calorie snack to feast on when you get those food cravings.*
- b. *A free week membership at the local health club to help you deal with your newfound energy.*
- c. *A free round of golf because you will find the course will provide an excellent escape from your stress.*
- d. *A can or bottle of low-calorie fitness water to keep those liquids coming in while the calories remain low.*
- e. *Your favorite music CD to get your mind off the separation you might be feeling.*



# OMK Survivor

## Student Instructions

Your task is to design a help kit for someone who is trying to address the stress of having a parent or loved one deployed overseas.

**1. A written introduction that includes:**

- A discussion of why it is difficult to handle the stress associated with being a Military Kid.
- Advantages resulting from deployment.
- Steps a Military Kid to address stressors related to deployment.

**2. A survival packet that includes:**

- A general description of possible stressors both positive and negative a Military Kid might be feeling.
- Resources available to Military Kids including the comic book and what benefits each of the resources provides.
- FIVE items you feel could help a Military Kid overcome his stress.
- A description of how to use each item. For example, you might say:  
Item: One stick of sugarless gum.  
Description: If you feel stress chew a stick of gum to help you take your mind off of your parent being away from you.

Once you have collected all the information you need, write a report that includes your introduction and an explanation of all the components of your survival packet. Be sure to include a bibliography of the resources you used to collect your information.

## Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you demonstrate an understanding of health concepts related to the stress of a parent or loved one being deployed.
2. How well you identify appropriate resources, products, or services and provides valid reasons for their use.
3. How well you perform other skills assessed by you such as planning, organizational skills, and creativity.



# OMK Survivor





# A Letter to an OMK Friend

## Teacher Information

### Curriculum Connections

School counseling programs, Language Arts

### Overview

Focused groups such as Operation Military Kids are very effective in helping family members deal with the separation anxiety many people may feel when a parent or loved one is deployed.

### Requirements

Small groups or individuals can do this performance assessment activity. After discussing some of the feelings young people feel when a loved one is deployed or returning from deployed the individual or group will put together a letter of concern and help for someone going through this experience. If this is a group of kids going through this experience they could write the letter to a friend describing their feelings and how they can help.

### Time

This task could take between one and two class periods to complete.

### Materials

Paper and pencils or pens, a computer will be the best way of putting this letter together.

### Instruction

Instruction on the range of emotions a young person may experience when a parent or loved one is deployed should be discussed in class or in the special group before the assessment strategy begins.

### Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of feelings that occur when a loved is deployed.
2. How well the student performs other skills you may require such as planning, writing, and analysis of the varied emotions one experience.



# A Letter to an OMK Friend

Wisconsin Health Education Standards	
<b>A</b>	<b>Disease prevention and health promotion</b>
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<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Response

This example is written by a group of students who have a loved one deployed.

*An open letter to our fellow fifth graders:*

*Many of you know that one of our parent's has been deployed overseas. While we are very proud of the service he/she is performing we are still very nervous at the thought of our parent not returning. Some of the things we have learned from this experience are that we have to take more responsibility for what goes on at home, we are now closer to our brothers and sisters, and we are forced to be more flexible because of this experience.*

*You as my friend and fellow fifth grader can really help by being understanding when I do the following around you:*

- Complain about stomachaches. Many of us get those feelings when we think about our parent being gone.*
- Being crabby or irritating. Just make jokes about it and I will get over it.*
- Having trouble in school. Provide encouragement that I can still do well in school and maybe take action and report you concern to the guidance counselor. They can be a great help.*

*But most of all continue to understand and tell us that it will get better.*

*Your friends with loved ones overseas:*



# A Letter to an OMK Friend

## Student Instructions

You have been talking in your class or small groups about some of the feelings a person goes through when their parent is deployed or telling others about your feelings when you are living with a loved one is deployed. After discussing some of the feelings young people feel when a loved one is deployed or returning from deployed you or a small group will put together a letter of concern and help for someone going through this experience or what friends can do to help overcome the stressors. Each of you or your group will receive a sample letter to help you plan and organize your own letter.

## Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly you or your small group demonstrates an understanding of feelings that can occur when a loved is deployed.
2. How well you and your small group performs other skills you may require such as planning, writing, and analysis of the varied emotions one experiences in the context of the letter.



