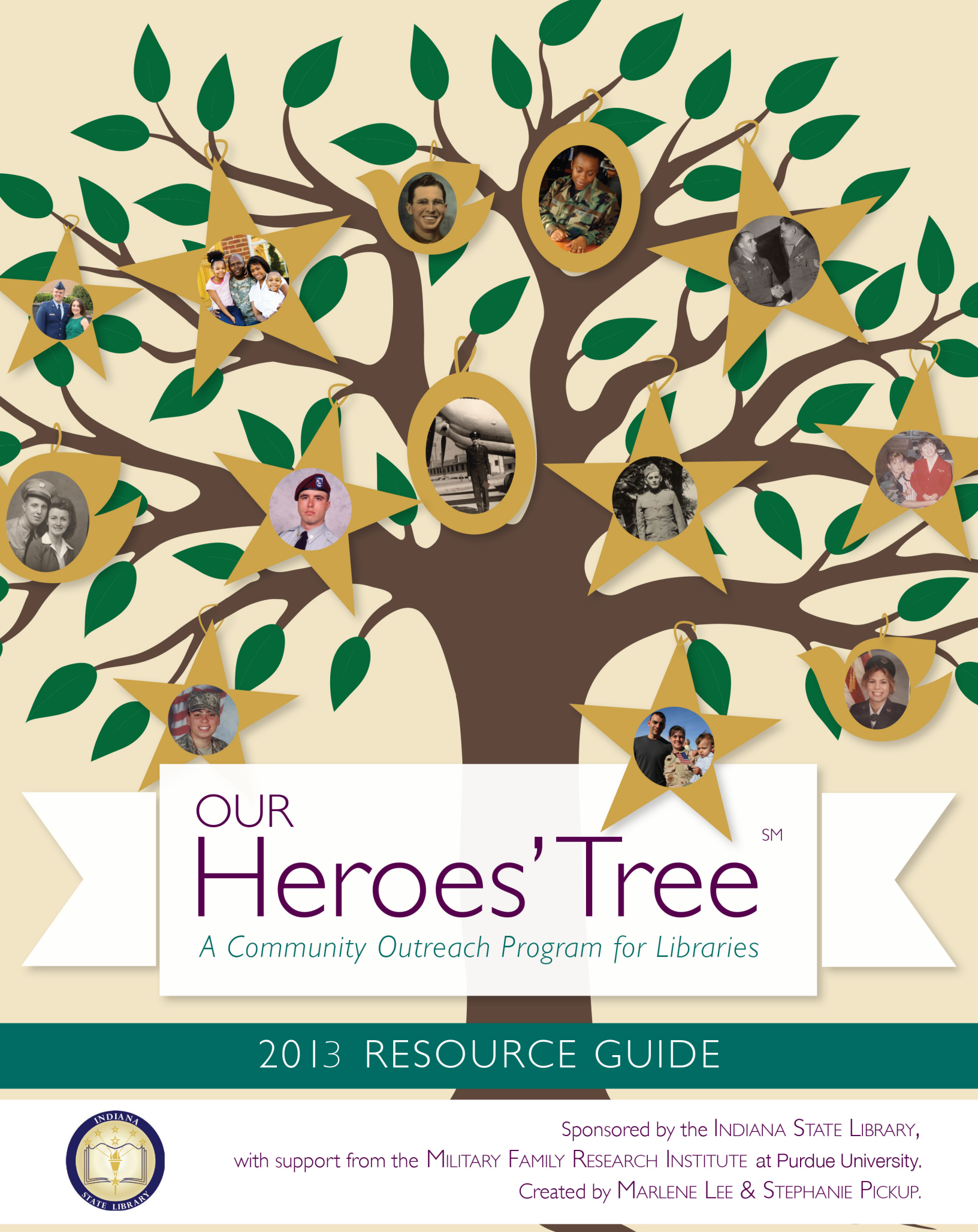

OUR Heroes' Tree℠

A Community Outreach Program for Libraries

2013 RESOURCE GUIDE

Sponsored by the INDIANA STATE LIBRARY,
with support from the MILITARY FAMILY RESEARCH INSTITUTE at Purdue University.
Created by MARLENE LEE & STEPHANIE PICKUP.

Welcome to the *Our Heroes' Tree*[SM] program sponsored by the Indiana State Library with support of the Military Family Research Institute at Purdue University. *Our Heroes' Tree*[SM] is a national initiative founded to recognize and honor the sacrifices made by the families of current and past service members.

The goals for this program are to recognize and support the efforts of military members and their families, and provide libraries with the resources to enhance their programming that meet the needs of their local communities. By participating in this program, you are helping to increase awareness in communities about the continued deploy¬ment of our Active Duty, National Guard and Reserve troops to areas around the globe – and to the needs of their families. Through programming at the individual libraries and through the visibility of the Virtual Tree, we have the ability to reach all over the state and beyond. Since our service members live in every county in Indiana, it is only fitting that our efforts reach each these communities. Also, since every library is unique, the program is flexible to allow the creativity of your staff and community to shine through.

The ornaments submitted to the Virtual *Our Heroes' Tree*[SM] from previous years will be kept to enable us to maintain a historical record of ornaments submitted. The manual will provide several ornament templates, PR materials and programming ideas, including an expanded Teen and Youth Programming section. Please use these materials to assist in whatever way you need.

Thank you again for participating in the *Our Heroes' Tree*[SM] program. We look forward to hearing all of the wonderful things your library has done to recognize our state's military members and their families.

Sincerely,

Roberta L. Brooker
Indiana State Librarian
Indiana State Library

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OUR HEROES' TREE[SM] POEM

Our Heroes' Tree has much to say
For families whose loved ones serve in harm's way.
People of all ages craft decorations,
Sharing the holidays of our great nation.
Drawing pictures and swapping stories,
They entrust my arms with family glory.
For I hold faces and places and holiday heart songs,
Each with a whisper: "Loving hearts, stay strong."
My lights are like stars. Silent and white.
Reflecting the honor of ultimate sacrifice.
See my ribbons of yellow, ripples of love,
USA flags, and guardian angel above.
Star wish for our children, brave heroes, too,
Our Heroes' Tree…Together with you.

Poem: Copyright © Early Light Press / TAO Army Kids Publishing 2009. All rights reserved.
Marlene Lee and Stephanie Pickup, authors of books for military families, developed *Our Heroes' Tree*[SM] program in honor of service members and those who love them – and miss them.

OUR HEROES' TREE[SM] CONTACT INFORMATION

For problems or questions about implementation of *Our Heroes' Tree*[SM] in your library or additional information about programming ideas, please contact:

Indiana Center for the Book
icb@library.in.gov • 317-650-6158

The Military Family Research Institute at Purdue University

1202 West State Street, Hanley Hall, Room 210 • West Lafayette, IN 47907
www.mfri.purdue.edu • 765.496.3403

OUR Heroes' Tree℠

A Community Outreach Program for Libraries

GENERAL INFORMATION

OUR HEROES' TREE[SM] FREQUENTLY ASKED QUESTIONS

What is *Our Heroes' Tree*[SM] and why do we need it?

Since Sept. 11, 2001, more than 1.6 million military members have been deployed to combat operations overseas. This does not take into account the thousands of service members who have been deployed away from home, but to domestic duty stations, in support of the conflicts in Iraq and Afghanistan. Nor does it take into account those deployed in support of national and international relief missions in the aftermath of disasters such as Hurricane Katrina and the Haiti earthquake.

The impact of these deployment affects every state, so it is important to create community awareness of the unique needs of service members and their families. *Our Heroes' Tree*[SM] builds awareness of the military family experience, while providing an opportunity to look for new ways to reach out to those who have served in the past.

Our Heroes' Tree[SM] consists of community members (groups or individuals) creating handmade ornaments to honor service members from past and present wars and conflicts and peacetime operations. These ornaments are then placed on a tree. Stories about individual service members can also be submitted and displayed in a binder near the tree.

Who created *Our Heroes' Tree*[SM]?

The two women who created the *Our Heroes' Tree*[SM] program have a history of working with and caring for military families.

Inspired by her volunteer work with injured soldiers and their family members at Walter Reed Army Medical Center, Marlene Lee authored *The Hero In My Pocket,* a keepsake book for children (ages 6-12 years) affected by the loss of a service member. With a master's degree in Thanatology (death, dying, and bereavement studies), Marlene designed *Hero* to help facilitate communication among children and adults on the difficult topic of grief and recovery. Marlene coauthored *That's My Hope*, a story of inspiration and resilience for families who have experienced trauma, illness, or injury. For more information, visit www.earlylightpress.com or email info@earlylightpress.com.

Stephanie Pickup, a mother of four, helped her young children endure her husband's two Army deployments overseas during the holidays; she also led an Army Family Readiness Group for more than two years. Based on her own experiences, Stephanie authored *The Soldier's Tree*, a book for children (ages 3-6 years) whose loved one is deployed during holiday time. Stephanie's charming story and colorful illustrations are sure to comfort and encourage children as they make, decorate, and celebrate their very own soldier's tree. For more information, visit www.taopublishing.com or email taopublishing@comcast.net

Our Heroes' Tree[SM] began in 2005, when Lee and Pickup created the concept of crafting ornaments and placing them on a tree to honor the contributions of service members from all walks of life and from all branches. They have created a website to highlight the national efforts of the *Our Heroes' Tree*, www.ourheroestree.com, and the program can be found on Facebook.

What is the Military Family Research Institute at Purdue University, and how did it become involved with *Our Heroes' Tree*[SM]?

The Military Family Research Institute is a research and outreach organization based at Purdue University, funded by the Lilly Endowment, the Office of Military Community and Family Policy in the Department of Defense, and others. Guided by the belief that discovery, learning, and engagement are essential components of a strong research

and outreach program, our goal is to create meaningful relationships that bring organizations together in support of military families. Our mission is to conduct studies that provide insight into the experiences of military members and their families, and to design and implement outreach activities that assist military families in Indiana and beyond. MFRI strives to proactively build relationships with partners in both the military and civilian communities.

MFRI partnered with Marlene Lee and Stephanie Pickup to expand the *Our Heroes' Tree*[SM] program. Through collaborations with Indiana libraries and military libraries around the world, MFRI is raising awareness and mobilizing communities and individuals to engage with our veterans and military families.

The Military Family Research Institute eagerly anticipates working with libraries again in 2010 through this important program. We appreciate those who protect our country, whether they have done so in times of war and peace, at home and abroad, on land, at sea, or in the sky. We are grateful that they help maintain our way of life through their dedication to this country. And we thank those who silently served in the background – the military families who have served and sacrificed so much.

Why is the Indiana State Library involved with Our Heroes' Tree?

The Indiana State Library supports Hoosier military members and their families, and wanted to the popular Our Heroes' Tree project continue to thrive in Indiana's public libraries.

Why were libraries selected as partners?

Libraries are uniquely placed as centers of community life, meeting educational and social needs for people of all ages, so it is no wonder that these institutions responded with great enthusiasm and creativity as they developed and provided *Our Heroes' Tree*[SM] programming. They are open to all members of the community, free to use and each county has at least one library. In addition, libraries are community centered, and provide a place for residents to congregate, learn, and participate in the lives of their community. Many libraries collaborate with schools and community groups while providing educational and learning opportunities to support their county or town. Since we want to be inclusive in our efforts, we also encourage private, corporate, academic and any other library to participate in the *Our Heroes' Tree*[SM] program.

