



## **Chapter Two: A New Reality: Impact of Global War on Terrorism**

### **I. Lesson Plan**

- A. Purpose: This lesson will provide participants with an overview of the Global War on Terrorism's effects on children and the unique challenges faced by youth whose parents are in the U.S. Army Reserves and National Guard. It will also introduce participants to the structure of youth programs in the U.S. Army, U.S. Army Reserves, and National Guard. The information and tools will contribute to their ability to effectively work with the National Guard at the state and community levels.
- B. Objectives:
  - 1. Provide an overview of the Global War on Terrorism's effects on children.
  - 2. Provide an overview of the structure and youth programs of the U.S. Army, U.S. Army Reserves, and National Guard.
  - 3. Explain the differences between the Active Army and Reserve Component Structures.
  - 4. Provide an overview of the U.S. Army, U.S. Army Reserves, and National Guard Family Programs.
  - 5. Provide an overview of the Army Reserves and National Guard Child and Youth Services Program.
  - 6. Identify the strengths and resources the National Guard has to offer with regard to OMK.
  - 7. Identify strategies for working with the U.S. Army Reserves and National Guard.
  - 8. Provide ideas for marketing OMK to the National Guard.
- C. Time: 90 minutes
- D. Preparation/Materials Needed:
  - ✧ Laptop with LCD
  - ✧ Easels for each table/small group
  - ✧ Flip chart paper and markers
  - ✧ PowerPoint slides
  - ✧ Copies of newspaper articles for each participant

## II. Training Session Content

### A. PowerPoint Slides

- Slide 2-1: Chapter 2 Introduction Slide
- Slide 2-2: Impact of the Global War on Terrorism
- Slide 2-3: Unique Issues for Children/Youth in National Guard and U.S. Army Reserve Families
- Slide 2-4: Identified Issues for Children/Youth in National Guard and U.S. Army Reserve Families
- Slide 2-5: The Active Army Title Slide
- Slide 2-6: U.S. Army Component Structures
- Slide 2-7: Active Army Demographics
- Slide 2-8: Army Installation Management Regions
- Slide 2-9: Army National Guard Title Slide
- Slide 2-10: Overview of National Guard
- Slide 2-11: Army National Guard
- Slide 2-12: Army National Guard Units
- Slide 2-13: Air National Guard Units
- Slide 2-14: Strategies for Working with the National Guard
- Slide 2-15: Army Reserve Title Slide
- Slide 2-16: Army Reserve Overview
- Slide 2-17: Army Reserve Regional Readiness Commands
- Slide 2-18: Army Reserve Units

### B. Activity & Directions

1. Review slides
2. Activity Instruction: Newspaper articles with deployment issues identified by Soldiers or family members
  - Distribute copies of newspaper articles to each participant.
  - Small groups read articles and discuss ways OMK efforts can address issues identified by Soldiers and family members.
  - Ask small groups to identify issues and potential OMK ideas.
  - Ask recorder to record answers on flip chart paper.
  - Small group spokesperson will share back after 10 minutes.