# A Letter to an OMK Friend



# OMK Lights! Camera! Action!

## Teacher Information

### Curriculum Connections

Language Arts Peer Mediation, At-Risk groups, School counseling programs

### Overview

The students will use their knowledge to develop a mini film based on their experiences and feelings related to a parent or loved one about to be deployed, deployed overseas, or returning from deployment.

### Learning Objectives

The student will be able to:

1. Demonstrate an understanding of the feelings associated with separation or reuniting with a parent or loved one
2. Demonstrate the ability to list at least one way to address those feelings related to separation or reuniting after a period of time.

### Requirements

Using the materials you provide, the students will produce a short film. They may use the movie pieces or fill in their own words to make the film more interesting.

### Time

This activity requires one class period.

### Materials

At least five movie pieces, a piece of poster paper, and pieces of scotch tape

### Instruction

Classroom discussion on the emotions presented in the comic book in each of the three chapters related to pre-deployment, deployment, and return.



# OMK Lights! Camera! Action!

## Assessment Criteria

Answers will be scored on the following:

How completely and correctly the students demonstrate an understanding of the emotions related to a parent or loved one being deployed.

<b>Wisconsin Health Education Standards</b>	
<b>A</b>	<b>Disease prevention and health promotion</b>
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Response

*Movie pieces:*

SAD

FAMILY

SCHOOL

RELATIONSHIPS

HELP

COUNSELOR

*Actual filmstrip script:*

*Lately Tom has been feeling very SAD because of his FAMILY member leaving for a military deployment. His RELATIONSHIPS are definitely changing and it is becoming overwhelming. His friend Bill thinks Tom needs HELP and brings him to the SCHOOL COUNSELOR and he receives the needed help by joining a group led by the school counselor that help him with his emotions.*



# OMK Lights! Camera! Action!

## Student Instructions

Your task, as a team of five, is to develop a film storyline based on your understanding of the feelings and actions when a loved one is preparing to be deployed, is deployed or is returning.

You will be provided with one movie piece per person, a piece of poster paper and pieces of scotch tape. You need to use all the materials given to produce a short story line that must include one warning sign and A.C.T. You may also fill in your own words to make the film more interesting. Here is an example:

Movie pieces: SAD FAMILY SCHOOL

RELATIONSHIPS HELP SCHOOL COUNSELOR

Film story line:

*Lately Tom has been feeling very SAD because of his Dad leaving for a military deployment. His RELATIONSHIPS are definitely changing and it is becoming overwhelming. His friend Bill thinks Tom needs HELP and brings him to the SCHOOL COUNSELOR and he receives the needed help by joining a group led by the school counselor to help him deal with his emotions.*

## Assessment Criteria

Answers will be scored on the following:

1. Demonstrate an understanding of the feelings associated with separation or reuniting with a parent or loved one
2. Demonstrate the ability to list at least one way to address those feelings related to separation or reuniting after a period of time.