What are the minimum requirements to participate?

The minimum each library would need to provide is a tree and at least 21 white lights. The white lights symbolize those who have lost their lives. No other colored lights should be displayed.

Optional activities are encouraged and the resource guide will provide assistance with these activities.

How do we sign up to participate?

To participate, all you have to do is go to the ISL website at http://in.gov/library/oht.htm.

We have more than one branch for our library. Can each branch participate?

All libraries are welcome, whether public, private, academic, or corporate. Each branch would need to register their specific location.

What is the Resource Guide?

In an effort to create a useful and practical document, and in our efforts to reach more libraries, the Resource Guide is now online. Resources such as press releases, marketing and programming ideas will be available for download from the *Our Heroes' Tree*[SM] website, located at www.mfri.purdue.edu/oht.

The guide contains programming ideas, templates, marketing materials and other items to help you implement the program. Whether your library is joining the program for the first time or is an OHT "veteran," the resource guide is designed to help you develop the very best program possible.

What is the timeline for registration and the program?

September 11 through October 11, 2013
Registrations for *Our Heroes' Tree*[SM] are accepted. **Register at www.IN.gov/library/oht.htm**

November 2013
Celebration Ceremonies for *Our Heroes' Tree*[SM] are held through out the state of Indiana and across the world.

How do I find out more about the Military Family Research Institute?

The easiest way is to go to our website, *www.mfri.purdue.edu*. However you can also contact us by phone at 765-496-3403.

THE STORIES BEHIND THE HEROES AND THE VIRTUAL *OUR HEROES' TREE*[SM]

We are encouraged that so many of our libraries are dedicated to supporting and honoring our military members, veterans and their families. This program is great because of the people who share the stories of their military heroes.

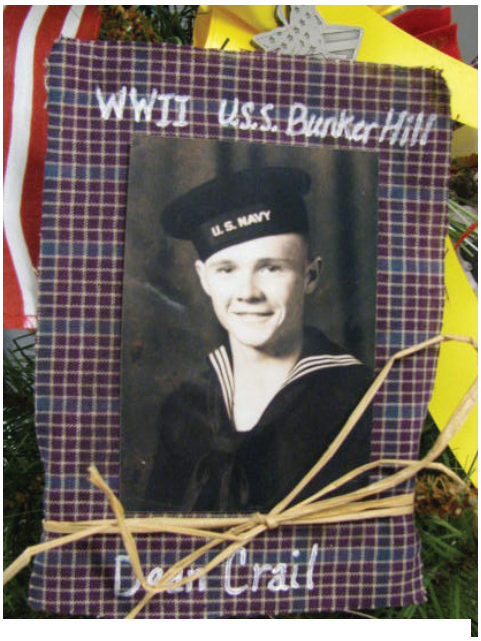
Each service member depicted in an ornament has a unique story to go with it. Whether it is an Army nurse serving on the battle fields of Korea, a gunner scouting a dangerous river in Vietnam or a service member serving his country in the wake of domestic disasters, each hero makes a contribution to the community, the nation and the world.

We urge you to encourage your community members to include information about the hero behind the ornament. These stories can be hand-written or typed – typically one page in length. Libraries can display the stories in a binder on a table or other place near the tree or in any other creative way. Your patrons can offer a brief glimpse of where their hero served, recount an account of a specific event, or report the person's motivations for serving our country. Most importantly, these stories should include the patron's thoughts on why they consider this person a hero.

These stories offer insight in to the service of those who fought before us and a reminder of the sacrifices made by our military families in an effort to maintain our freedom. Please find below a template of an ornament and the story attached to it. These ornaments and their stories will be highlighted for all to see as echoes to our commitment to honor those who serve.

Example Ornament

Below is just as sample of one of the many creative ornaments library patrons have created. A few templates are available in the promotional materials section of this guide, however, the use of any template is entirely optional. Many library patrons may have other creative ornament ideas – please feel free to use any ornaments that work with your tree.



Sample Story Submitted with the Ornament

Richard "Dean" Crail is a hero. During WWII he served on the SS Bunker Hill. He was on the ship when it was hit by the kamikaze airplanes. Although my grandpa never shared this day with me, other than to say he made his peace with God in that ocean, those that served with him said he was a "hero." They probably saw him as a hero in a completely different way than I do. To me, he was a hero because of his devotion to his family, his wall of honor he made celebrating his grandchildren's successes and his commitment to my grandma through sixty years of marriage. He is also a hero for the courage he displayed as he faced the end of his life.

A "hero" is the one whose character lives on in the people who were blessed to have known him. The same qualities I see in my own children passed down from the short-time they spent with him. Dean Crail is a hero because of how he lived his life.

OUR Heroes' Tree℠

A Community Outreach Program for Libraries

PROGRAMMING IDEAS

COMMUNITY MOBILIZATION AND PROGRAMMING

Community Engagement

Every community, like every individual, is unique, and libraries establish close ties to communities and the residents who live there. During the last two years our public libraries have participated in *Our Heroes' Tree*[SM,] it is clear that community members play an important role in OHT's success. Community members come forward to assist with different aspects of this program, providing specific resources for events. These individuals are even honored on the trees. Many libraries tell us that patrons that are so honored, receive new found respect for their service and sacrifice.

Therefore, engaging the community in this program not only creates an awareness within the community about the service and sacrifice of military members around the globe, but it increases awareness when a long time library patron is viewed in a new light based on his or her previous military experience and service.

This resource guide provides some ideas for libraries to help with opportunities to engage their communities.

Helping military families is as easy as…

By Bailey Toombs, Public Relations Specialist

In communities all over the world, military families are living a unique lifestyle in order to serve our country alongside their service member. It can be difficult for civilians to understand this lifestyle and to figure out their role in helping military families in a time of need.

Here are some simple ways civilian families can help the military families who are living right in their own communities:

- **Speak up:** Write and call your senators or representative and let them know their constituents appreciate our military and care about military families and their welfare. Tell them you want to make sure the impact of their work on these families is thought of when making decisions affecting our nation.
- **Reuse and recycle:** Donate gently-used clothing, baby items and furniture to the thrift stores located on or near a military installation.
- **Hang out:** Where appropriate, invite the spouse of a deployed service member to go out to dinner, see a movie, or go to a concert. Getting out of the house is a great stress reliever during a lonely time.
- **Rock the vote:** Stay informed about legislative issues that will affect our service members, and vote for candidates who support military families.
- **Be yourself:** Look for opportunities to help by matching your own talents and resources with the needs of others.
- **Volunteer:** Organizations all over the country are helping military families. Whether it is with time, money or talents, it is the volunteers that keep these much-needed services running.
- **Provide a helping hand:** When a service member you know is deployed, provide child care, run errands, assist with home repair, mow the lawn, cook dinner, or help with anything else that is easier to accomplish when there are two parents in the home.
- **Show your appreciation:** Business owners can offer services with military discounts.
- **Give a taste of home:** Bake cookies for single military personnel who are living in the barracks or invite them over for a holiday when they're stationed away from home.
- **Be a friend:** Having a spouse deployed is extremely difficult and having a shoulder to lean on eases the hardship.
- **Be understanding:** Civilians can offer employment opportunities to spouses of service members and give special consideration to any time gaps in a military spouse's resume. It can be hard to establish a career while having to move to a new duty station every few years. Co-workers can rally behind the family of a deployed service member, providing a close-to-home support group.

- **Donate time to hear a familiar voice:** Give calling cards to allow deployed troops to call home more often.
- **Help make a house a home:** Organize your neighborhood association to make newly-arrived military families welcome in your community.
- **Support education:** Encourage ways of providing tuition assistance to the troops and their family members so they can further their education. Make military children feel welcome when they arrive in your children's schools.
- **Be a proud American:** Through actions and words, at every opportunity, support the men and women of the military. Never take for granted the individual freedoms these service members work tirelessly to safeguard and defend, often times at great personal risk and sacrifice. They do it not only for themselves, but for their family members who support them daily in their patriotic service and privilege. Keep your flag flying high!

For additional ways to support military families, visit the National Military Appreciation Month official website, www.nmam.org.

** This information was gathered from the more than 4,000 military spouses National Military Family Association surveyed this year.*

ADULT PROGRAMMING IDEAS

Genealogy and Military History

Family Military History

Encourage and assist library patrons to discover their familial history through military service. This could include researching significant events that family members have participated in or supported and tracing family history back to significant historical events which shape our world today.

Community Military History

Encourage patrons to explore those from the local community who served and sacrificed. The results could be a community veteran history book or digital book online.

Veterans History Project

Participate fully in the Veterans History Project, through the Library of Congress. The project goal is to collect first-hand accounts of US Veterans from any conflict. In addition, those U.S. citizen civilians who were actively involved in supporting war efforts (such as war industry workers, USO workers, flight instructors, medical volunteers, etc.) are invited to share their valuable stories. www.loc.gov/vets/vets-home.html

Connecting with Military Organizations and Veterans within your Community

Roundtable or panel discussion

Invite local veterans and their family members and local and state policy makers to address issues within your community, state or nation. Some possible topics to be addressed:

- The GI Bill
- Understanding and utilizing available Veteran Benefits
- Homeless veteran issues
- Needs of current and past military members and their families

Activism

Letters to the Editor: Write letters to the local, regional or national newspapers in support of military members and their families. Suitable topics might include:

- What is a hero?
- How can we honor our service-members and/or their families and why is it important?
- What are some sacrifices they make?
- What can community members do to help service members, veterans and their families?

Community Covenant Signing

This program is designed to foster and sustain effective state and community partnerships with the Army to improve the quality of life for Soldiers and their Families. While Community Covenant is an Army program, it extends to the other military services as well, recognizing that many community efforts support all service members and their families, regardless of the uniform they wear. It is a formal commitment of support by state and local communities to soldiers and families of the all military service branches, recognizing that many community efforts support all service members and their families, regardless of the uniform they wear. www.army.mil/community

TEEN AND YOUTH PROGRAMMING IDEAS

Genealogy and History

Graveyard Exploration

- Take a walk through the local cemetery and write down the information from a tombstone of a deceased veteran.
- Using library genealogy resources, investigate and collect biographical information (perhaps use the city/county land records?), and identify living local relatives.
- If relatives can be found, contact for an interview: oral history, stories passed down, traditions/legacy, etc.…

My Family Tree

- Using genealogy symbols, create your own family tree.
- Make note of any family members who served in the US Armed Forces, or in military branches of countries of origin.
- Interview relatives to gain specific information about their military occupational specialty (MOS- job), stories of their military experience, and how serving in the military impacted their life.
- What legacy or traditions have they left for you?
- What values, perceptions, or beliefs are still strong in your family today?