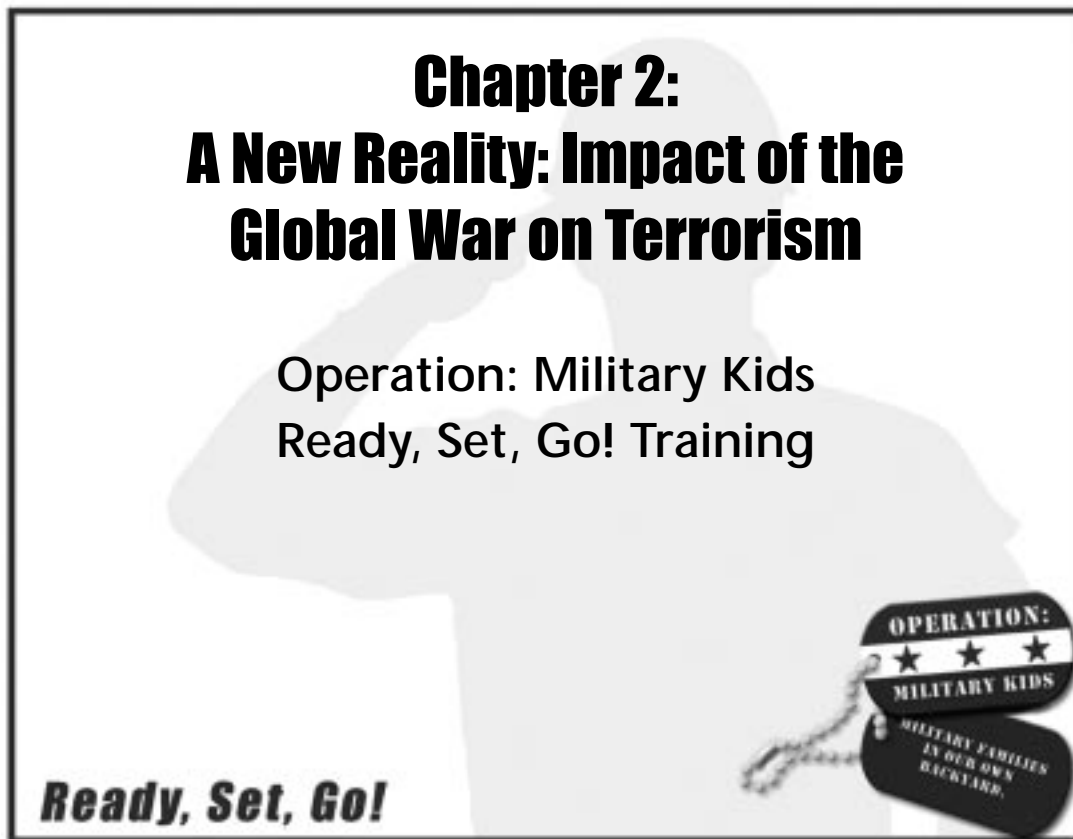
## III. Website Resources

- A. U.S. Army Community and Family Support Center  
<http://www.armymwr.com>
- B. Army Community Services Virtual Website  
<http://www.goacs.org>
- C. Reserve Affairs  
<http://www.defenselink.mil/ra/>
- D. Introduction to the National Guard and History of the National Guard training modules at <http://www.gftb.org>.

- E. National Guard Family Program information at <http://www.guardfamily.org>.
- F. National Guard website in your state
- G. Army National Guard website at <http://www.arng.army.mil>.

## **IV. Evaluation**

- A. Reflection Question
  - 1. What is one thing you wish someone told you about working with the Army, Reserves, and/or National Guard?
- B. Application Question
  - 1. What is one way you can apply this new information in your position?



## Slide 2-1: Chapter 2 Introduction

Content of this slide adapted from: N/A

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide content with participants.

# Impact of the Global War on Terrorism

- Has changed the face of military service for those in the National Guard and U.S. Army Reserve
- Mobilization and deployment at record high levels
- Different needs than traditional military families
- Primary occupation is not one of “Soldier” and families don’t consider themselves “military families”
- Geographically dispersed from others in the same circumstances (not necessarily located near a military installation)
- Family identity changes from “civilian” to “military” with one letter or phone call

**Ready, Set, Go!**



## Slide 2-2: Impact of the Global War on Terrorism

Content of this slide adapted from: RSG Manual v.1

Materials Needed: Laptop, LCD, screen, PowerPoint slides, flip chart paper, markers

Trainer Tips: Have someone change the slides for you.

What to **Do**, What to **Say**:

**Do:** • Introduce yourself and the topic.

**Say:** *This session reviews the Army Structure and the impact of the Global War on Terrorism on military children and youth.*

**Do:** • Review PowerPoint slides.

**Say:** *National Guard and Army Reserve operations are different today than they have been in the past.*

*Previously, Soldiers trained one weekend a month and two weeks in the summer; now it is expected they will be activated for federal missions every 4 to 5 years for 9 to 12 months at a time.*

**Say:** *When these Soldiers are on active duty, their families are eligible for military programs and support. However, they are often not aware or able to access the programs and support available to them.*

*They are in need of information and training on these resources.*

*In addition, support that they are eligible for on military installations may not be located anywhere near their work and home. Consequently, they may not be familiar with or comfortable operating in this military environment.*

*It is no wonder they do not identify themselves as military families and often feel their lives have been turned upside down.*

## Unique Issues for Children/Youth in National Guard and U. S. Army Reserve Families:

- Lack of community awareness of and support for family needs
- Lack of educator preparedness to recognize and meet needs of children/youth of deployed members
- Possible transition from one school to another
- Social/emotional/behavioral reactions may impact youths' future
- Accessibility and affordability of childcare
- Availability and affordability of after-school programs and youth activities; children home alone
- Difficulty understanding and dealing with media
- Frequently unaware of resources to help parents and children cope
- Deployment cycle—disrupts family before, during, and after...and is repeated

**Ready, Set, Go!**



### Slide 2-3: Unique Issues for Children/Youth in National Guard and U.S. Army Reserve Families

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *This slide describes the situation that National Guard and Army Reserve families may find themselves in now.*