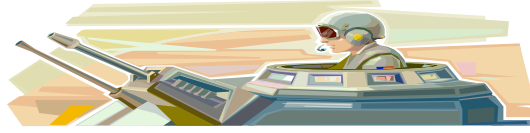


# OMK Lights! Camera! Action!



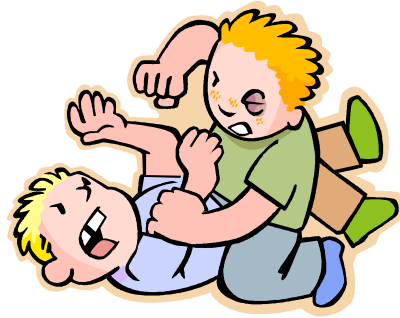


# EXAMPLES OF MOVIE PIECES













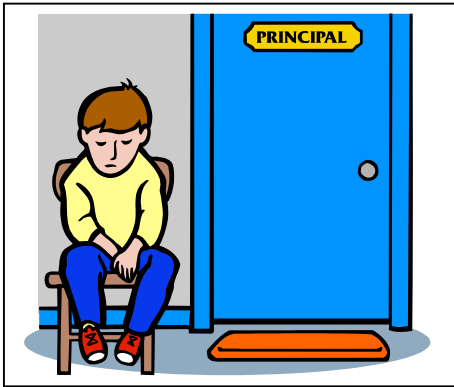






**Attention!**

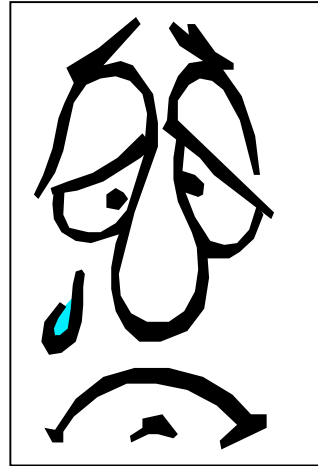
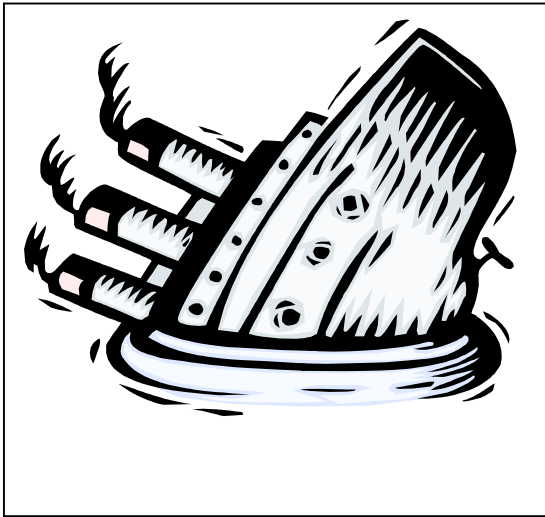
School counselor