Connecting with local veterans

Friend to Vet

Identify needs of veterans in local nursing homes, VA hospitals, assisted living facilities or senior care centers. Have teens and youth brainstorm ways to address those needs. This could include:

- raising funds to provide hygiene items or clothing
- scheduling regular visits to interact (read books out loud, craft projects, walking)
- planning social gatherings (movie night, karaoke, or dance lessons)
- connecting with local book mobile or other mobile library and ride along

Develop *Our Heroes Tree*℠ ornament templates for your library

Have teens and youth create templates specific for your library. Teens and Youth can assist the library by scanning and uploading completed ornaments to the virtual tree.

Scrapbook of Local Heroes

More than an ornament, a physical or digital scrap book can contain several photographs, short stories, and bits of information (quotes, dates of service, lessons learned, etc.) Identify local veterans/heroes and have teens and youth collect information to design and create an online digital scrapbook (check out www.mixbook.com) honoring their service. Make sure to have releases signed so items can be posted publicly.

Living History Interpretive Program

Encourage youth to learn about and be involved with local veterans in the community by interviewing local military veterans, similar to the Library of Congress' Veterans History Project. This program offers students the opportunity to practice interviewing skills with a military hero with in their community or family and use their creativity to express the content of those interviews in to a student selected media format. Students can be encouraged to use the attached interview questions for the appropriate age group to assist in interviewing a military "hero". The final interpretation can be in essay form, presentation, fine arts, digital or mixed media. The only limitations are the capacity of the library and the students' creativity. Your library could connect with local schools and have a contest or display the selections within your library. Interview questions broken out by different grades and a sample scoring rubric are included to use with this particular activity.

INTERVIEW QUESTIONS FOR GRADES 3-5

Life Before Military Service

- Where and when were you born?
- What were you doing before you joined the military?

Early Military Service Life

- Why did you join the military?
- What part of the military did you join?
    - o Can you tell me about your early training in the military? What were you scared of?
    - o What were you excited about?
- How did you get used to military life?

Life During the Military Service

- How long were you in the military? (From _____ to _____)
- Have you been in any wars?
- What was your job in the military?
- Can you tell me about some of the friendships that you had?
- What story sticks out most in your mind during the time you were in the military?
- How did you stay in touch with your family and friends at home?
- What did you do for fun?

Coming Home or Life After Military Service

- When you were about to come home, what were you scared of? What were you excited about?
- What was it like seeing your family again?
- How was your family the same?
- How was your family different?
- Was it hard getting used to "normal" life?
- Do you stay in touch with anyone you served with?
- Are you a part of any organizations for veterans?
- What did you learn from joining the military?
- What did being in the military mean to you?

INTERVIEW QUESTIONS FOR GRADES 6-12

Life Before Military Service

- Where and when were you born?
- What was your life like before you joined the military?

Early Military Service Life

- What is your rank and branch of service?
- Why did you join the military? Why did you choose that specific branch of military service?
- Did you receive any specialized training?
- Can you tell me about your early training in the military? What was hard about it, and how did you overcome these hardships?
- How did you adapt to military life (the food, the schedule, the physical trials)?

Life During Military Service

- How long was your military service? (From _____ to _____)
- Have you been deployed?
- What was your specific job or duties?
- Did you receive any medals or special awards?
- Can you tell me about some of the friendships that you formed?
- What story sticks out most in your mind during the time you were in the military?
- How did you stay in touch with your family and friends at home?
- What did you do for recreation?

Coming Home or Life After Military Service

- How did you feel about your homecoming? What did you look forward to? What were you scared of?
- Can you tell me about your readjustment to civilian life?
- How did your military service impact your family?
- Do you stay in touch with anyone you served with?
- Are you involved in any veteran's organizations?
- What did being in the military mean to you?
- How did your reason for being in the military change from when you first joined to where you are now?
- What did you learn from your military experience? How has it helped your life outside of the military?
- What advice would you offer others thinking about joining the military?

INTERPRETIVE INTERVIEW PROJECT RUBRIC

Student's Name _____ Grade _____

	Exceeds Standards (total points 15-16)
	Meets standard (total points 12-14)
	Approaches standard (total points 8-11)
	Begins standard or absent (total points 0-7)
	Total Score

	Knowledge of evidence	Reasoning	Communication	Creativity
4	Detailed, defined and identified	Identifies and logically organizes	Demonstrates knowledge and reasoning through written, visual, dramatic or mixed media presentation that was	Interpretation and presentation of interview was
3	• Key concepts • Themes and • Understanding of issue • Significant and accurate facts	• Synthesis of evidence • Evaluation of interview is evident	• Well-focused • Expressed ideas clearly • Shows attention to details of specific performance conventions	• Conceptual • Original • Expressive of student's knowledge gained from the interview process • Appealing
2	Detailed, defined and identified, but may have some inaccuracy in • Concepts and • Understanding of the issues	• Identifies and logically organizes most of the evidence • Evaluation of the interview is seen	• Most ideas are presented • Focus is presented with some gaps • Presentation has mistakes in attention to details of specific performance conventions	• Conceptual • Mostly original • Expressive of student's knowledge gained from the interview process • Mostly appealing
1	• Few details • Lacks definition • Few or no facts	• Lacks identification of evidence • No organization is followed	• Ideas are unclear • Little or no focus • Multiple mistakes in attention to detail	• Concrete • Appears to not be original in thought or nature • No representation of knowledge gained from interview process • Somewhat appealing
0	Did not complete	Did not complete	Did not complete	Did not complete
	Total:	Total:	Total:	Total:

For Teen and Youth Clubs

Historical Sites

- Explore your county and identify historical sites (birthplace of a famous leader, location of a battle, etc…).
- Have teens and youth research information about the historical event, location, or person(s) involved and the context within history.
- Visit the site and take photographs. Put the information together in a pamphlet or a digital scrapbook.

Database Development

- Discover what organizations exist in your community, which assist veterans and/or their family members. Create a local resource flier to be available at your library and send the information to MFRI to be included in a state-wide database.

Develop a blog with the link posted on your library's website

- Topics to consider include: importance of patriotism, pride/loyalty/commitment and other military values, the price of freedom….

Internet Scavenger Hunt

- Locate statistics about USA, Indiana, and local area. This can be put on as a timed individual or team competition, or just an individual challenge.

Teen Book Club

- Start a Teen Book Club similar to how Adult Book Clubs are run.
- Encourage teens to read books related to military service from a teens perspective, whether it is about joining the military, having a parent deployed or moving due to parent's military service.
    i. An example of a possible book is Operation Homefront by Caroline B. Cooney
    ii. Sample questions and discussion topics are included on the following pages.

OPERATION: HOMEFRONT BY CAROLINE B. COONEY

Summary

When high school sophomore Laura Herrick's mother goes off to Saudi Arabia with the National Guard, life on the homefront changes for Laura, her father and two brothers. Nothing gets done as their days are spent glued to the TV screen waiting for news about the war. How will the family manage without mom at home?

Discussion questions by Authors & Artists for Young Adults

1. Describe key political and military leaders from the United States, Iraq, United Arab Emirate, Afghanistan and Kuwait.
2. What is national interest and what did each nation want to protect and fight for?
3. What does an all-volunteer armed forces mean?
4. How would you feel if one of your parents were called up to serve in a war?
5. Would you have new responsibilities? If so, what would they be?
6. What is Laura doing differently in the story that she didn't do before her mother was called to serve in Operation Desert Shield?
7. What other roles are reversed in this story?

Chapter by Chapter discussion questions:

Chapter 1

1. How do you think the perceptions of the National Guard (military) have changed since the outbreak of the war?
2. What has changed with the "beater-uppers" and the actions when the Principal makes his daily discussions of the war on the T.V.?
3. How is the family affected by the reversal of the traditional family roles with the mom being the one wearing the uniform?
4. How did Rosalys contain her composure while just hearing the news of her deployment herself?

Chapter 2

1. Laura asked," What does it feel like to drive your wife to war?"
2. In the war we are in now many families face that issue. What would it be?
3. What fears did the family have for their upbeat, kindergarten teacher, hugger, kisser mom to be faced with combat in a war?
4. When one of Rosalys fellow soldiers called her "Rosie" the family acted as if they didn't know much about her "soldier side." Why do you think that is?

Chapter 3

1. How do you think Laura thought to comfort Nicky with an army shirt and pearls? Or was it pure exhaustion?
2. Laura did a complete 180 in just hours- what changed in her mind to help with her brothers and father? Gender replacement?
3. Do you think Laura loved the attention at school, or truly feels proud to be a child of a soldier?
4. Do you think Langan is using his mother's deployment to make friends or to be comforted?

Chapter 4

1. Laura thinks Rosalys kept two separate lives. Laura didn't recognize her in uniform, why do you think that is?
2. Why did Laura find courage after the boy asking questions about her mom gave her a hug?
3. How has the community changed to show support? Kids at school?

Chapter 5

1. How does Rosalys find the strength to keep the family morale up when a deployment is in her future?
2. What changed with Laura that she didn't want to overwhelm her mom with her day to day life at school?
3. Was it coincidence that Laura answered the phone call when her mother informed them of her deployment? Or did Rosalys trust that Laura would keep the family together in times of the news?

Chapter 6

1. In the moment of mother and daughter sharing fears so much needed to be said- but silence said it all, why did Rosalys put the heavy burden of taking care of the family on Laura? Was it a gender role?
2. What would it be like to have only 5 minutes with someone who might not make it back, and could be the last time you ever saw them again?

Chapter 7

1. Why did Laura and Langan keep thinking of new things to include in their letter to their mother? What about the first things they had planned?
2. Does Nicholas miss his mother- or just keep screaming for attention?
3. Will Laura eventually crumble due to all the responsibilities she is carrying?
4. In a peace-time country would the National Anthem be something to skip over during a game? Would someone find the courage to start singing like the boy in this chapter?

Chapter 8

1. How were relationships impacted with Rosalys being away for Christmas?
2. While some relationships were strained, how were others positively impacted?
3. In what ways has deployment matured Laura and Langan?

Chapter 9

1. With the possibility of combat luring how did it impact Rosalys and family?
2. How did Laura's ambiguity of the war shape her perceptions?
3. How were those thoughts received by the family?

Chapter 10

1. Did pure exhaustion open communication barriers between Laura and her father? Or was it the war?
2. What changed with Langan, he helped around the house, knowing he wouldn't get the credit he craved?

Chapter 11

1. Was it fair for Laura to get reprimanded for sharing her opinion, because it was different than everyone else's?
2. What was the motivation for the family to keep going?

Chapter 12

1. Understandingly so, the family in under immense stress, but was it all right for Tag to completely walk out on the kids for the night?
2. What was the turning point for Langan to be filled with patriotism and not overjoyed for the country at war?

Chapter 13

1. Is the family actually alright with the key member of the family gone, or is this all a front?
2. Would Langan have sent to letter to his mother about how the family is completely alright, if it weren't for Shawnee to intercept the message?

Chapter 14

1. Langan has matured greatly thorough the chapters, was it due to war, or due to the fact Tag needed him as part of their team?
2. The fact they all held onto each other during the brief moment on the sofa showed dependency for one another. Can this be credited to the war?

Chapter 15

1. With Rosalys returning home, what other feelings besides excitement can be felt in the time of relief?
2. How well did the family execute "Operation Home-front" without their mother?

