

Unplanned Farewells

1450-1500

This song is dedicated to all of the students, parents, and anyone else who has been affected by the virus.

Eric Hein

<https://m.youtube.com/watch?feature=youtu.be&v=6pMLqJpbCbI>

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U.S. ARMY

29 April 2020

The video playing was created by Eric Hein, a Stuttgart Chapel Volunteer who is also a high school junior. I have the sound off, but as we get the class started, take this time to visually experience how the Unplanned Farewell of COVID-19 is understood and experienced by a teenager.

Send a private message with your name and email address to receive a certificate.

If this is your first Volunteer Academy class, then also send your mailing address to receive a Volunteer Academy Journal.

ENLIST a participant to read “My Life on Mars” at slide 10.

Unplanned Farewells

1450-1500

While you wait for class to start:



1. Use the chatroom to answer 1 of these questions:
 - If you are a child, name 3 things that changed during COVID
 - If you are a teen, how does COVID change your future?
 - If you are an adult, what are your concerns?
2. Download the handouts attached.
3. Send a private message w/ your name & email for a certificate.
 - If this is your first Volunteer Academy class, then send your mailing address to get a Volunteer Academy Journal.
 - Rebecca.a.powell16.civ@mail.mil

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If the video will not play or will not share to other participants, then:

As people log, use the chatroom to answer 1 of the following "Helpful Thoughts" questions:

When have you had to leave a person/place without saying goodbye?

How has COVID-19 changed your schedule and relationships?

How is an unplanned farewell different from a planned farewell?

List some farewells that you have experienced?

Send a private message with your name and email address to receive a certificate.

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Welcome and thank you for being here.

Today's training and the Unplanned Farewell concept emerge out of the Volunteer Academy Class, "Military Children Religion and Resilience." If you missed that class, then let me know. We will schedule a new one at your request!

- There are several young women who have been part of my planning – ESPECIALLY - Rachel Turner, Haley Turner, and Maddie Dunckhorst!! Particular thanks to Paulette Bethel, Ruth van Reken, and Amy Casteel.

As a Chapel volunteer, you are part of the largest volunteer force in the Army! We want you fully trained and ready for faithful service.

The Chaplaincy Academy for Religious Education (CARE) is your source for targeted, mission-focused training by professional religious educators.

As a CARE trained **Essential Volunteer (having taken 4 classes)** you are equipped to maintain and advance your garrison Chapel's religious education program.

As a CARE trained **Volunteer Leader (having taken 8 classes)** you join a select group equipped to serve as a religious education model and mentor for others.

While you waited for the class to begin, you answered some questions in our class chat. If you did not get a chance, then you can post your answer now. You will see the questions listed at the start of the chat. We will share the results of your answers later during the class.

To receive a certificate for today's training, send me an email at the address listed on the screen.

During the class you will also need to download the handouts which are shared here in this Zoom "meeting room." These handouts are also posted on the USACHCS Training Portal, and the link will appear on several screens.

- Handouts for this class are also attached in the chat.

Administrative Information

SAFETY REQUIREMENTS: No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety.

RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

EVALUATION: The student is required to fully engage in lesson by applying critical and creative thinking throughout the lesson as well as completing all assignments.

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Instructor Note: Review safety requirements, risk assessment, environmental considerations and expected outcome and evaluation.

On your screen you see some safety reminders for our time together.

Terminal Learning Objective

1500-1505

ACTION: Create local chapel relationships and plans for Unplanned Farewells in chapel congregations.

CONDITIONS: In a video classroom environment, given access to AR 165-1, scriptures, and civilian church resources on trauma and transitions.

STANDARD:

- Review Unplanned Farewell characteristics
- Describe what teens/children experience in Farewells
- Elaborate what can be done to support children/teens/families during Unplanned Farewells



Send your activity & mailing address to Rebecca.a.powell16.civ@mail.mil



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Instructor Note: Have students read the TLO.

This training provides a framework to plan for chapel links even when transitions are happening. Your chapel community can take these general principles and religious concepts and integrate care in Unplanned Farewells into ongoing chapel programming.