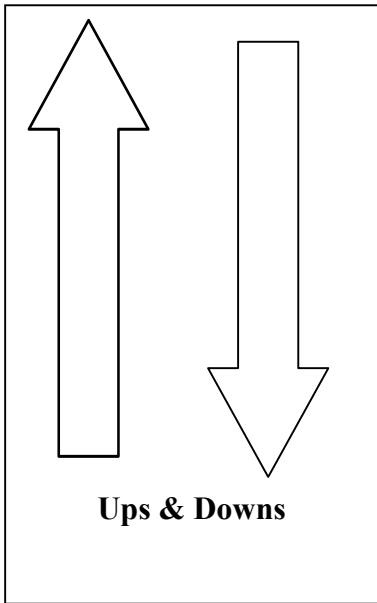
**Principal**













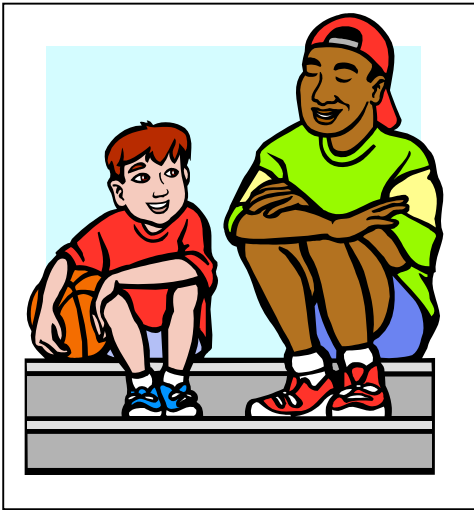






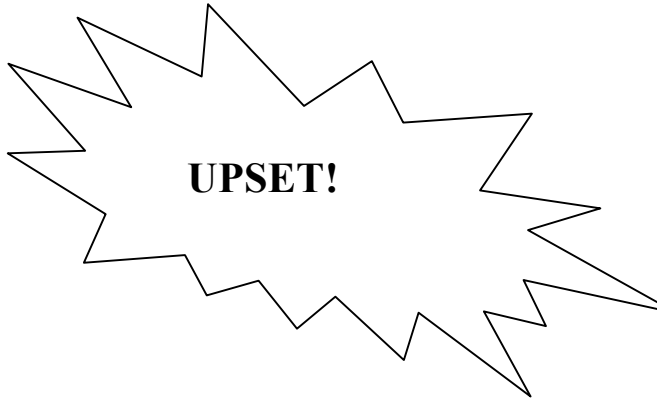




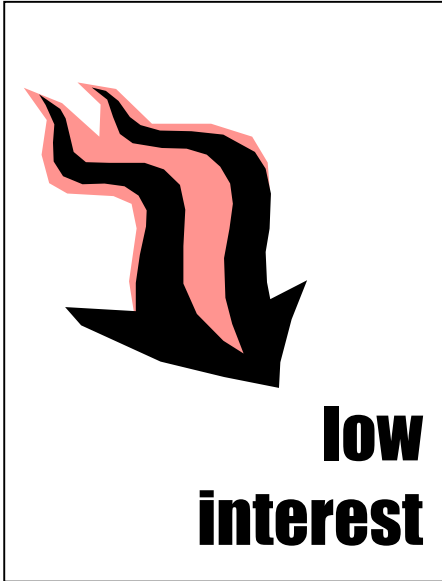




# Tunnel Vision





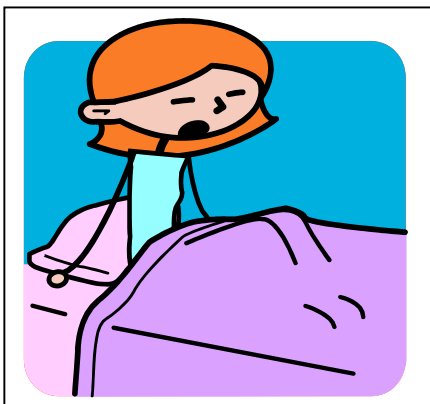
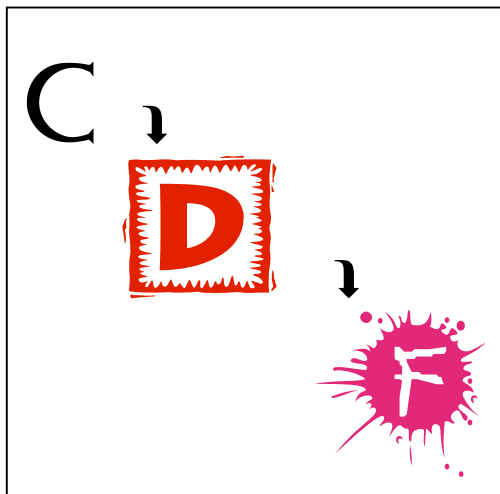


Moody





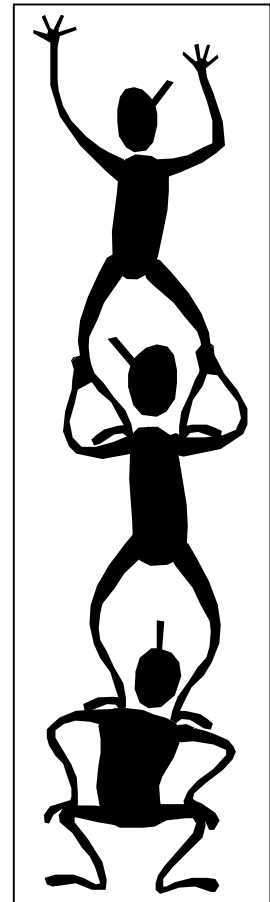




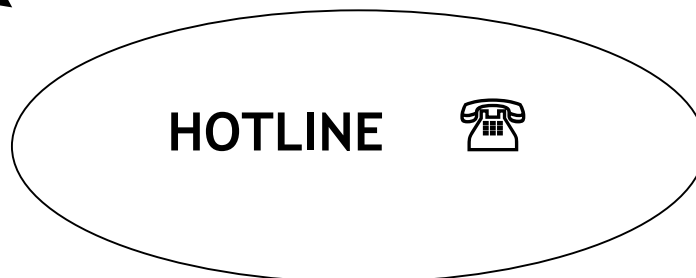
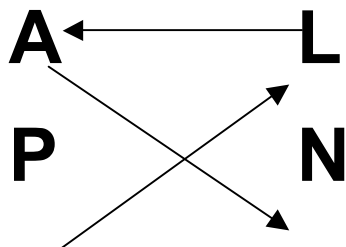
# Attitudes











**RESPOND**



**INTERVENTION**





# OMK Apples to Apples

## Teacher Information

### Learning Objectives

The student will be able to:

1. Justify information related to the feelings associated with deployment.
2. Present information related to deployment and its impact on the family in a convincing way.