Activism

1. Connect with your local Red Cross!

- Many Red Cross offices have a Services to Armed Forces specialist who provide military services, trainings, and outreach. Encourage teens and youth to see how to get involved!
- Teens and youth could possibly organize a blood drive to donate units to your local VA Hospital, or volunteer with special events. www.redcross.org

2. Contact Purdue Extension- OMK representative

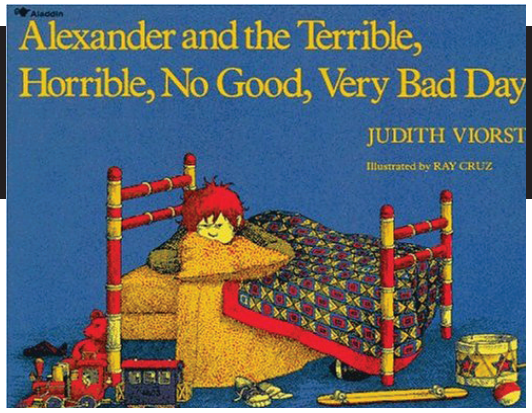
- Find your county office at: www.ag.purdue.edu/extension/Pages/Counties.aspx
- Call and inquire about Operation Military Kids and ask how you can get involved. You can always write letters to military children to be included in Hero Packs. The library can sponsor a Speak Out for Military Kids program.

3. Visit your local VA center and become a volunteer: www4.va.gov/kids/6-12/index.asp

- You may be able to volunteer on site, or write letters to patients, make social visits, or raise funds.

CHILDREN'S STORYTIME ACTIVITIES

The following section includes several outlines for children's story time activities. Some of the books have a military family theme, but many are general children's resources found in most libraries. The activities should serve as a starting point for story that can be tailored to meet the needs of your children's group.



Alexander and the Terrible, Horrible, No Good, Very Bad Day

Written by Judith Viorst

Goal

A Bad Case of Stripes helps us to understand that we should not be afraid to be different. Holding in our true feelings, concerns and emotions can sometimes make us feel ill.

1. Show the cover of the book and ask the children to read the title.
2. What does the cover show us?
3. Read the story stopping from time to time to ask:
    a. What did Alexander fall asleep with in his mouth?
    b. Why was Alexander angry at breakfast?
    c. Why do you think Alexander was car sick? What was his real problem?
    d. What number did Alexander think we didn't need?
    e. Why do you think Paul told Alexander he wasn't his best friend anymore?
    f. What is a cavity and why do we have them?
    g. Where did Alexander keep saying he wanted to go?
    h. What kind of shoes did Alexander want?
    i. Why didn't Alexander's Dad want to be picked up anymore?
    j. Why was bedtime such a bad time?
    k. Do they have terrible, horrible, no good, very bad days in Australia too?
    l. What does the story teach us?

Activity

1. The youth will need to sit in a circle. Ask them to share a bad day they have had with the group, and explain how it made them feel. Sometimes, things just go wrong, or we don't listen to well. Play a game of Chinese whispers'. The youth will stand in a line and pass a message from the beginning to end by whispering in the person's ear next to them. The last youth will tell the group what the message was. Explain how things can change if we don't really listen to the person next to us.
2. The youth will return to a circle to talk about jealousy. It is called "A Little Green Monster". The youth share examples of when they have felt jealous, and how they were able to overcome the jealousy. The youth can draw pictures of their green monsters that appear when they are jealous of their friends.
3. Make green play dough and have the youth make green monsters to take home. You can also use green modeling clay.

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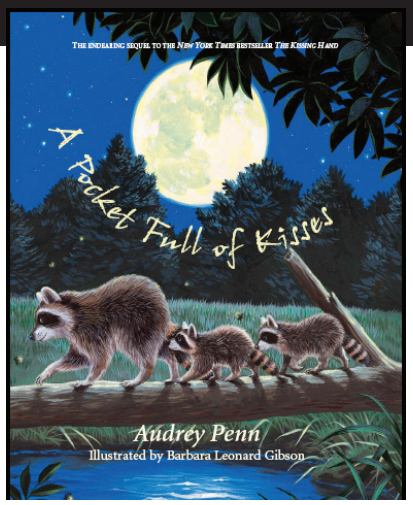
A Pocket Full Of Kisses



Written by Audrey Penn and Illustrated by Barbara Leonard Gibson

Goal

To reassure children that their parents have enough love for everyone.
This book is a sequel to Penn's book, The Kissing Hand. It's hard when a new baby sister or brother comes into the picture. This book lets Chester know that Mommy raccoon has enough love for everyone.

Chester raccoon has new baby brother- and the baby brother is taking over his territory. When Chester sees his mother give his baby brother a Kissing Hand – he is overcome with sadness, but Mrs. Raccoon soothes his fears with her own special brand of wisdom.

1. Show the cover of the book and ask the children to read the title.
2. Ask the children what the raccoons are doing on the cover.
3. Read the story stopping from time to time to ask:
   a. Why does Chester want to give back his baby brother?
   b. What is a Kissing Hand?
   c. Why did Chester blush?
   d. What made Chester cry and feel very sad?
   e. What is Chester's brother's name?
   f. Why did Chester feel his mother didn't love him anymore?
   g. What did Chester's mother tell Chester about Kissing Hands that made him feel better?
   h. What was Chester scared that Mrs. Raccoon would run out of?
   i. What story did Mrs. Raccoon tell Chester about the stars?
   j. What did Mrs. Raccoon give to Chester for his pocket?
4. What does The Kissing Hand stand for?
5. How many of you have brothers and sisters?
6. How does it feel to have to share your things with them?
7. Were you scared that you're Mother/ Father might like them more when they came home?

Activity

1. Make kissing hand cookies. Buy a hand shaped cookie cutter. Ready made sugar dough is the quickest way to make these cookies. Have the youth roll them out, cut out the hands and place a Hershey's kiss in the center and bake them. If you have deployed servicepersons, have the youth place them in a tin with an explanation of the kissing hand.
2. Have the youth trace their hands, cut them out and decorate them, place all the hands on a big banner and send kissing hands to your deployed servicepersons with an explanation of the kissing hand. Write on the bottom of the banner: Here's a special trick I know. When you're sad and scared to go. Take this hand I have kissed it here. The kiss from me to you. Please hold it dear. Down your hand and up your arm, into your heart, the kiss goes on.

3. Use the mask cutout that can be found at: http://childcareandbeyond.tripod.com/mask-raccoon.html. Print it on cardstock and give one to each youth. Have them cut out around the mask, cut out white circles for eyes, punch holes where the red marks are and thread string to hold mask in place. Have the youth learn the following poem:

    Raccoon Raccoon (make a mask around your eyes with your fingers)

    Up in a tree (both hands raised)

    Raccoon Raccoon, you can't see me. (cover eyes)

    Raccoon Raccoon, I can see you. (one hand on your eyes, one pointing to imaginary raccoon.)

    Eating fish and corn and birds eggs too. (imitate eating motions)

    Raccoon Raccoon, Hunting at night. (shade eyes as if squinting in the dark)

    Raccoon Raccoon, Sleeps in the daylight.

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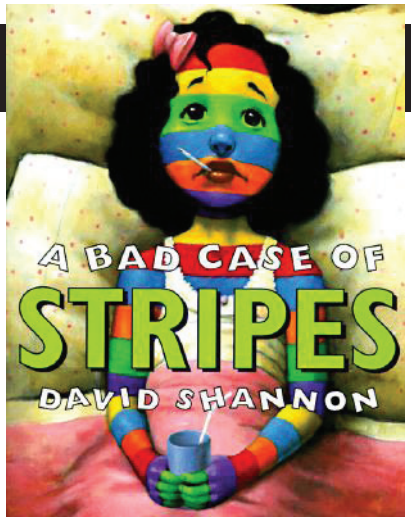

A Bad Case of Stripes

Written by David Shannon

Goal

This book helps us to understand that we should not be afraid to be different. Holding in our feelings, concerns and emotions can sometimes make us feel ill.

Camilla Cream loves lima beans, but she never eats them. Other kids in her school don't like them, and Camilla Cream is worried what other people think of her. She is so worried she is about to break out in a bad case of stripes.

1. Show the cover of the book and ask the children to read the title.
2. What is Camilla Cream doing on the cover?
3. Read the story stopping from time to time to ask:
   a. What did Camilla Cream love and others didn't?
   b. What was Camilla always worried about? Are you worried about what other people think of you?
   c. What was Camilla covered in from head to toe?
   d. What was the first doctor's name? What did he give to Camilla to help clean up the stripes?
   e. What name did the children call Camilla? What happened during the pledge of allegiance?
   f. When the other children called out colors and patters what happened to Camilla?
   g. Do you think it was fair that Camilla could not come back to school?
   h. Can you remember all the names of the Doctors Camilla saw?
   i. What did the T.V. news call Camilla?
   j. Who finally came to help Camilla?
   k. What did she do to make Camilla better?
   l. Why do you think Camilla had stripes?
   m. Do you like lima beans?
4. What does the story teach us? What does it feel like to be teased? It's not fun, when you like something that other don't. Having someone in the military and being a military youth sometimes makes you feel different. Discuss at this time how youth are different from those they go to school with.

Activity

1. Being a military child can also make you very proud of your service member. Draw a picture of service person and yourself. Look up on a map were your service person is stationed and work out how far away they are. Have a parent ask ahead of time if you can present this knowledge at your school. Collect items and do research on the country or state where the service member is located. Make it a special day; you may be different but you are special and proud. Have the class write letters to your service member, and have them write back.
2. Draw a picture of some of your favorite foods; see how different you are from the other military children in your group. Do you like something that no one else in the group likes? Would that stop you from eating it?

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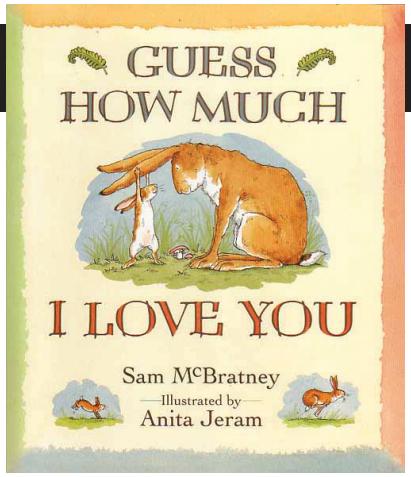

Guess How Much I Love You

Written by Sam McBratney and Illustrated by Anita Jeram

Goal

Help children realize how much they are loved and how much they love others.

1. Show the cover of the book and ask the children to read the title.
2. What is Little Brown Hare doing on the cover?
3. Read the story stopping from time-to-time to ask:
   a. What couldn't Big Nutbrown Hare Guess?
   b. Who has the longest arms?
   c. Who can reach the highest?
   d. Why does Little Nutbrown Hare tumble upside down?
   e. Who hops the highest?
   f. What can Little Nutbrown Hare see from the hill?
   g. Little Nutbrown Hare almost couldn't think any more, because?
   h. What could be further than the sky?
   i. Who won the game, and why? Did anyone really win the game?
4. What does the story teach us?