Plan to take other Volunteer Academy classes. Take special notice of “Military Children Resilience and Religion” and “PCS and Transitions;” we can offer these again at your convenience. Next week, Wednesday 29 April we will repeat this class here on Zoom at 3pm Germany time. On Wednesday 6 May, we will have Special Needs Buddy Training – this is explicitly for people who will be assisting people who request help in chapel programs – Buddies might be ASL translators, extra eyes for severe allergies, or most often help for children who need a hand in Children’s classes (like VBS, Children’s Church, or CRE)

Today is training for the fictive kin. Fictive kin can be ALL people no matter where they are geographically located, particularly caring adults (and teen leaders) in chapel relationships, “a Friend Who Teaches.”


Because our online classes are 40 minutes long, each class will be 1/2 Continuous Learning Point (CLP). There is an assignment at the end for an additional 1/2 CLP.

Your assignment is to pick 1 of the following activities to do with a child/teen that you know. When you are done, then send a photo or paragraph to describe your experience. Once I receive your results, I will send your second 0.5 CLP.

1. Read/watch 1 publication from the Bibliography. Email Dr Powell answering the following questions. How is this like yours in COVID-19? What is different? What makes this helpful?
2. Make a Sense Box; send photos/notes of why you chose each.
3. Journal for 7 days using your religion’s scriptures/stories. (ex. Exodus, Acts). Write/draw the struggle of those people. What would their story look like if it happened here and now? Write your feelings as they relate to this story & COVID.
4. Try informal art/music therapy like Eric. Visually/musically create your Unplanned Farewell experiences.





Contacts



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I am Dr. Becky Powell. My colleague, Dr Grace Yeuell and I are the Religious Education Program Directors for IMCOM-Europe. We lead the Chaplaincy Academy for Religious Education (CARE) Center which is a generating point and destination for religious education and chapel training.

We work within IMCOM's mission statement which reads:

“The US Army Installation Management Command (IMCOM) integrates and delivers base support to enable readiness for a globally-responsive Army.”


We are partners with the US Army Chaplain Center and School, USACHCS.

WHAT IS AN UNPLANNED FAREWELL?					
TRANSITION MODEL	Involvement	Leaving	Transition	Entering	Re-Engagement
Social Status	Belonging Part of "in" group Reputation Position Known Friends – confide, listen	Separating Closure Recognition / Attention Farewells / Celebration Withdrawal / Exclusion	Unknown Statusless Structureless Clueless Special knowledge without use	Marginal Superficiality Tentative Acceptance Uncertain of placement and use Misinterpret behavior / signals Temporary relationships Searching "mentors"	Belonging Part of "in" group Reputation Position Known Friends – confide, listen
Social Posture	Commitment Responsive Responsible Friend	Disengaging Relinquish Roles Distance Criticism Loosen ties / conflict New relationships Closure *RAFT	Chaos Exaggerated problems Misunderstanding / Ambiguity Self Centered Isolation Must initiate relationships	Introducing Marginal Observing Risk Taking Errors in response Exaggerated behavior Searching for "mentor" Trust issues	Commitment Responsive Responsible Friend
Psychological Experience	Intimacy Affirmed Secure Safe	Denial Rejection Resentment Grief / Sadness Expectations	Anxiety Loss of self esteem Loss of continuity with past (sacred objects) in present (schedule, job description, duties, care) Grief Disappointment	Vulnerable Easily offended Fearful Ambivalent Psychosomatic problems Depression	Intimacy Affirmed Secure Safe
Time	Present	Future/ Temporary	Future	Temporary / Present	Present

Transitions Model – See THIRD CULTURE KIDS by Ruth van Reken & David Pollock

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In the Military Child Resilience and Religion Class we introduced the Transitions Model from David Pollock and Ruth van Reken. We unpack the full transitions model in the coming “Transitions” class.

Today, we are focusing on that ORANGE ZONE, Leaving.

In an ideal world, when we leave we take time to intentionally do the exercise of closure. The people around us provide us with recognition.

In a “normal” leaving, there is time to experience the happy and the sad.

WHAT IS AN UNPLANNED FAREWELL?

1505-1510



What are examples of Unplanned Farewells?

- Evacuations – DoD from Turkey, New Orleans and Houston in Hurricane Rita or Katrina
- Sudden death
- PCS out of sequence
- COVID
- Witness Protection

What are your examples?

- Type them into the chat, and our Virtual Usher will help us review and to keep for future use.

Unplanned things can be a surprise or trauma.

Farewells can be loss or trauma.

The intersection of Unplanned and Farewell is a particularly risky and difficult place to be.

- Intentionality is needed. Remember Intentionality in Pew Pal & Military Child Resilience and Religion?