### Curriculum Connections

School counseling programs, Language Arts

### Overview

There are a number of ways to process student knowledge, skills, and attitudes. The use of a review game is one way that this can happen. The game Apples to Apples helps students connect key vocabulary about operation military kids in a valuable way. Here is the outline of **how the game is played**:

**Under your instruction** your class now has successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. The class's task is to play this review game in teams of five. Each participant in the team of five will receive four noun cards.

There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile all the other players, not including the judge, will lay down descriptor cards, face down one at a time, that the participants believe relate or fit the noun.



# OMK Apples to Apples

The judge uses the first four cards on the table to make his/her determination as to what is the one most closely connected to the descriptor. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits or connects to the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. The person whose descriptor was picked keeps the noun card. Each person makes sure that he/she must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number designated by you) is the winner.

## Requirements

The students should have received lessons focusing in on the various emotions young people feel when a loved one is deployed or is returning from deployment to the community. The teacher should rotate to the groups and observe both the judge's justification for his/her choice, as well as the player's ability to convince the judge to change the choices. When assessing each game, look for the following:

- The ability of the judge to describe the level of connection of each description.
- The ability of the player to defend the description card he put down.

## Time

This task will take one class period (45 minutes).

## Materials

One game packet for each of the five students

## Instruction

Instruction about the stories in the comic book need to take place ahead of time.





# OMK Apples to Apples

## Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of feelings related to a loved one's deployment or return.
2. How completely and correctly the student demonstrates knowledge of the impact of a loved one's deployment or return has on the rest of the family.
3. How completely and correctly the student demonstrates knowledge of prevention methods for working with young people experiencing a loved one being deployed or returning from deployment.

<b>Wisconsin Health Education Standards</b>	
<b>A</b>	<b>Disease prevention and health promotion</b>
B	Health behavior—Self management
C	Goal setting and decision-making
<b>D</b>	<b>Accessing accurate information</b>
E	Impact of culture and media
<b>F</b>	<b>Communication skills</b>
G	Advocacy

## Sample Student Response

*The results of the game will vary.*



# OMK Apples to Apples



# OMK Apples to Apples

**The goal of this review game is to provide practice in justifying the key knowledge and skills the student has learned in the previous lesson.**

## Student Instructions

You now have successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. Your task is to play this review game in teams of five. Each of you will receive four descriptor cards.

There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile, all the other players, not including the judge, will lay down, face down one at a time, descriptor cards that the participants believe fit the noun.

The first four cards on the table are the cards the judge uses to make his/determination as to what is the descriptor most closely connected to the noun. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. If you are one of the players, you can try to convince the judge to change his/her answer. But the final decision is up to the judge of that round. The person whose descriptor got picked keeps the noun card. Each person makes sure that they must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number of cards designated by your teacher) is the winner.



# OMK Apples to Apples

## Assessment Criteria

You will be assessed on:

1. How completely and correctly the student demonstrates an understanding of feelings related to a loved one's deployment or return.
2. How completely and correctly the student demonstrates knowledge of the impact of a loved one's deployment or return has on the rest of the family.
3. How completely and correctly the student demonstrates knowledge of prevention methods for working with young people experiencing a loved one being deployed or returning from deployment.



# OMK Apples to Apples

Descriptors

<b>Pride</b>	<b>Life Skills</b>	<b>Teenagers</b>
<b>Declining grades</b>	<b>Conflicts</b>	<b>Positive</b>
<b>Communication Skills</b>	<b>Break ups</b>	<b>Slow</b>



# OMK Apples to Apples



# OMK Apples to Apples

<b>Confiding</b>	<b>Leading</b>	<b>Empty</b>
<b>Inconsistent</b>	<b>Healthy</b>	<b>Personality</b>
<b>Reckless</b>	<b>Worthy</b>	<b>Relationships</b>



# OMK Apples to Apples





# OMK Apples to Apples

<b>Helpful</b>	<b>Loving</b>	<b>Happy</b>
<b>Dangerous</b>	<b>Useful</b>	<b>Sad</b>
<b>Supportive</b>	<b>Safe</b>	<b>Crazy</b>