*Prior to the Global War on Terrorism, approximately 3 years ago, very few Army Family or Child and Youth Programs existed specifically designed to support National Guard and Army Reserve families, other than what was already available on an installation.*

**Say:** *Because of the large numbers of National Guard and Army Reserve Soldiers called to fight the Global War on Terrorism, the Army had to develop new outreach programs designed to meet the specific needs of these families...programs in their own neighborhoods.*

*The Army realized that these families' normal support systems could not provide them with the information or support to meet their new needs. Their neighbors, teachers, friends, and other community members were often unaware that their family member was deployed or of the impact the War was having on them.*



## Identified Issues for Children/Youth in National Guard and U.S. Army Reserve Families:

- Geographically dispersed families and lack of connection with other youth and families in similar situation
- Child separation/anxiety issues regarding safety of deployed parent
- Deployed parent absent for significant events
- Less parental involvement from parent at home
- Limited opportunities for youth to attend extracurricular activities
- Teens having increased care of home and younger siblings
- Behavioral changes, peer pressure, lower self-esteem
- Communication with deployed parent
- Need to live with extended family
- Changes in financial resources

**Ready, Set, Go!**



### Slide 2-4: Identified Issues for Children/Youth in National Guard and U.S. Army Reserve Families

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *This slide outlines some of the issues that National Guard and Army Reserve children and youth face as a result of their family member being deployed to fight the Global War on Terrorism.*

*These children and youth are strong and resilient. They take on roles and responsibilities to keep their families functioning that may have been performed by the absent parent. They miss their deployed parents, especially during birthdays, holidays, and other special events. They may be exposed to new circumstances,*

*e.g., living with a relative or lower family income. They may be the only one in their school or community with a deployed family member and thus feel alone.*

*They need our help. And, so do their deployed parents, who will be better able to concentrate on their military mission if they know that their families are being taken care of.*

- Do:**
- Before moving on: Ask participants if there are any other issues that may not be identified here that impact these youth.



## Slide 2-5: The Active Army

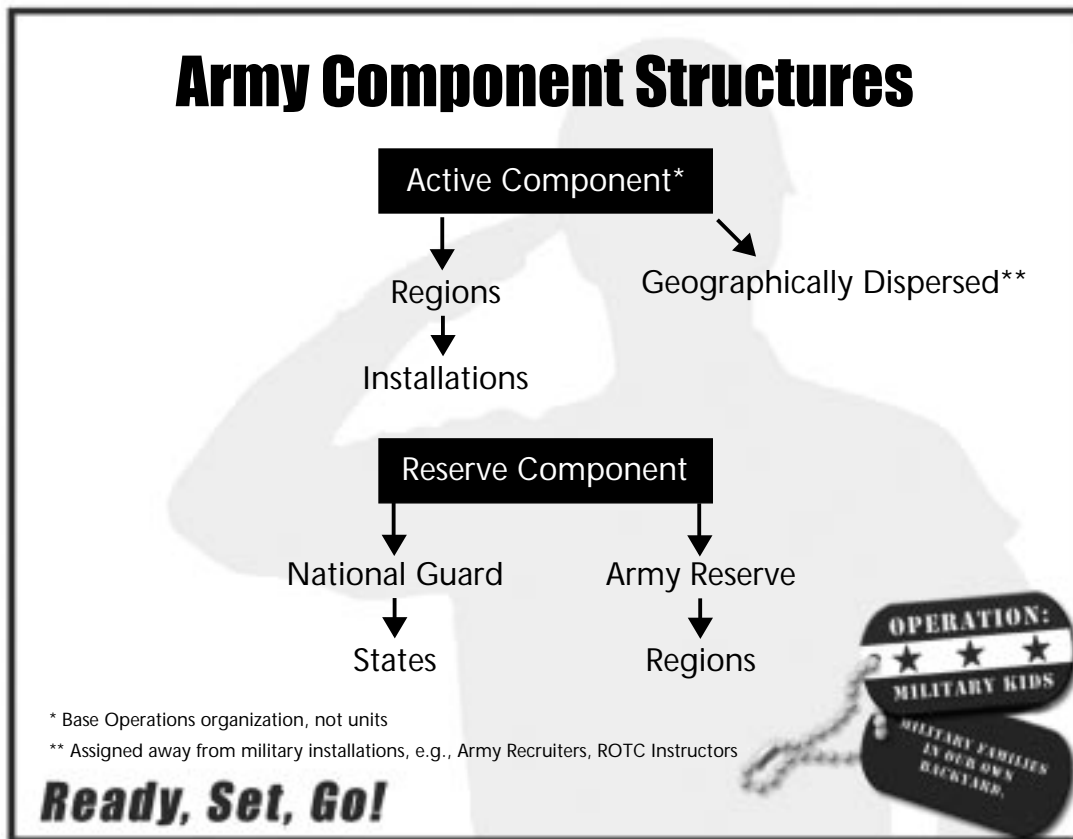
Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.