All of Unplanned Farewells share certain characteristics

- | | | |
|-------------------------|-------------------------|-------------------|
| - Transitions | - Crisis | - Schedule Change |
| - Grief | - Dangerous Opportunity | - Shock |
| - Fear | - Loss of Identity | - Chaos |
| - Loss of Relationships | - Loss of Places | - Schedule Change |

Basically they change what we think about ourselves and who/what we can rely upon.

Who might experience a Unplanned Farewell?

Let's look at your notes from the chat for ideas on when a Unplanned Farewell might be difficult.

- What did the children/teenagers say?
- What did the adults say?

What are extra elements of difficulty in YOUR unplanned farewell?

- COVID-19 quarantines inside the apartment.
- Stress of taking tests
- Fear of the illness
- Inability to plan for the future



The baby in the photo is surrounded by family and fictive kin.

Family means those people who legally or biologically are connected.

Fictive Kin means those people who FEEL like Family.

As a Unplanned Farewell, you are being invited into a relationship of Fictive Kin.

The baby is surrounded people who welcome her in reciprocal relationality.

Trust is a basic requirement of learning and human capacity. Pews are locations for teaching and supporting all ages.

Participation “in the pew” is important for surviving crises and relocations. (Parenting in the Pew, p.28)

So in COVID-19 and other unplanned farewells, we have crisis. Even if we do not relocate, our society stops and changes. Our ability to express kinship is changed. We have talked in the Military Child classes that great ways of building trust are eye-to-eye conversations, appropriate touch, eating together, time together.

When we have crisis, like September 11, we can rely on each other. We can gather in worship/prayer and be together. We can give and receive gifts and food.

- In an unplanned farewell, these traditional comforts are stripped from us.

When the WHOLE community experiences Unplanned Farewell, it is not just the children who feel deep grief and powerlessness. Everyone does.

- Our local family and our fictive kin have to find another way of expressing their care and trustworthiness.

Unplanned Farewell Experience

1505-1510

I have always believed that God prepares us for the next event. I believe that the years that your mother and I were unable to attend church and social events prepared me for this quarantine. I supplement by lack of socialization with the use of the telephone, computer and drive in restaurants. I have a number of people that I give a call on a weekly basis. I will talk to some of these folks for an hour. I am very happy that my church has developed the use of the computer.

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Here are 3 good examples of Unplanned Farewells – Grievs as experienced for a child, a teenager, and a young adult.

- In April 2020, Colbie Anderson at 8.5 years old drew Quarantina.
- In September 2010, Alexandra Powell at 10 years old had her story published in Among Worlds Magazine.
- In April 2020, Eric Hein and his brothers made a music video which is available on YouTube and Itunes.
- On 29 April 2020, 2 mothers posted their COVID experience. It is important to remember that parents and other caregivers have their own crises.
- On 29 April 2020, after attending a Volunteer Academy class, a grandfather wrote of the parallels between COVID isolation and being homebound with his debilitated wife.

We played Eric's song and video while the class was starting. Would someone read Alexandra's story for us now?

These 2 share in common a loss of space and identity. Uncertainty is like the flood waters of chaos which swept away everything except Noah's Ark.

That's the Unplanned Farewell.

And everyone's circumstance has its own trouble.

- If you had COVID in your house
- If you waited for COVID test results
- If your friends were repatriated for their own safety

What about the children and teens in your midst?

We are building a new way of thinking about our chapel relationships.

This training is embedded in training topics from the Volunteer Academy – Military Children, Toxic People, and the series on Chapel Welcome.