# OMK Apples to Apples



# OMK Apples to Apples

<b>Dysfunctional</b>	<b>Vulnerable</b>	<b>Hopeful</b>
<b>Trustworthy</b>	<b>Traumatic</b>	<b>Courageous</b>
<b>Caring</b>	<b>Happy</b>	<b>Hopeless</b>



# OMK Apples to Apples



# OMK Apples to Apples

Nouns

<b>Signs</b>	<b>Friends</b>	<b>The remaining parent</b>
<b>Risk Factors</b>	<b>Freedom</b>	<b>Family</b>
<b>Counseling</b>	<b>Conflicts</b>	<b>Adjustment</b>
<b>Intervention</b>	<b>Deployment</b>	<b>Secrets</b>



# OMK Apples to Apples



# OMK Apples to Apples

<b>Prevention</b>	<b>Cell phones</b>	<b>Self Esteem</b>
<b>Life</b>	<b>Psychologists</b>	<b>Counselors</b>
<b>Myths</b>	<b>Responsibility</b>	<b>Drugs</b>
<b>Stress</b>	<b>Help</b>	<b>Siblings</b>



# OMK Apples to Apples





# OMK Apples to Apples

<p><b>School</b></p>	<p><b>Gangs</b></p>	<p><b>Bully</b></p>
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# OMK Apples to Apples



# Talk about an OMK Problem

## Student Instructions

Your team of four to six will receive one-two Task Papers drawn at random by your team representative. Team One will start the game by telling Team Two to talk about one of the Task Papers. The responding team has two minutes to say as much as they know about the topic presented in the OMK comic book and class discussion. When a key word or term is mentioned Team One is to put a star by that item. A team has two minutes to say as much as they know about the topic or issue. Only one person is to speak at a time on the team but it can rotate from person to person on the team if the speaker runs out of comments to make. Remember they may not get every word but the key word or words as it relates to the sentence the team says. It is up to the scoring team to make the determination whether a point is granted. After two minutes are up the scoring group will tell the talking group how many they got right and then tell them ones they missed. The winning team is the team with the most stars after two rounds of play.

### **Alternative Instructions:**

Divide the class into teams. Assign each team to pay particular attention to certain segments of the *OMK comic book* (example: how the Hispanic children responded to deployment, etc.). Have each team create a task paper on their assigned segments, highlighting the most salient points. Then follow the original instructions, only replacing the provided Task papers with the ones created in the team assignments.

### Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand health concepts as they relate to pre-deployment, deployment, and reunion.



# Talk about an OMK Problem

## Task Paper #1

### From the comic book and our discussions facts and emotions surrounding pre-deployment

1. Kids go through **Anticipation of loss**.
2. Some kids go through **denial**.
3. **Tension** builds.
4. The family has to **get things in order**.
5. Some kids feel a **sense of pride** in their loved one helping our country.
6. **Feelings** that change are important to recognize.
7. The loved one starts to **spend hours away in training**.
8. **Behavioral changes** are important to notice.
9. Begins with the **warning order to the soldier for deployment**.
10. It is important to know that you can **help a friend whose loved will be deployed**.



# Talk about an OMK Problem

## Task Paper #2 Issues surrounding deployment and sustainment

1. **Loss of Interest or increased interest in school.**
2. **Change** in mood.
3. **Communicating with their deployed loved one.**
4. Feelings of **being overwhelmed.**
5. **Sleep difficulties.**
6. **Withdrawal or a stronger connection to** family and friends.
7. **New family routines** established.
8. **Day to day life gets better.**
9. Family **confidence increases.**
10. Concern about the **safety of the loved one** who is deployed.



# Talk about an OMK Problem

## Paper Task #3 Signs of Re and Post Deployment

1. **Anticipation of homecoming.**
2. **Excitement** at the return of the loved one.
3. Changes in **eating habits.**
4. **Burst of energy.**
5. **Difficulty in making decisions.**
6. **Soldier has to reintegrate** into the family.
7. There is a **honeymoon period** for the family.
8. **Independence that was developed** is challenged by the returning soldier.
9. **Need for one's own space.**
10. **Routines are renegotiated.**



# Talk about an OMK Problem

## Paper Task #4 Talking to OMK Kids

1. **You might take the first step** in talking to an OMK kid.
2. Listen to and **address OMK kids feelings**.
3. Realize that all stages can have a **positive or negative impact** on OMK kids.
4. **Kind words and actions** can have a positive impact on OMK Kids.
5. Be a good **listener**.
6. Be prepared to receive **emails from OMK Kids**.
7. **Partner OMK kids up with others** experiencing the same.
8. OMK kids have a **right to feel proud or anger** about a loved one being deployed.
9. OMK kids often **blame others for how they feel**.
10. OMK kids go through **a lot of stress**.