## Slide 2-6: The Army Component Structure

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *The Army is composed of two components: the Active Component, often referred to as "Active Duty," and the Reserve Component.*

*The Active Component is comprised of Soldiers whose full-time career is soldiering. They are generally assigned to units that are stationed on installations located around the world. The Army divides the world into seven geographic regions for management purposes.*

*Some Active Duty Soldiers, e.g., Army Recruiters, ROTC, and Inprocessing personnel, are assigned to locations that are geographically dispersed away from installations.*

**Say:** *These Soldiers' place of work is found in malls, schools, Inprocessing Centers, and universities.*

*The OMK focus is on the Reserve Component.*

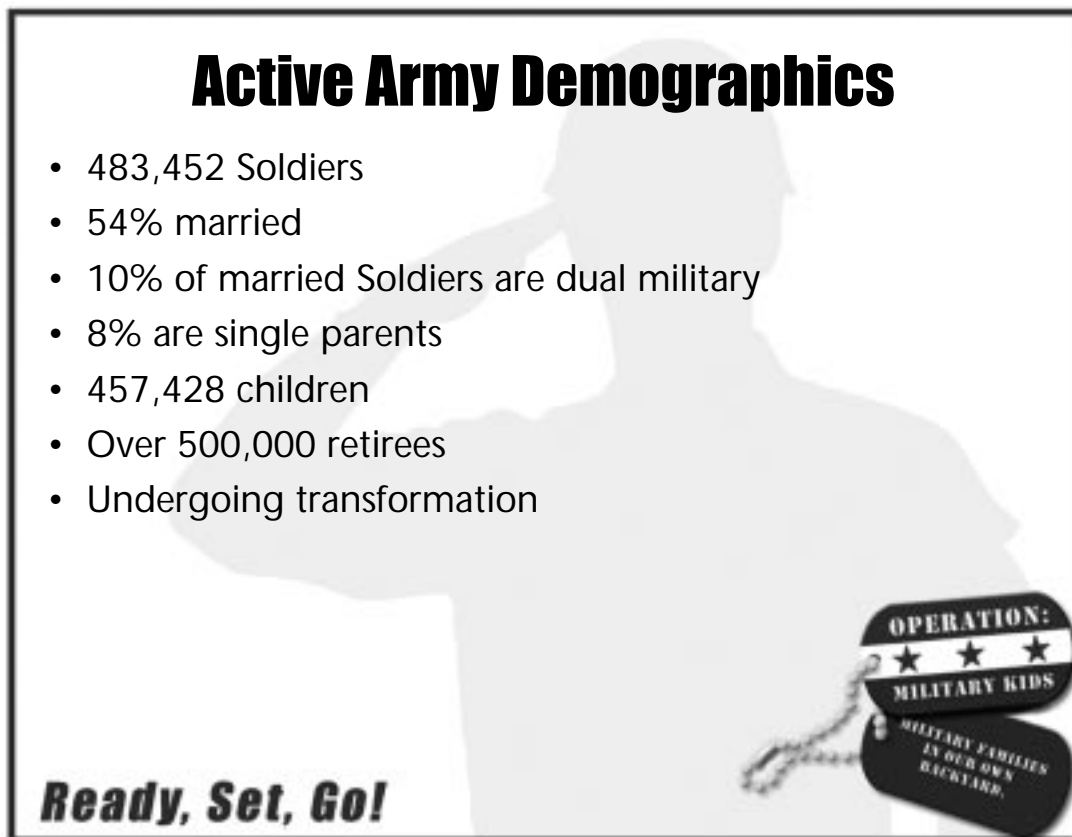
*For individuals in the National Guard or Army Reserve, their military duty is a part-time function. They hold regular full-time jobs in their communities.*

*The National Guard is structured in a state configuration through the Joint Forces Headquarters. They are assigned to and organized by state. They are activated by the state governor to perform state missions, e.g., helping with natural disasters, riots, fires, etc. They can be federalized by the President to serve National missions, e.g., the Global War on Terrorism.*

*Army Reserve Soldiers are organized by mission in geographic regions. The Army Reserve Regions and the Active Duty Regions are not the same. Army Reserve Soldiers have often served in the Army and stayed in the Reserves when they got out. They have Army experience and are often familiar with the military culture. They are activated by the President to perform Federal missions.*

**Do:**

- At the end of this slide, ask the audience if they have any questions about the structure of the Active Component.