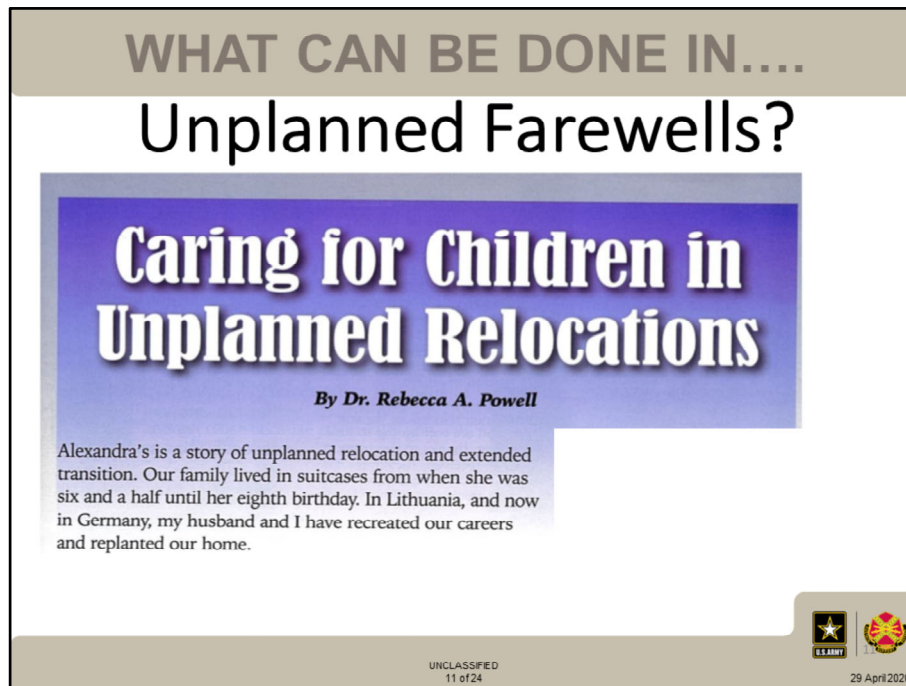
As your Religious Educator and as a researcher in practical theology, I propose to you that your religious tradition, scripture, and practice give you the chance to put your trauma into larger context.

Worship is probably the most important time in a religion's practice. It is when people and God meet up. The worship experience is the only time in society when people of all ages and abilities participate equally in what happens.

- What exactly happens in worship depends on your own congregation.
- We can talk about Unplanned Farewells for all congregations, because we are all talking about the shared welcome idea.

Unplanned Farewells need intentional care.....

- Everyone has a distinct experience.
- Everyone has a distinct set of needs.
- There is not a formula for care. The most important thing is building relationships, giving and receiving trustworthiness, giving and receiving community/identity.



As Alexandra's Mama, I was SO VERY relieved to have friends in the State Department who connected our traumatic relocation with the resources that US Embassies have for unplanned repatriations. My own article is attached to Alexandra's "Mars" article. What worked for us is:

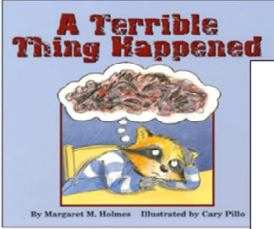
- Premeditating the Possibility – We were fortunate that Alexandra loved Narnia books and their stories of 'getting away from the bombs" of World War II.
- Hugging each other.
- Cry when needed. It is ok for the caregiver to hurt. We need our own supports, but sugarcoating our experience makes us less effective in caring.
- Reaching Out – making connections with people who care.
- Celebrating what you can. Really NOTICE the ice cream or other good thing.
- Seize opportunities. Find something that you could never have done before.
- Ponder the future. This is like building the RAFT in the Transitions Model.
- Be hopeful. This is NOT a natural way for me. It is an act of discipline. Matthew 6:33-34 are great imperatives for me. Look those passages up.
- Be realistic – Know that this event will change you.
- Integrate yourself – Intentionally remember who you ARE and integrate the pieces of what you DID do, what you are doing, with what you WILL DO.
- Thank the supporters. Thank them and thank them again – for years to come.

WHAT CAN BE DONE IN....


Unplanned Farewells?

Grieving
- Name the losses

Permitting Pain
Communicating
Self-Care
Comforting
Normalizing
Dreaming
Remembering



By Margaret M. Holmes Illustrated by Cary Pille



Sherman did not like being so afraid. He did not want to remember what happened. So Sherman decided not to think about the terrible thing he saw. Sherman thought that would make him feel better.

Celebrate what you can, when you can, how you can
Intentionality walking through the pain while looking for possibilities

But no platitudes:

- It might be fine one day, but it might not feel fine for a long time.
- We don't know WHY, and we might never know WHY. Somehow we must move forward without the why.

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In the chat area of this class you will find various resources that you can use. Including Alexandra's article. And resources that Amy Casteel found for us.

I also recommend that you check out the COVID section of the Stuttgart APP. The sections "resiliency" and "Ideas for Kids" have good materials about dealing with COVID itself.

Today, our goal is to have skills to support children and our community during the 2020 COVID crisis which is complicating the Army PCS season.

We are intentionally linking COVID experience with:

- The larger context of Unplanned Farewells
- The beliefs and practices of your own religion.

What works for you?

