

# LISTENING GUIDE

Service: Veteran Stories of Hunger and War

EPISODE 7: "DAD, I CAN'T TALK ABOUT IT"

[EPISODE PAGE](#) - EPISODE ON ITUNES [PART 1](#) [PART 2](#) - [ALL EPISODES](#)

## PRE-LISTENING:

**PREDICTING:** How might your experiences as a service member or civilian influence your expectation of what you're about to hear? Begin the [Predicting and Reflecting](#) worksheet for Service.

**THINK ABOUT IT:** Look at the title of this episode, "Dad, I Can't Talk About It."

1. What sorts of things can *you* not talk about?
2. Why can't you talk about those things?
3. Who are you most comfortable talking about these things with? Explain.
4. Why do you think veterans stay quiet about their experiences serving in wartime circumstances?
5. Have you ever talked to a veteran about their experience in the service? Why or why not?

## KEY TERMS:

**Battle Fatigue:** The World War II name for what is known today as PTSD, sometimes derogatory.

**PTSD:** Post-traumatic stress disorder (PTSD) is a mental health condition that's triggered by a terrifying event — either experiencing it or witnessing it. Symptoms may include flashbacks, nightmares, and severe anxiety, as well as uncontrollable thoughts about the event.

NAME:

DATE:

## DURING LISTENING:

[Timestamps may vary slightly depending on listening platform]

CCSS.ELA-INFORMATIONAL.RI.II-I2.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-INFORMATIONAL.RI.II-I2.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-INFORMATIONAL.RI.II-I2.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

### Part 1, first half:

1. Why did we dub World War II “the last good war”? What were some “good” parts of World War II for our veterans?
2. Frank Devita says that he didn’t talk about his experiences for 70 years because he didn’t want to “bring the war home to [his] family, I suffered through it, why should they have to suffer through it” What are the benefits to carrying that suffering on one’s own? What are the costs?
3. Listen to Lawson Ichiro Sakai explain how soldiers are trained to kill “the enemy.” What does he say the mind can’t handle? How are soldiers trained to think instead?
4. The military told soldiers to take off their uniforms and reintegrate into society as if nothing had happened. Explain why this would be difficult/impossible.
5. It took 35 years for Battle Fatigue to be diagnosed as PTSD, and for proper mental health support to be offered to veterans suffering with it. How did many veterans self-medicate in the between time? What would prove the most helpful tool for helping these veterans?
6. After 70 years of silence, Frank says that he now likes to talk about his experience to help younger veterans. How does knowing that someone else has been through an experience like your own help you cope with that experience?

## DURING LISTENING (continued):

### Part 1, second half:

1. Metal trades instructor Olie Olson says he'll help make the Livingston County monument, but only if one thing happens. What is that thing? How does it better help the veterans?
2. What is narrative storytelling? Describe how the therapeutic narrative approach can help veterans take control over their combat experiences.
3. How do community activities such as the Livingston County Veterans Memorial project help veterans and civilians come together? Why is this important to do?
4. Iraq War veteran Jason Skinner comments on how people thank him for his service but he knows that the veterans he works with from the Vietnam War didn't have that experience when they came home. Why is it important to recognize the contributions of older veterans, and the different experiences they might have had?

### Part 2, first half:

See the [Experience Overlay](#) and [Food and Identity](#) worksheets for this episode.

**Pre-listening:** In this episode, you'll hear each military branch described as a type of candy bar by Sarah Sicard of Military Times. Complete the [top half] of the [Food and Identity](#) worksheet to explore this idea before and after listening.

1. World War II veterans have the shared experience of \_\_\_\_\_ . How does this experience differ by race? Explain.
2. Take notes on the Experience Overlay worksheet comparing William Walker's and Bob Hanson's experiences during the Great Depression, in the Navy, and afterward.
3. How does William's daughter Leslie describe the long-term effect of the racism William received when he returned from his Service? What does she remember?
4. On the Honor Flight trip, how did Bob use his privilege to draw attention to the injustices that William and other African Americans endured when they were in the service?
5. What seems to be the greatest takeaway from this trip for William and Bob now? What do they still do that they did not before that trip?

## DURING LISTENING (continued):

### Part 2, second half:

1. How does Sarah Sicard describe food as a bridge between civilians and veterans or active military?
2. Considering what we've heard from our Service veterans about their military training and PTSD, what are some reasons veterans don't get the care that they need or the benefits they deserve?
3. How does Freedom Pantry for Veterans director Cindy Stephens describe a conversation at a table as different from having a conversation without that setting?
4. Listen to Cindy describe a phone conversation with a young veteran. Listen closely to how the music, sound effects, and repetition of content from Part 1 of this episode contribute here. What are we better understanding about the bigger picture of military service and sacrifice by this style of storytelling? Explain.
5. How do Cindy and Sarah propose we encourage conversation with veterans? Which method would you most prefer for someone to offer to you? Explain.

## AFTER LISTENING

- Complete the bottom of the **Predicting and Reflecting** worksheet.
- Complete the **Write a Veteran** worksheet or send a message to a veteran from this episode via the **form online**.
- **Make your voice heard!** Review Service with this **worksheet** or **online**.
- Complete the bottom of the **Food and Identity** worksheet.