## Slide 2-7: Active Army Demographics

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *Active Duty Soldiers are stationed worldwide to perform National Security and other Federal missions. Army spouses and retirees are an excellent source of volunteers to assist with OMK efforts.*



## Slide 2-8: Army Installment Management Regions

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *The Army divides the world into the seven Active Component Regions. The slide shows which installations are included in each region, except for those overseas. The Region Headquarters are noted by stars. The seven regions and their headquarters are:*

- *Northwest Region—Ft. Monroe, VA*
- *Southeast Region—Ft. McPherson, GA*
- *Northwest Region—Rock Island Arsenal, IL*
- *Southwest Region—San Antonio, TX*
- *Pacific Region—Ft. Shafter, HI*
- *European Region—Heidelberg, GE*
- *Korean Region—Yongsan, Korea*

*Some of this structure may change as the Army transforms over the next few years.*



## Slide 2-9: Army National Guard

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Show opening slide.

**Say:** *What pictures come to mind when you think about the National Guard?*



# Overview of National Guard

- Army National Guard is one branch of the total U.S. Army
- ARNG is composed of reservists—civilians who serve their country on a part-time basis
- Each state and the federal government control the ARNG, depending on the circumstances
- In peacetime, governors command the Guard Forces through the Adjutant General
- During wartime, the President of the United States can activate the National Guard
- Where federalized, Guard units are led by the Commander-in-Chief of the theatre in which they are operating

***Ready, Set, Go!***



## Slide 2-10: Overview of National Guard

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

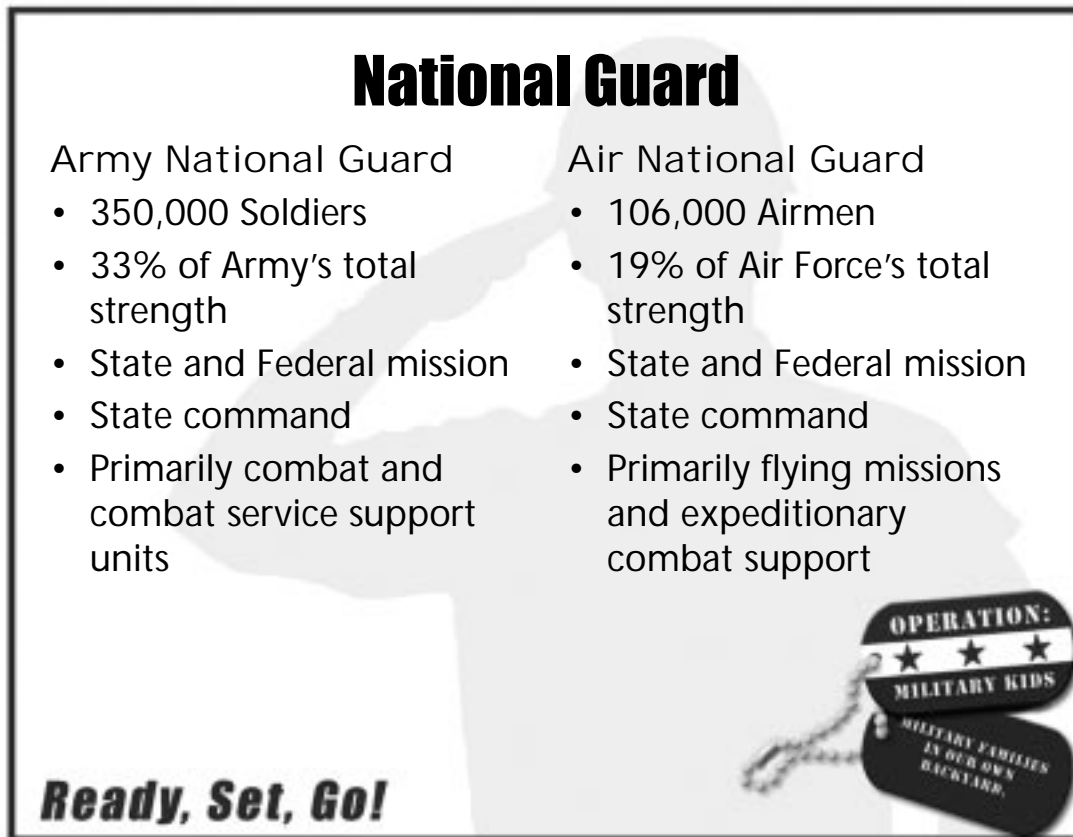
Trainer Tips: N/A

What to ***Do***, What to ***Say***:

***Do:*** • Review slide.

***Say:*** *Governors can call the Guard into action during local or statewide emergencies such as storms, drought, and civil disturbances.*