Window and sidewalk art around installations and communities all over the world.

Journaling is a skill that we integrate into Religious Education Classes.

- How might journaling help you be ready for and respond to and heal from an unplanned farewell?
- Take a picture of this slide. You can build it into a survival kit.

These are principles that can inform us as we welcome all people into the chapel.

All people can learn & worship.

All people can participate in religious activities.

How can you modify this into a resource that you can help the people sitting next to you?

- Type your ideas in the chat area of our class.

WHAT CAN BE DONE IN....
Unplanned Farewells?



Reconcile
Affirm
Farwell
Think about the Future

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Building that RAFT is the best thing that I can recommend to help children, teenagers, and adults through the chaotic waters of COVID and Unplanned Farewells and other Traumatic Times.

The “RAFT” building that David and Ruth recommend is part of life without regrets.

We should have been doing this intentional relationality in our homes and chapels all along.
- Doing so prepares us for that shocking loss.

We CAN do this intentional relationality while locked in our homes AND even after we have left.

We can CONTINUE RAFT building and riding for years to come.

Preparations for Unplanned Farewells

1510-1515



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Our religious tradition teach us that we are not all powerful.
When we really pay attention to our scriptures, we learn that crisis and change will occur.

In “normal weeks” being together in a congregation builds strong links. These strong links to God and people, are a critical factor in resilience. (Resilience Doughnut, p.85)

Note how the hands in this picture gently guide the child’s into a movement of prayer. Guiding a child in how to sit, stand, kneel or otherwise interact in worship is like discipline – teaching – coaching a child on a baseball team. These hands are modeling and shaping the prayer behavior.

What helps in an Unplanned Farewell, begins with what helps in a daily life.

We have studied in other Volunteer Academy classes that our resilience comes in community AND in personal faith.

- It is important to see how our lives fit within the saga of divine-human interaction in our religion.
- Before, during, and after it is important to develop the spiritual disciplines of public worship, lifelong religious education, journaling, private prayer/study,



Ecclesiastes chapter 3 helps all people think about farewells and hellos. Change happens in life. The Book by Lisa Beth Anderson and illustrated by Jeremy Tugeau integrates farewell activities with the idea of change in the Bible.

- My favorite activity is building a “sense box.”

A Sense Box is a way of capturing memories with what we see, feel, taste, smell, and hear. Let’s think about how you can build a sense box.

- You can use a small box or even a ziplock bag.

This is one of the activities that you can choose for your credit.

But it is a bag that we keep ready to remember where we are now because “no one knows the day or the minute” of an Unplanned Farewell.

Ecclesiastes is 1 good way to normalize the traumatic events of our lives.

The Sense Box/bag is personal to you, your community, and the memories you hold dear. On the screen you see some ideas.

If you select the Sense Box/Bag, then send a photo and/or list of your Bag contents. Include why you chose what you included. I will share your creation with other students.

Toxic Positivity

Don't Skip the Pain

1530-1535

WHEN IS POSITIVITY "TOXIC"?

We have certain behaviors that could be accounted as "toxic positivity" whether it's in ourselves or when talking to others:

- Hiding what we really feel
- Dismissing our emotions
- Feeling guilty for the negative emotions we feel
- Minimizing other people's experience by saying "don't think about it!"
- Showing others different perspectives (i.e. "it's not that bad.")
- Shaming other people for feeling negative emotions

TANGLAW MENTAL HEALTH

TANGLAW MENTAL HEALTH

INSTEAD OF...

SAY...

- | | |
|--------------------------------------|--|
| • "Everything happens for a reason." | • "It's okay to feel bad sometimes." |
| • "Failure is not an option." | • "Failure is part of growth." |
| • "It could be worse." | • "Sometimes we experience bad things. How can I support you?" |
| • "Always look at the bright side!" | • "It can be difficult to see the good in this situation, but we'll make sense of it when we can." |

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Positive Psychology is not about skipping over the pain.

- Resilience is a term that comes from architecture. We want the buildings we live in to stay the SAME in a tornado.
- Flourishing or Thriving are the terms that we want to think about.

Society has given us many platitudes. We want to help and we want to comfort. Sometimes, as REM wrote in the 1990s, everybody hurts.

When everyone in our family is struggling being the grownup is hard because we are caring while needing care.

Scaffolding in Unplanned Farewells

1530-1535

Flourishing from Scaffolding



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Remember in the idea of Social Scaffolding from our other Volunteer Academy classes?