Activity

1. Cut out a big heart and write the names of the people you love on it on one side, on the other side write a list how much you love them.
2. Draw a picture of some of these ideas; like your arms stretched out with an arrow I love you this much. You can substitute how much I love you with how much I miss you if a parent is deployed.
3. Ask the deployed parent/ member to do the same activity and send home their list for the child to keep.
4. Take a jar and cut out red hearts. Write on the hearts all the different ways you love your parent/member, fold them in half and send them to the deployed parent/member. Let them know you are sending them a "Heart Attack" in a jar. Instruct them to take one heart out each day and place in their pocket to remember how much they are missed and loved.
5. Make a game in letters to the deployed parent/member to come up with bigger ways each time of saying how much I love you and miss you like, Little Nutbrown Hare and Big Nutbrown Hare.

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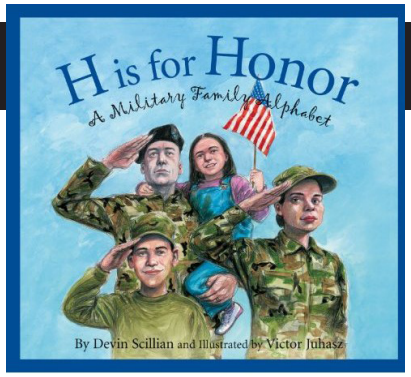


H Is For Honor: a Military Family Alphabet

Written by Devin Scillian and Illustrated by Victor Juhasz

Goal

Help children explore all branches and aspects of the Armed Services to understand more fully about the honor, privileges and sacrifices of military families everywhere. Discover less obvious facets of military life--why drill sergeants have to be so tough, what it means to be patriotic and why we need Special Forces such as the Navy SEALS, the Green Berets and the Army Rangers. Help children in non-military families recognize the sacrifices made by everyone in a military family, not just the grown-up serving.

This book contains both a rhyming paragraph that describes what is happening in conjunction with each letter as well as more information found in the sidebar. It is recommended that for a read aloud, only the rhyming paragraph should be read for better flow and timing.

1. With each letter, ask the audience if they can guess what that letter will describe.

Activity

1. Acrostic Activity
   a. Choose someone who is a veteran or is currently serving in the military; write that person's first name down the left side of a piece of paper like this:

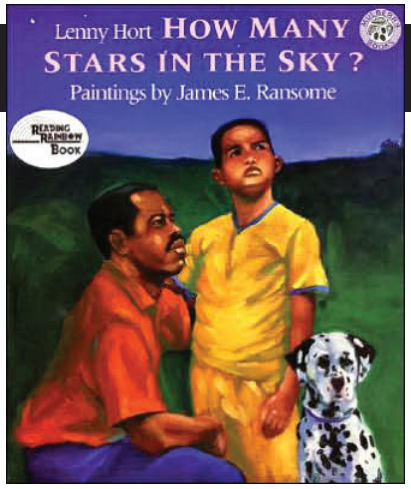
      J
      I
      M

   b. Using this letters, create an acrostic that describes that person:

      Jet pilot: what my Dad does to help people overseas.
      Independence: my Dad fights for the independence of everyone.
      Military: my Dad was in the military before I was even born!

   c. Decorate the paper with stickers, drawings and other embellishments. Make sure to take a picture of each child with his or her drawing to post to a Flickr account.

2. NATO Phonetic Alphabet Activity
   a. Making copies of the special phonetic alphabet on page Z of this book, let each child create a "message" using his or her name. Example: "Jim" would be "Juliet India Mike."
   b. Encourage the children to create more phrases with the names of loved ones.



How Many Stars in the Sky?

Written by Lenny Hort and Illustrated by James E. Ransome

Goal

Children will learn how to cope with the absence of a parent.

1. Show the cover of the book and ask the children to read the title.
2. Ask why there is only a father, son, and dog on the cover.
3. Read the story stopping from time-to-time to ask:
   a. Why does the boy in the story count the stars?
   b. What does his mother know all about?
   c. Where is his father?
   d. Why does the boy go outside?
   e. What keeps him from being able to count the stars?
   f. What does he do next?
   g. What does he discover as he tries to count the stars?
   h. Who comes to help him count the stars?
   i. Why can't the boy and his father sleep?
   j. Where does the boy's father first take him to count stars?
   k. Why is it hard to count stars in the city?
   l. Where do the boy and his father go next to count stars? Why?
   m. Why do new stars keep appearing in the sky?
   n. Where do the boy and his father finally fall asleep?
   o. When they awake in the morning, what is the only star in the sky?
4. How does counting the stars help the boy cope with his mother's absence?
5. Is his mother coming home?

Activity

1. Ask the children to write down ways they cope with a parent who is absent due to military service, and compile it into a booklet for use by the children when they might need it.

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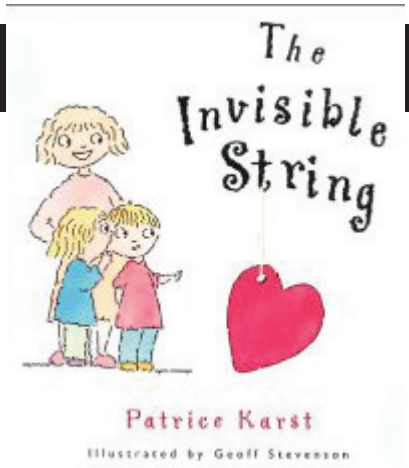


The Invisible String

Written by Patrice Karst and Illustrated by Geoff Stevenson

Goal

To help children understand that even though they may not be able to see the ones they love, there is a connection that remains between everyone.

Activity for preschool students with a caregiver present::

Supplies/Preparation (for each child/caregiver pair):

- 1 large safety pin for caregiver
- Safety pin with a large construction paper heart for each child
- 10 feet of fishing line for each child/caregiver pair (This can be found at hardware stores for around $4.00 for 220 yards)
- Tie the end of a fishing line to the safety pin on each child's heart, the other end tied to the safety pin of the care giver

As the child/caregiver pairs come in pin a heart on each child and give the remaining fishing line(that is connected to the child) to the caregiver along with the large safety pin.

Read *The Invisible String*. Encourage the adults to pull back on their safety pins as each time the words Invisible String are read. The children's hearts should pull a little from their shirts whenever this is done.

After the story is read:

1. Ask the children how it felt when their paper hearts were pulled during the story.
2. Ask-Why was the paper heart pulled?
3. Ask the children to tell how they know their caregiver still loves/cares about them whenever they can't see them?
4. What can they do if they feel lonely or sad because their loved one/caregiver is not with them?
5. Who else are they connected to with an invisible string?
6. What makes them have an invisible string to the people they love/care for?

Activity idea for elementary students:

Supplies/Preparation:

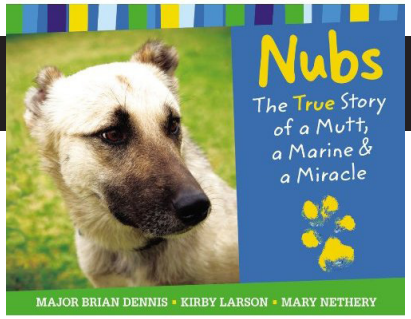
- One large Paper Clip for each child and adult
- 1 large spool (at least 200 yards) of fishing line

Tie the end of the fishing line to one of the paper clips to the adult reader. Read *The Invisible String* aloud. After the story is over, let the children know they are going to talk about what it means to have an invisible string. Everyone is to think about someone they are connected to with an invisible string and how they know they are connected.

The Invisible String, continued

1. The adult reader will start by identifying one person they are connected to and how they know they are connected and then, holding on to their paper clip, they roll the string to one of the children in the circle.
2. That child hooks the string in their safety pin and tells how they know they are connected and then, holding on to their paper clip, they roll the string to another person in the circle and so on.
3. After all in the circle has had a chance to go at least once, the string should go back to the original adult reader. The adult reader should ask the circle, what ways are you connected to each other.
4. After they are done, the adult reader should pull on their paper clip to show the children they are all connected.

Lesson plan written by: Sheri Dunn Ramsay, Military Family Research Institute at Purdue University



Nubs: The True Story of a Mutt, a Marine & a Miracle

Written By: Major Brian Dennis, Kirby Larson, and Mary Nethery

Goal

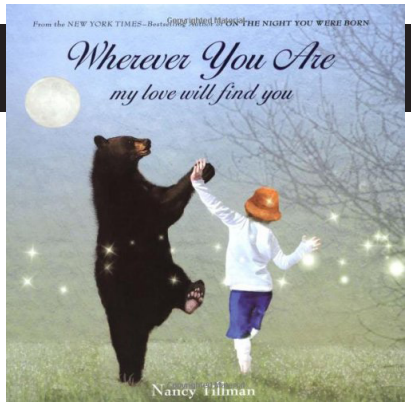
Nubs: The True Story of a Mutt, a Marine & a Miracle helps us understand that animals have feelings just like humans do. Also, it teaches us about the effects that friendship and love can have, even under the most difficult circumstances.

Nubs, a dog of war in Iraq, never had a real home and spent his entire life struggling to survive. He was the leader of a pack of wild dogs who fought everyday to find a meal. This intense hardship changed drastically the day Nubs met Marine Major Brian Dennis. The two instantly became friends, but this was no ordinary friendship. The friendship was strengthened by Brian's selflessness and caring nature, providing Nubs with shelter and attention that he had never dreamed of. We are introduced to an unbelievable journey that takes Nubs some 70 miles across the desert in search of his friend.

1. Show the cover of the book and ask the children to read the title.
2. Read the story stopping from time to time to ask:
   a. What did Nubs and his pack eat in order to survive in the desert?
   b. Why didn't Nubs race to greet the men like all of the other pack dogs did?
   c. Why did Brian call the dog "Nubs?"
   d. What did Nubs do when Brian and his men left in their vehicles?
   e. What were some of the challenges that Nubs had to deal with when Brian and his men left?
   f. What was wrong with Nubs when Brian and his men returned?
   g. What did Nubs love to do with Brian at night?
   h. How far did Nubs travel across the desert to find Brian?
   i. What was Nubs' collar made out of?
   j. Why did Brian send Nubs to the United States?
   k. What did Nubs do when he saw Brian for the first time at Camp Pendleton?
   l. What do Nubs and Brian like to do together in the United States?
3. Why do you think Nubs traveled all the way across the desert to find Brian?
4. How many of you have a dog or any kind of pet?
5. Do any of you have a story about something amazing that your pet did?

Activity

1. Look up on a map/globe where Iraq, Jordan, and Syria are in order to get an idea of where the story took place in relation to the United States. In addition, it would also be beneficial to look up Afghanistan. Have the children map out the distance from the United States to these countries. This will not only help the children get an idea of where Nubs came from, but also where our service men and service women are fighting every day. Also, have the children do research on these countries and write letters to service members currently overseas. Coordinate it so that these service members have the opportunity write back.
2. Map the distance: Using any GPS or Map Quest program, have the children find out the distance from their home to the library. Ask the children if they could walk from their home to the library. Next, map the distance from the nearest town to the library – ask if the children could walk this distance. Keep doing this until a town 70 miles away is located. This is how far Nubs walked!