*Examples of National Guard units being federalized to support operations would be in Bosnia, Afghanistan, and Iraq.*



## Slide 2-11: National Guard

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

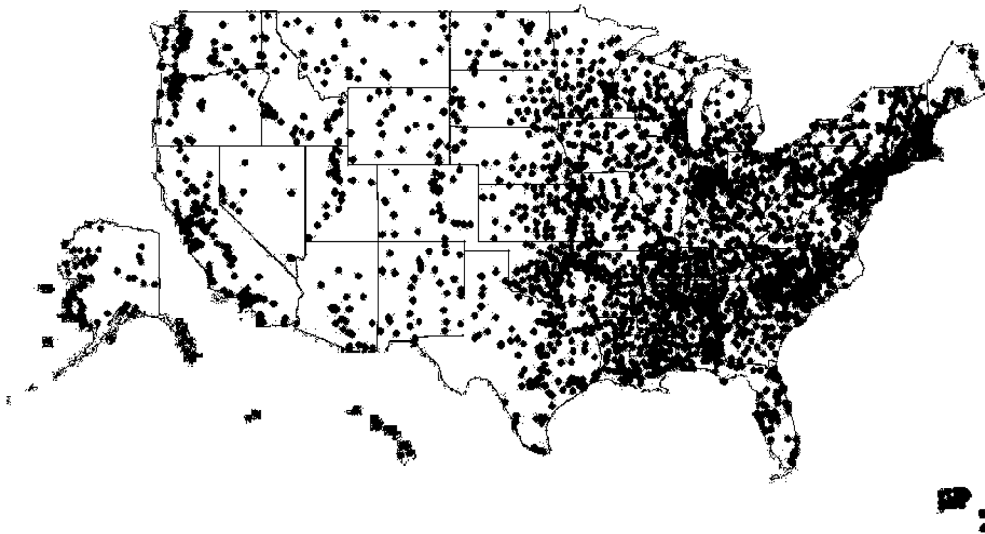
**Say:** *The National Guard is a joint force made up of the Army National Guard and Air National Guard. This slide identifies the number of ARNG and ANG Soldiers and Airmen. It also provides the percentage of Army Total Strength for both branches of the National Guard.*

*Both the ARNG and the ANG maintain a state and federal mission and have a state command oversight.*

- *Combat and Combat Service Support Soldiers possess occupational specialties such as medical personnel and engineers. They support missions that may require them to be deployed for up to two years.*

*Say: – ANG personnel primarily support flying missions and expeditionary combat support. These missions may be frequent and are typically for periods of 3 to 6 months.*

# Army National Guard Units



350,000 Soldiers

## Slide 2-12: Army National Guard Units

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to ***Do***, What to ***Say***:

***Do:*** • Review slide.



## Slide 2-13: Air National Guard Units

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

What to **Do**, What to **Say**:

**Do:** • Review slide.

# Strategies for Working with the National Guard

- Schedule introductory meeting with State Youth Coordinator, State Family Program Director, and Wing Coordinators
- Inform all potential OMK participants of program services
- Learn about issues faced by youth of deployed parents
- Work with State Family Programs personnel to enlist Command support
- Invite the State Youth Coordinator to participate on the OMK Team