# Talk about an OMK Problem





# Mission Possible: Empowering You to Help an OMK Friend

## Teacher Information

### Curriculum Connections

Language Arts Social Studies, Peer Mediation, At-Risk groups or classes, School Counseling programs

### Overview

This lesson will help students practice the knowledge and skills they learned in their class or group and apply it to addressing the problem caused by deployment.

### Learning Objectives

The students will formulate the best responses to their provided situation by evaluating the situation and drawing an informed conclusion regarding their specific task.

### Requirements

Each student will get an MP card with directions on the back. If the student teams decide to accept the challenge they will be given a balloon with one of the three prompts in it. One person will blow up the balloon and tie it off. Another member of the group will pop the balloon and pull out the prompt inside. While the Mission Impossible theme is playing the group responds to the prompt on a large piece of paper and shares their answers with the rest of the class. You can develop your own prompts if there is material you want to cover in your class.

### Time

This activity will take one class period to complete.



# Mission Possible: Empowering You to Help An OMK Friend

## Materials

Theme song “Mission Impossible,” balloons with group prompts, large sheets of paper, markers for each student, and directions on note cards as follows:

1. Inflate your balloon.
2. Tie it shut.
3. Pick someone in the group to “pop” it.
4. Read and follow the directions on the paper inside the balloon.
5. Each person must contribute to finishing the task.
6. You must re-cap and put down your markers as soon as the music stops.
7. IF YOU ACCEPT THIS CHALLENGE, HURRY UP—TIME’S A-WASTING!!

## Instruction

A brief review of the items covered in the graphic novel.

## Assessment Criteria

Answers will be scored on the following:

1. How well and completely your team demonstrates its knowledge about helping oneself and others.
2. How well and completely your team visualizes your answer.

<b>Wisconsin Health Education Standards</b>	
<b>A</b>	<b>Disease prevention and health promotion</b>
<b>B</b>	<b>Health behavior—Self management</b>
<b>C</b>	<b>Goal setting and decision-making</b>
<b>D</b>	Accessing accurate information
<b>E</b>	Impact of culture and media
<b>F</b>	<b>Communication skills</b>
<b>G</b>	Advocacy



# Mission Possible: Empowering You to Help an OMK Friend

## Sample Response

*We had an item that told us to develop a list of feelings when a loved one is deployed within the silhouette of a house. Here are the items we wrote down:*

1. *Feeling depressed for a long time*
2. *Proud*
3. *Nervous*
4. *Concerned*
5. *Sad*
6. *Mad*
7. *Afraid*
8. *Glad*



# Mission Possible: Empowering You to Help An OMK Friend



# Mission Possible: Empowering You to Save an OMK Friend

## Student Instructions

You have been discussing the impact of a loved one that is deployed overseas on your life. In this activity you will be given one scenario in a unique way and your team's task is to do a visual answer to the mission if you choose to accept it. In teams of four your task is to answer the mission possible request.

We would like you to share your answer with the rest of the class.

### Assessment Criteria:

Answers will be scored on the following:

1. How well and completely your team demonstrates its knowledge about helping oneself and others.
2. How well and completely your team visualizes your answer.



# Mission Possible: Empowering You to Help An OMK Friend

## Three Mission Possible Prompts

Life situations like deployment can cause all sorts of feelings among young people and teenagers. Your task is to draw a silhouette of a human brain and within the silhouette list as many emotions caused by the deployment of a loved one as you possibly can.

You have noticed that your best friend is showing signs that worry you after he/she was told that his parent was being deployed. Within the silhouette of a house develop a list of feelings a young person might feel when a loved one is deployed .

Young adults feel stress many times throughout their lives. Your task is to draw a silhouette of the sun and within it list as many ways to positively manage your stress or help others address their stress as you possibly can.

Your teacher can add prompts based on the materials that you cover in your discussion about deployment and return.