Wherever You Are, My Love Will Find You

Written and Illustrated by Nancy Tillman

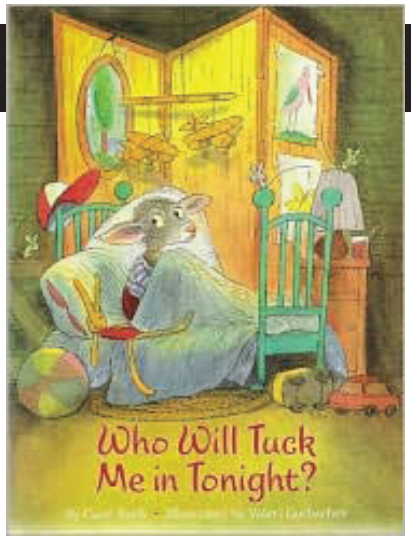
Goal

Help children realize how constantly and much they are loved even if the grown-up who loves them so is far, far away.

1. Show the cover of the book and ask what is happening in the cover picture?
2. Prior to reading the story, ask if anyone can guess what the twinkling, sparkling lights (found on every page) could be?
3. Read the story, stopping to ask:
   a. What animal is here? (There are different animals in each illustration)
   b. Where is the child in the story? (Note: the child could be a boy or a girl—there is no real gender specification)
   c. What is the child doing in each illustration?
   d. Have you ever tried that ("that" being whatever activity is highlighted in the picture)?
   e. What stays the same in every picture?
   f. Does anyone notice what keeps appearing in each picture?
   g. What do you suppose that could be?
4. What does the story teach us?

Activity

1. Using a map of the world with your library location identified, identify places where military family members are currently located. Using stickers or glitter pens, draw a line from the library to the loved one's location. Remind each child that love can follow you anywhere, no matter the distance.



Who Will Tuck Me In Tonight?

Written by Carol Roth and Illustrated by Valeri Gorbachev

Goal

To help children realize that their parents still love them even when they are separated.

1. Show the cover of the book and ask the children to read the title.
2. Ask what Wooly the Lamb is doing on the cover.
3. Read the story stopping from time to time to ask:
   a. Who couldn't Woolly find?
   b. Who tries to tuck Woolly in first? What does she do wrong?
   c. What does Mrs. Cat do? What does she do wrong?
   d. What does Mrs. Horse do? What does she do wrong?
   e. What does Mrs. Pig try to feed Woolly?
   f. What does Mrs. Duck do? What does she do wrong?
   g. Who can sing a lullaby for Woolly?
   h. What does Mrs. Lamb do first?
   i. What did Mrs. Lamb give Woolly to eat?
   j. Why do you think it was so hard for Woolly to go to sleep before Mrs. Lamb came home?
4. What does the story teach us?

Activity

1. Write a list of the things you do before you go to bed at night.
2. What would you miss if your parent could not tuck you in at night? How could someone else help to make you feel better?
3. Ask the deployed parent/ member to write a list of the things they miss doing before bed at night for the child.
4. Make a point of explaining that it may seem like a long time before the deployed parent can tuck them in again, but if they are patient just like Woolly it won't be long before they are home tucking them in.

Lesson plan written by: Anne Kessler – Illinois National Guard Child/Youth Services Coordinator
22979 N. Bowmen Ave. | Danville IL. 61834 | (217)-622-0143

Made available with permission from the Illinois National Guard.
Retrieved 9:31, July 14, 2008 from http://www.4-h.uiuc.edu/omk/additionalresources.htm

CRAFT ACTIVITIES

The following activities are well suited for group activities. They are designed to be interactive and involve kids in activities that will engage their minds while they complete a craft activity.

American Hand Wreath

For use with the poem "A Nation's Strength"

Supplies

- Red, White and Blue Construction Paper
- Pencil
- Scissors
- Glue (glue stick works best with kids)
- 1 paper plate for each child

Instructions

1. Cut out the center circle on the paper plate
2. Have the children trace their hand 4 times each on a red piece of construction paper, on a blue piece of construction paper and on a white piece of construction paper (may have to have more depending upon the size of the child's hands)
3. Cut the traced hands out
4. Glue the hands on the outer ring of the paper plate rotating between red white and blue until the ring, overlapping for effect, as needed until the ring is full.

Poem

A NATION'S STRENGTH

by Ralph Waldo Emerson

What makes a nation's pillars high and it's foundations strong?
What makes it mighty to defy the foes that round it throng?

It is not gold. Its kingdoms grand go down in battle shock;
It's shafts are laid on sinking sand, not on abiding rock.

Is it the sword? Ask the red dust of empires passes away;
The blood has turned their stones to rust. Their glory to decay.

And is it pride? Ah, that bright crown has seemed to nations sweet;
But God has struck its luster down in ashes at his feet.

Not gold but only men can make a people great and strong;
Men who for truth and honor's sake stand fast and suffer long.

Brave men who work while others sleep, who dare while others fly...
They build a nation's pillars deep and lift them to the sky.

Freedom Bell

For use with the poem "Let Freedom Ring"

Supplies

- 3 oz. bathroom cup for each child
- 8" x 8" aluminum foil sheet for each child
- 1 pipe cleaner for each participant
- Small Phillips head screwdriver (to make a hole for the pipe cleaner to go through)
- 1 mailing label for each bell with the either the word FREEDOM, LIBERTY or SERVICE printed on to stick to the bell when complete
- Optional item-small craft jingle bell

Instructions

1. Have each child cover the outside of their cup with aluminum foil, wrapping the edges up in to the inside.
2. Have an adult make a small hole in the top of the cup.
3. Fold the pipe cleaner in half and stick the non-folded in through the hole to the inside of the cup and twist the ends together, making the ends make a T-shape, so the pipe cleaner will not come out of the hole.
4. If choosing the optional bell, twist the bell on before twisting the pipe cleaner ends.
5. Have the child stick the mailing label on the outside of the bell.

Poem

LET FREEDOM RING

by Henry Van Dyke

'Tis fine to see the Old World and travel up and down among the famous palaces and cities of renown.
To admire the crumbly castles and the statues and kings but now I think I've had enough of antiquated things.

So it's home again, and home again, America for me! My heart is turning home again and their I long to be,
In the land of youth and freedom, beyond the ocean bars, where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air; and Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study in Rome; but when it comes to living, there is no place like home.

I like the German fir-woods in green battalions drilled; I like the gardens of Versailles with flashing fountains filled;
But, oh, to take your hand, my dear, and ramble for a day in the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack! the Past is too much with her, and the people looking back.
But the glory of the Present is to make the Future free - we love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me! I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough, beyond the ocean bars, Where the air is full of sunlight and the flag is full of stars.

Patriotic Pinwheel

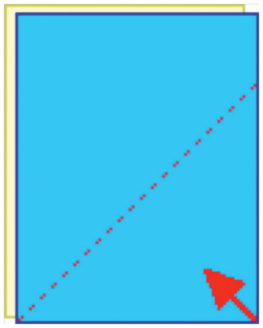
From www.enchantedlearning.com; For use with the poem "Veteran's Day"

Supplies

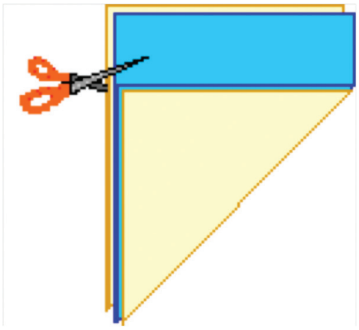
- 2 pieces of construction paper
- Scissors
- Hole punch
- 1 push-pin
- Pencil with an eraser
- Markers or crayons

Instructions

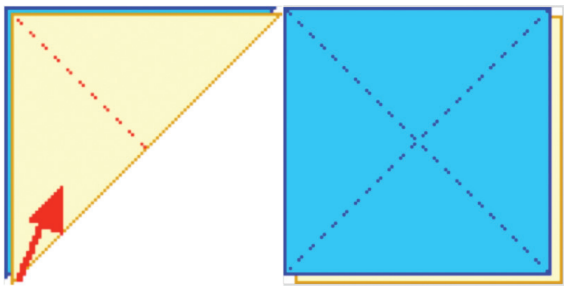
1. Start by making two square pieces of paper. To start making a square, put the two pieces of paper together. Fold the corner of the pieces of paper over as shown.



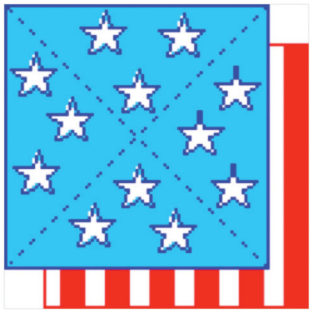
2. To finish making the squares, cut off the small rectangles, forming two squares (which are already folded into a triangle).



3. Fold the triangle in half. Unfold the paper.

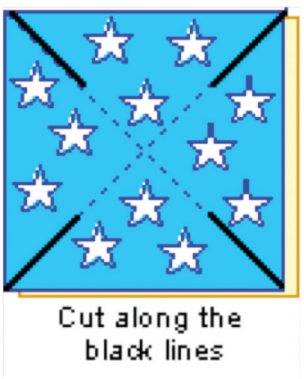


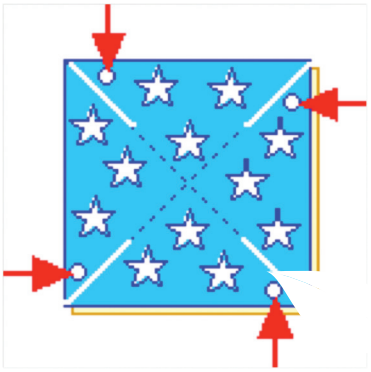
4. Decorate one side of each sheet of paper.



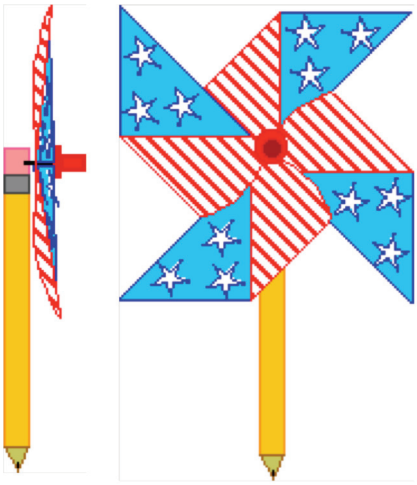
Patriotic Pinwheel, continued

1. Put the undecorated sides of the paper together. Make four cuts along the fold lines - about halfway to the center. Punch four holes in the pinwheel, one at each corner.





2. Gently gather each of the four points (with a hole) to the center. (Be careful not to crease the paper.) Push a push-pin through the four punched holes through the center of the pinwheel to attach the pinwheel to the side of a pencil's eraser.



Poem

VETERAN'S DAY

Here's to you, son
Though you're so far away -
I think of you always,
But especially today.

You're part of the millions
Who've gone on before
Millions of soldiers
In peace and in war -

Their spirits watch over
All the soldiers like you
And comfort the mothers
Of soldier-sons, too.

Some of us are gone
And some are just far -
All of us are proud
Of just who you are.