**Ready, Set, Go!**



## Slide 2-14: Strategies for Working with the National Guard

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

Trainer Tips: N/A

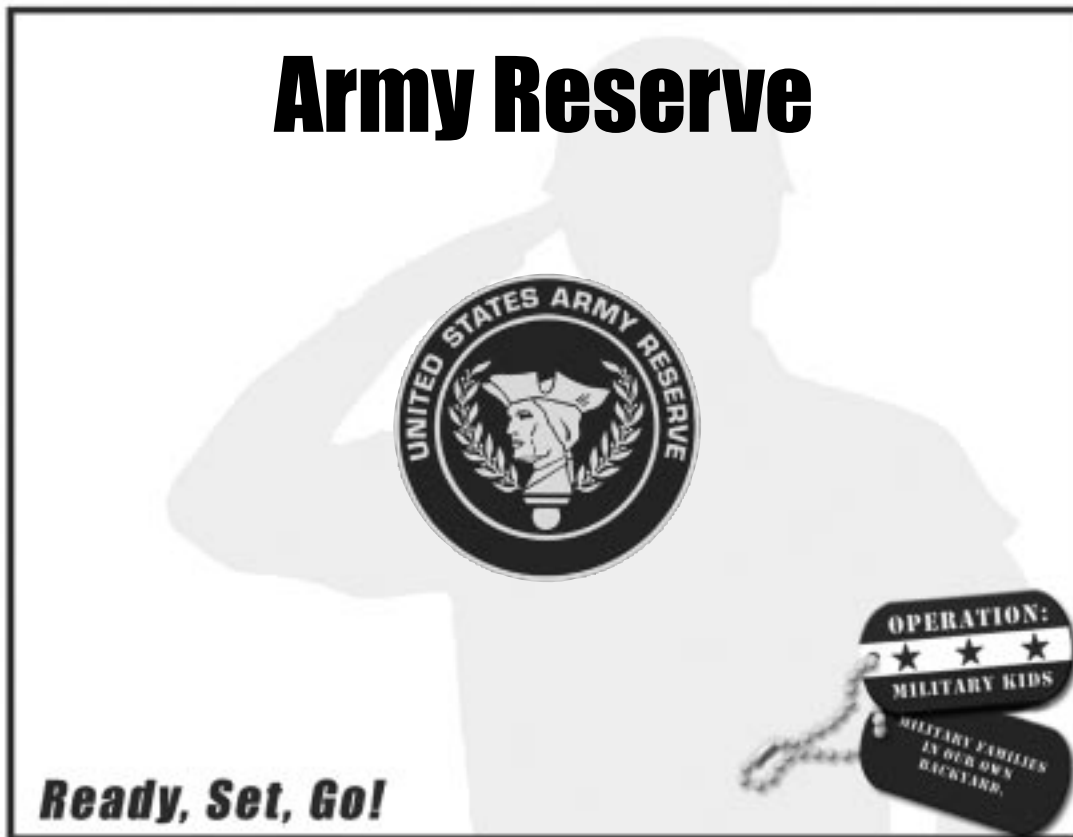
What to **Do**, What to **Say**:

**Do:** • Review slide.

**Say:** *States are anxious to be a part of OMK and will be a great resource to the State Team.*

*Discuss what resources the Guard can bring to OMK and what resources you can share with the Guard.*

*Currently there is at least one FAC in each state/territory. Make sure they have your information to share with families. They are the primary source of information regarding services available to National Guard families.*



## Slide 2-15: Army Reserve

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

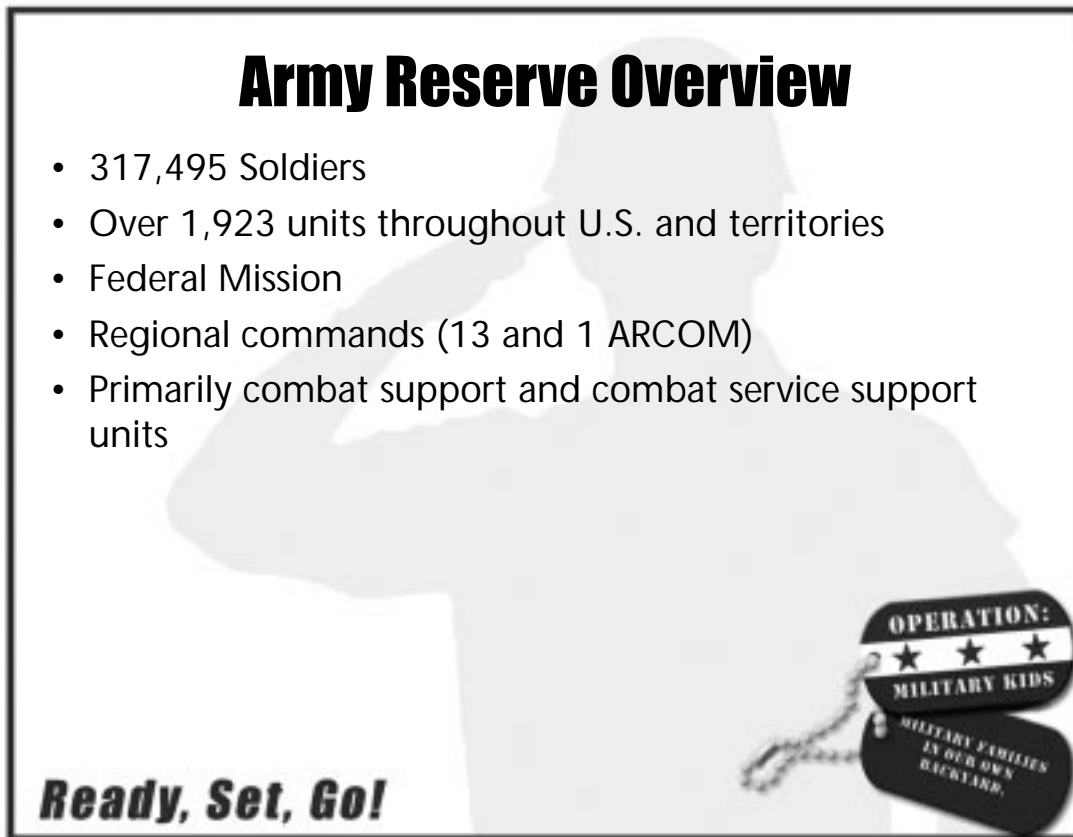
Trainer Tips: N/A

What to **Do**, What to **Say**:

- Do:**
- Review slide.
  - Share purpose and objective of this portion of the chapter.