So when you feel tired
Or lonely or blue,
Remember that someone
is thinking of you....

It won't ever matter
The place or the day -
There's somebody with you
Each step of the way.

OUR Heroes' Tree℠

A Community Outreach Program for Libraries

ADDITIONAL RESOURCES

SPECIAL THANKS TO THE *OUR HEROES' TREE*[SM] SPONSORS AND SUPPORTERS

Contributions from the following groups and individuals made this program possible. We extend our sincere appreciation for their efforts on behalf of the *Our Heroes' Tree*[SM] program, as well their work on behalf of military families everywhere.

INDIANA CENTER FOR THE BOOK

INDIANA STATE LIBRARY FOUNDATION

MILITARY FAMILY RESEARCH INSTITUTE AT PURDUE UNIVERSITY

INDIANA PUBLIC LIBRARIES

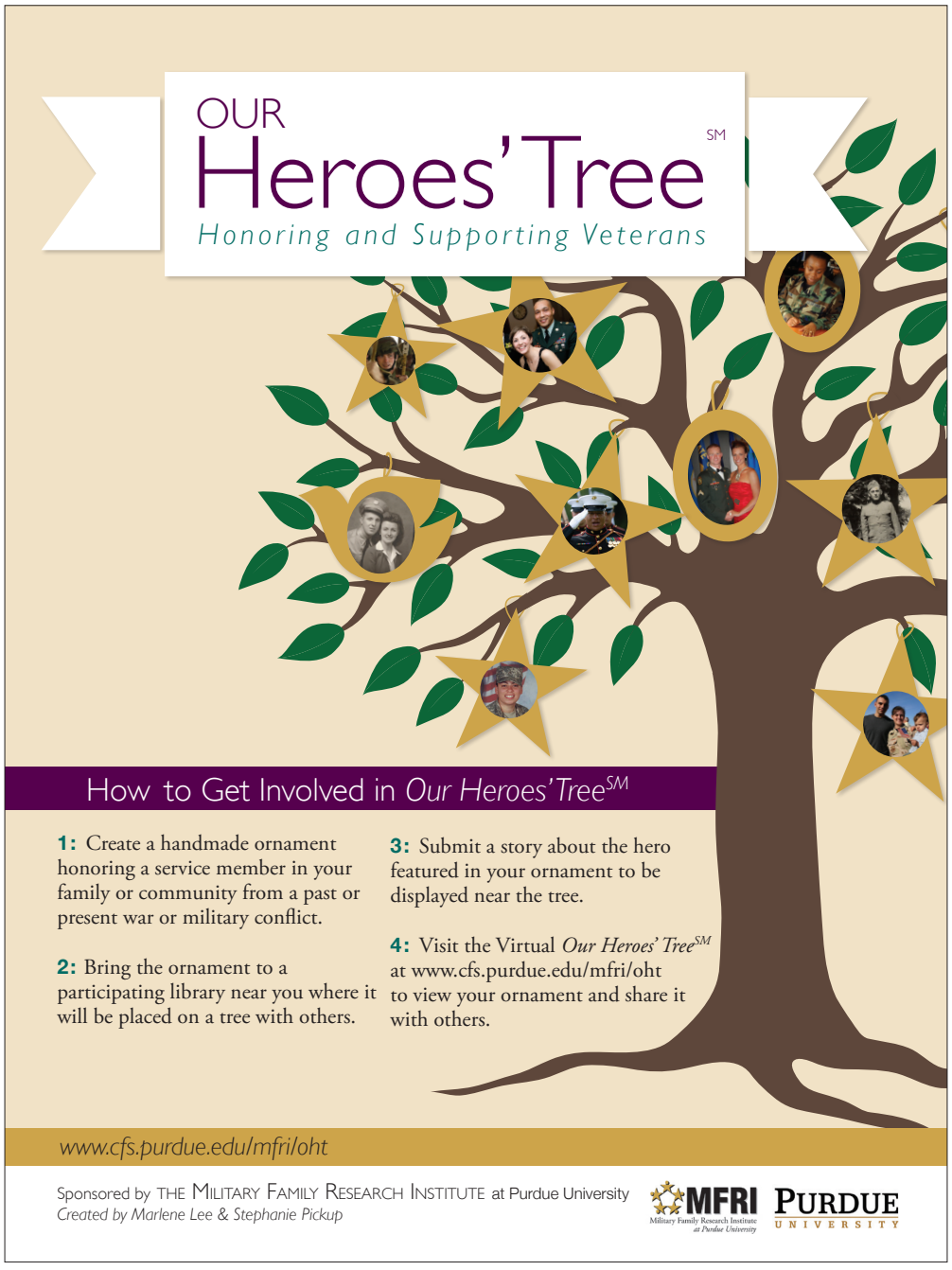
OUR HEROES' TREE[SM] FLIERS

To assist in marketing efforts and help you increase program participation in your local community, we have provided you template for a *Our Heroes' Tree*[SM] flier. The full-color PDF of this flier can be printed as many times as necessary. Fliers can be displayed at other business and organizations within your community (YMCA, schools, grocery stores, etc.). Two different fliers are available for download on the *Our Heroes' Tree*[SM] website www.mfri.purdue.edu/oht/resources. One outlines the four steps to participate and the other includes space for your libraries' information. If you would like additional marketing suggestions, contact the Indiana State Library at 317-650-6158.

Not to size. Actual flier is 8.5x11".

OUR HEROES' TREE[SM] POSTERS

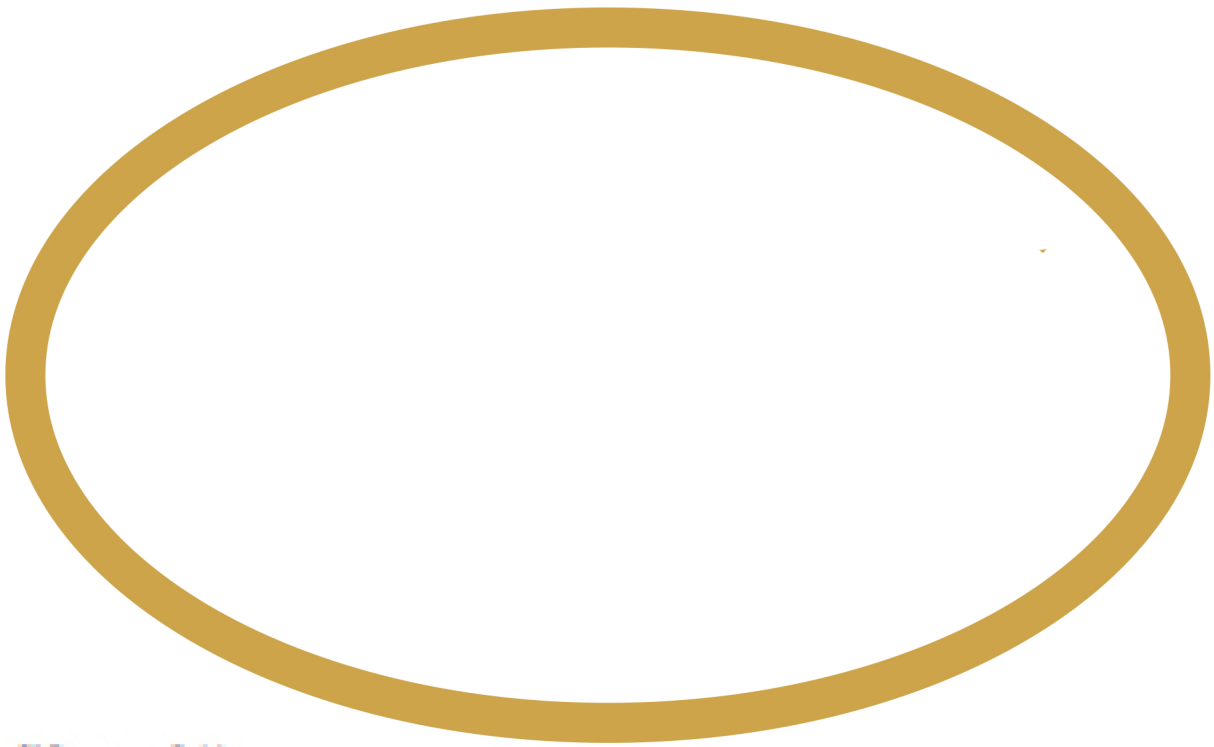
To assist in marketing efforts and to help you increase program participation in your local community, we have provided you with a template for *Our Heroes' Tree*[SM] posters. The poster outlines the four steps to participate in the *Our Heroes' Tree*[SM] program. The poster is available for download on the *Our Heroes' Tree*[SM] website: www.mfri.purdue.edu/oht/resources. One outlines the four steps to participate and the other includes space for your libraries' information.



Not to size. Actual posters are 18x24".

OUR HEROES' TREE[SM] ORNAMENT TEMPLATES

The ornaments templates provided here can be used by your library for your tree. These templates are entirely optional. Many library patrons may have other creative ornament ideas – please feel free to use any ornaments that work with your tree. The full-color PDF of these ornaments is located available for download on the *Our Heroes' Tree*[SM] website: www.mfri.purdue.edu/oht/resources and can be printed as many times as necessary.



OUR HEROES' TREE℠ PRESS RELEASE TEMPLATE

The press release template provided here can be used by your library to share Our Heroes' Tree with local news outlets. An editable Word document containing this press release and additional marketing resources can be downloaded from http://in.gov/library/oht.htm. If you have questions regarding this press release or any of the online marketing materials, contact the Indiana State Library at icb@library.in.gov.

HEADLINE: [INSERT LIBRARY NAME] Joins Libraries Statewide to Recognize Veterans

Our Heroes Tree project recognizes current and past service members as well as their families.

[YOUR TOWN, Ind.] (DATE) – INSERT LIBRARY NAME HERE is collaborating with the Indiana State Library, the Military Family Research Institute at Purdue University (MFRI) and public libraries across the state to honor military members, veterans and their families by participating in the annual Our Heroes Tree program. Through this program, LIBRARY NAME is working to honor past and present service members and create an awareness of military families currently affected by deployment.

"For our citizens, the library is a community gathering place where information is found and shared. It is the heart of some communities where people, young or old, highly educated or just learning, meet to gain new ideas or share in memories of the past," said Kathy Broniarczyk, director of outreach for MFRI. "Partnering with the Indiana libraries for Our Heroes' Tree creates an opportunity to increase awareness within local communities about the service and sacrifice fellow citizens have made in defense of their state and country."

Our Heroes' Tree is a national program founded to recognize and honor the sacrifices of current service members, veterans, and deceased service members. Participating libraries will display a tree featuring handmade ornaments created by community members to honor a service member. Libraries will also offer resources to help these communities provide support and generate a greater understanding of the experiences of servicemen and women and their families.

[INCLUDE A QUOTE FROM YOUR LIBRARY DIRECTOR AS TO WHAT MOTIVATED YOU TO PARTICIPATE IN THE PROGRAM OR EXPLAINING HOW THE COMMUNITY HAS RESPONDED TO THE PROGRAM IN PREVIOUS YEARS.]

To participate in Our Heroes' Tree, simply create a handmade ornament honoring the service member from past and present wars, conflicts or peacetime operations. Bring the ornament to LIBRARY NAME during the month of October where it will be placed on the tree with other commemorative ornaments. Stories about individual service members can also be submitted and displayed in a binder near the tree. Individuals may also submit ornaments to be included in the MFRI's virtual Our Heroes' Tree viewable online at www.mfri.purdue.edu/oht.

"This is a remarkable initiative that promotes patriotism throughout Indiana communities via their local public library," said Roberta L. Brooker, Indiana's State Librarian. "We look forward to discovering all of the wonderful things Indiana communities have done to recognize our state's military members and their families."

To learn more, contact INSERT YOUR LIBRARY NAME, PHONE NUMBER or Drew Griffis, director of communications for the Indiana State Library, at 317-650-6158 or agriffis@library.in.gov.

Support Materials on Specific Topics

Sudden Single Parents

A Complete Guide for Single Dads: Everything You Need to Know About Raising Healthy, Happy Children on Your Own
Author: Craig Baird
Publisher: Atlantic Publishing Group Inc.
ISBN: 1601383967

A Complete Guide for Single Moms: Everything You Need to Know About Raising Healthy, Happy Children on Your Own
Author: Janis Adams
Publisher: Atlantic Publishing Group Inc.
ISBN: 1601383975

Best Practices for Single Parents
Author: Pauline Lloyd Miles
Publisher: CreateSpace
ISBN: 1451560052

Traumatic Brain Injury

HIDDEN BATTLES ON UNSEEN FRONTS: Stories of American Soldiers with Traumatic Brain Injury and PTSD
Author: Patricia Driscoll
Publisher: Casemate
ISBN: 1935149407

Military Neuropsychology
Author: Carrie H. Kennedy
Publisher: Springer Publishing Company
ISBN: 0826104487

Once a Warrior--Always a Warrior: Navigating the Transition from Combat to Home--Including Combat Stress, PTSD, and mTBI
Author: Charles W. Hoge
Publisher: GPP Life
ISBN: 0762754427

Parents of Military Service Members

Love You More Than You Know: Mothers' Stories About Sending Their Sons and Daughters to War
Author: Janie Reinart
Publisher: Gray & Co., Publishers
ISBN: 159851055X

My Child Joined the Military;What do I do Now?
Author: M P Cortes
Publisher: CreateSpace
ISBN: 1449502393

Deciding About Joining the Military

Arco Guide to Joining the Military
Author: Arco
Publisher: Arco
ISBN: 0764561898

The Complete Idiot's Guide to Careers in the U.S. Military
Author: Bill Harris
ISBN: 002864381X

Guide to Joining the Military, 2nd Edition
Author: Scott A. Ostrow
Publisher: ARCO/Peterson's
ISBN: 0768914418

Financial Management in the Military
Dave Ramsey's how to be financially fit ...: An article from: Soldiers Magazine [HTML] (Digital)
Author: Dave Ramsey
Publisher: Soldiers Magazine

The value and use of ethics in military financial management--an essay; Living up to the trust of the people we serve is a challenge that we must meet ... An article from: Armed Forces Comptroller [HTML] (Digital)
Author: Ernest J. Gregory
Publisher: American Society of Comptrollers

Personal Finance for Dummies
Author: Eric Tyson
Publisher: For Dummies
ISBN: 0470506938

Get a Financial Life: Personal Finance In Your Twenties and Thirties
Author: Beth Kobliner
Publisher: Fireside
ISBN: 0743264363

Living Large On Less: A Guide to Saving without Sacrifice
Author: Christina Spence
Publisher: Betterway Home
ISBN: 1440304327

Support Organizations for Presentations and Speakers

101st Airborne Association
931-431-0199 • www.screamingeagle.org
The 101st Airborne Association assists current members of the 101st Airborne Division and their families.

40 & 8
317-634-1804 • www.fortyandeight.org
The 40 & 8's purpose is to uphold and defend the United States Constitution, to promote the well being of veterans and their widows and orphans, and to actively participate in selected charitable endeavors, which include programs that promote child welfare and nurse's training.

ACAP
https://www.acap.army.mil/
The Army Career and Alumni Program (ACAP) is a centrally funded and administered program that provides transition and job assistance services on major installations. ACAP supports the active recruiting of Army as well as manning the total Army.

Adopt-A-Platoon
http://adoptaplatoon.org/site/
AdoptaPlatoon strives to provide a better deployment quality of life by sending cards, letters and care packages to lift the morale of Troops as they serve far from home and assist military families.

American Legion
765-463-9314 • http://www.hoosierlegionnaire.org/
The American Legion is the nation's largest veteran's service organization, committed to mentoring and sponsorship of youth programs in our communities, advocating patriotism and honor, promoting a strong national security, and continued devotion to fellow service members and veterans.

American Red Cross-Service to Armed Forces
Contact your local American Red Cross Chapter • www.redcross.org
The American Red Cross links members of the U.S. Armed Forces with their families during a crisis. Twenty-four hours a day, 365 days a year, the Red Cross quickly sends emergency communications to deployed service members on behalf of their family. Military members can have peace of mind knowing that when they are on a mission, in training or stationed far from home-and leaving cell phones and emails behind-they are still connected to home. While providing service to 1.4 million active duty military personnel and their families, the Red Cross also reaches out to more than 1.2 million members of the National Guard and Reserves and their families living in nearly every community in America

AMVETS
317-923-4320 • www.amvets-in.org
AMVETS is designed to provide support that will culminate in vibrant and effective programs serving veterans and this nation's citizens.

Army One Source-Community Support Program

www.myarmyonesource.com

The Community Support home on Army OneSource, your source for local information, news, and valuable resources gathered by Community Support Coordinators (CSCs). To better serve the Army community, CSCs make connections between the geographically dispersed and services available locally.

Blue Star Mothers

574-583-2607 • www.bluestarmothers.org

We are mothers who now have, or have had, children honorably serving in the military. We are a non-profit veterans service organization supporting our military children while promoting patriotism.

Camouflage Kids

866-435-1875 • www.camokids.org

Camo Kids is an organization that buys tickets to Air Force Academy athletic events and donates them to kids at different military bases.

Career Learning and Employment Center for Veterans with Disability

812-863-2471 • www.clecvets.org

The CLEC is designed to place disabled veterans in jobs. CLEC also provides information on benefits to veterans and assists with application processes.

Disabled American Veterans

317-632-9266 • www.dav.org

Made up exclusively of men and women disabled in our nation's defense, the Disabled American Veterans is dedicated to one, single purpose — building better lives for our entire nation's disabled veterans and their families.

Employer Support of the Guard and Reserve

317-247-3239 • www.esgr.org

ESGR is designed to gain and maintain support from employers of Guard and Reserve members.

Hoosiers Helping Hoosiers

www.hoosiershelpinghoosiers.org

Hoosiers Helping Hoosiers is an online resource for anyone needing to get help from local services or looking to give help through volunteering.

Indiana Department of Veteran Affairs

317-232-3910 • www.in.gov/dva

The IDVA is focused on aiding and assisting "Hoosier" veterans who are eligible for benefits provided by Indiana and the U.S. government.

Indiana National Guard Family Programs

317-247-3300 • www.in.ng.mil

The Indiana National Guard Family Programs offers services such as assistance with problems that may arise for families dealing with deployments or even various youth programs.

Indiana National Guard Family Programs-Family Assistance

1-800-237-2850, ext. 3192 • (317) 247-3300, ext. 85452 • www.in.ng.mil

The Family Assistance Centers provide assistance with a full range of situations and problems that can arise for families in conjunction with military deployments. They provide deployment and reunion briefings for all mobilizing units and are a one stop shop for families to find accurate and current information. Family Assistance Specialists also conduct wellness calls to family members every 30 days during deployments to ensure that all family needs are being met.

Indiana Veterans' Home

765-497-8502 • www.in.gov/dva/2380.htm

The Indiana Veterans' Home in West Lafayette provides nursing and domiciliary care for any Hoosier Veteran with at least one day of wartime service. The Home is open to both veterans and their spouses.

Indiana Veterans Behavioral Health Network

574-727-1683 • www.ivbhn.org

The IVBHN is a formative behavioral health care network that brings together key partners to improve behavioral health and well-being while preventing chronic disabling psychological conditions among Indiana's rural veterans and their families through increased access to behavioral health care services.

Military Child Education Coalition

254-953-1923 • www.militarychild.org

The MCEC's work is focused on ensuring quality educational opportunities for all military-connected children affected by mobility, family separation, and transition. The MCEC performs research, develops resources, conducts professional institutes and conferences, and publishes resources for all constituencies.

Military OneSource

1-800-342-9647 • www.militaryonesource.com

Military OneSource is provided by the Department of Defense at no cost to active duty, Guard and Reserve (regardless of activation status) and their families. It is a virtual extension of installation services.

National Military Family Association

703-931-6632 • www.militaryfamily.org

NMFA works with—and testifies before—Congress to fight for legislation important to military families, but more importantly, NMFA helps military families recognize their potential to be their own advocates.

Navy Club

800-628-7265 • www.navyclubusa.org

The Navy Club is made up of individuals who have served or are serving in the Navy, Marine Corps, Seabees, or Coast Guard. Their goal is to help all of those who are serving or have served in the water born services.

Suicide Prevention - VA

317-988-3213 • www.mentalhealth.va.gov

The VA provides suicide prevention resources both online and through land based coordinators.

Toys For Tots

317-923-1584 • http://www.toysfortots.org

The mission of the Toys For Tots program is to collect new, unwrapped toys during October, November, and December each year, and distribute the gifts to needy children during Christmas.

USO

317-920-8840 • www.uso.org

The USO's mission is to boost the morale of service members and serve as the link between them and the American people. Some of their services include information referral services, Internet and email access, housing and emer¬gency assistance and support groups.

Vet to Vet

203-623-0731 • www.vet2vetusa.org

Vet to Vet is a consumer/provider partnership program that utilizes veterans in recovery in a peer-counseling capacity to help other veterans. Vet to Vet is administered by veterans who themselves have been consumers of VA mental-health services. Vet to Vet provides a six-week, peer-facilitator training program that teaches veterans how to facilitate peer group sessions and introduce program learning topics.

VFW

317-377-1795 • www.vfwin.org

The VFW assists worthy veterans and their families (especially widows and orphans), honoring those veterans who have gone before us, assisting in our local communities and maintaining true allegiance to the government of the United States and fidelity to its constitution and laws.

Vietnam Veterans of America

317-547-4748 • www.vva.org

VVA's goals are to promote and support the full range of issues important to Vietnam veterans, to create a new identity for this generation of veterans, and to change public perception of Vietnam veterans.

Women's Veterans Coordinator

317-232-3921 • http://www.in.gov/dva/2374.htm

The Indiana Women's Veterans Coordinator is responsible for helping Indiana women veterans with benefits and services available.

Wounded Warriors

904-296-7350 • www.woundedwarriorproject.org

The purpose is to raise awareness and enlist the public's aid for the needs of severely injured service men and women, to help severely injured service members aid and assist each other, and to provide unique, direct programs and services to meet the needs of severely injured service members