**Say:** *The purpose of this portion of Chapter 2 is to provide an overview of the Army Reserve and the Army Reserve Child and Youth Services program.*

*We will present an overview of the Army Reserve and explain how the Army Reserve supports OMK.*



## Slide 2-16: Army Reserve Overview

Content of this slide adapted from: RSG Manual v.1

Materials Needed: N/A

**Trainer Tips:** It is important to note that the number of Soldiers, units, and regional commands can and will change. The numbers presented on these slides are current as of August 2005.

What to **Do**, What to **Say**:

- Do:**
- Review slide content with participants.
  - Emphasize key points of discussion as follows:

**Say:** *Combat Support and Combat Service Support Units do jobs like transportation, military police, civil affairs, engineering, administrative functions, etc.*

*To meet the needs of today's Army, the Army Reserve is undergoing transformation. Although this will change the structure of the Army Reserve, it does not change the needs of Army Reserve families within our communities.*





**Say:** *They are shown in red:*

*81st RSG in Fort Jackson, South Carolina*

*88th RSG in Fort Ben Harrison, Indiana*

*90th RSG in San Antonio, Texas*

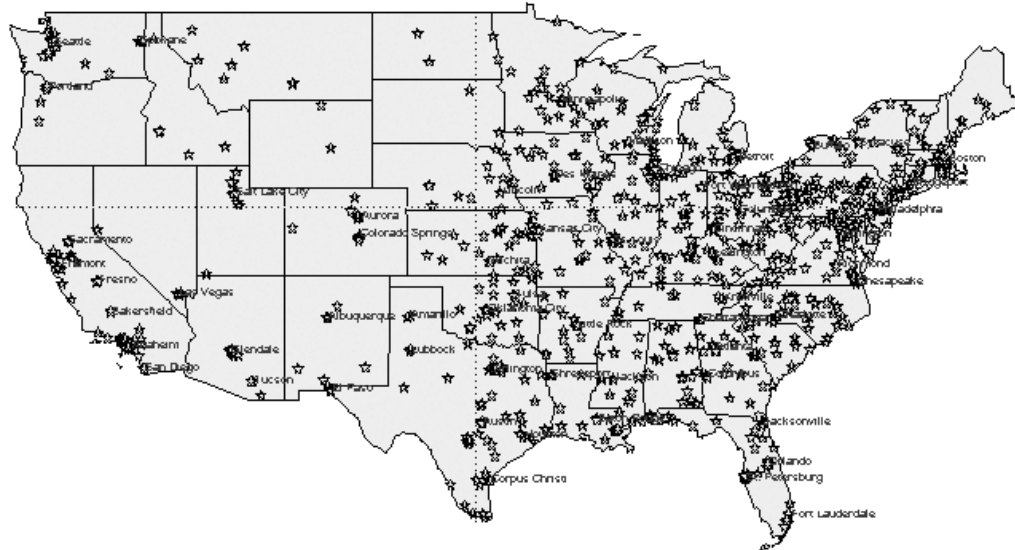
– *Stability through power projection and an overseas presence:*

*9th RRC under PACOM—28 units—Hawaii, Alaska, Guam, and American Samoa*

*65th RRC—26 units*

*7th ARCOM under EUCOM—25 units*

# Army Reserve Units



317,495 Soldiers

## Slide 2-18: Army Reserve Units

Content of this slide adapted from: RSG Manual v.1

Materials Needed: Trainer and participant manuals  
PowerPoint slides

Trainer Tips: N/A

What to **Do**, What to **Say**:

- Do:**
- Review slide.
  - Emphasize key points of discussion as follows:

**Say:** *The majority of the Army Reserve **units** are located in the eastern half of the United States. However, this is not representative of the location of Army Reserve **families**.*

*It is not uncommon for Army Reserve Soldiers to travel a great distance to their unit. Keep in mind that a Soldier might work at a Reserve Center in one state, but reside with his or her family in a different state.*

*Also, most of the families do not have access to programs and services that are usually available on or near military installations, therefore creating the need for groups like this to collaborate on community-based initiatives.*