- The idea is that like physical scaffolding, trustworthy relationships support us at all times – especially in times of crisis.

Positive Psychology is not about skipping over the pain.

- Resilience is a term that comes from architecture. We want the buildings we live in to stay the SAME in a tornado.
- Flourishing or Thriving are the terms that we want to think about.

Flourishing is a plant/tree term. It is about growing and blooming – which really is the created purpose of a plant.

- A seed does not grow by just sitting on a shelf.
- It has to have nutrients and care and sunlight and time.
- It often needs someone to help – like a farmer or gardener.
- Sometimes, the plant has a frame that holds it up.... You know – scaffolding.

Here are 2 trees that are no longer growing.

- 1 was nourished and pruned, and was cut down intentionally to be the 1997 Rockefeller Center Christmas tree.
- The other fell over in a storm. Sure there was a storm, but the tree really fell because its roots were not firm.
- There is a LOT to unpack in this metaphor. Maybe growing plants or giving plants might help you and your family keep talking about relationships, scaffolding and flourishing during trauma like COVID or Unplanned Farewells.

You are going to have trauma at times in your life

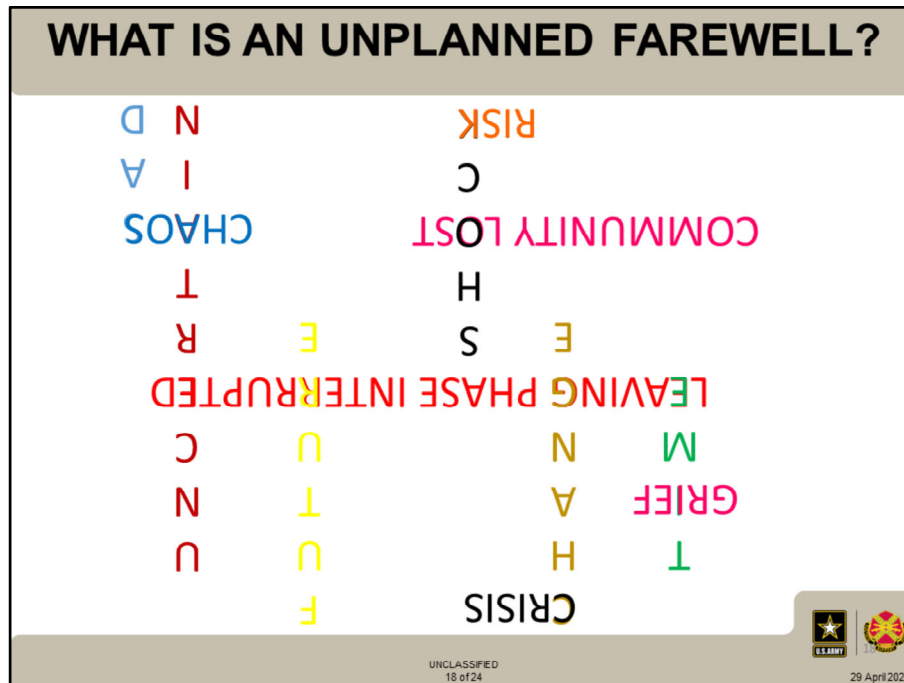
- That is true and unavoidable.

You are GOING to be changed by the traumas you face.

- What we all hope is that our “new normal” is better than what we lost.
- Better might take YEARS.
- Better and hope require intentionality and community.
- Our communities are interdependent; people who care even when we cannot see them.

Many of you have heard me say many times.... I do not want you to stay the same.

- Your religious group does not want you to finish this trauma just fine and go BACK to how you were.
- Positive Psychology and your Religion invite you to dream of the good that MIGHT come even in a nightmare.



Let's turn the idea upside down.

- Traumatic events like Unplanned Farewells can bring good in our lives.

In trying to help, well meaning people might have said to you

- "This is for the best."
- Only look at the good.

Remember the Toxic Positivity that Amy Casteel shared with us?

- Jumping into the good too fast denies the healing and erodes our trustworthiness.

There MIGHT be good. But it might take DECADES to experience the good.

- Even if there are good results, the pain of the unplanned farewell is still VERY REAL.

The best way that we can help the topsy-turvy world is to keep talking within your family, connecting with your community, and engaging with the God you worship.

Play The Queen's Corona Virus Broadcast. <https://m.youtube.com/watch?v=2klmuggOEIE>

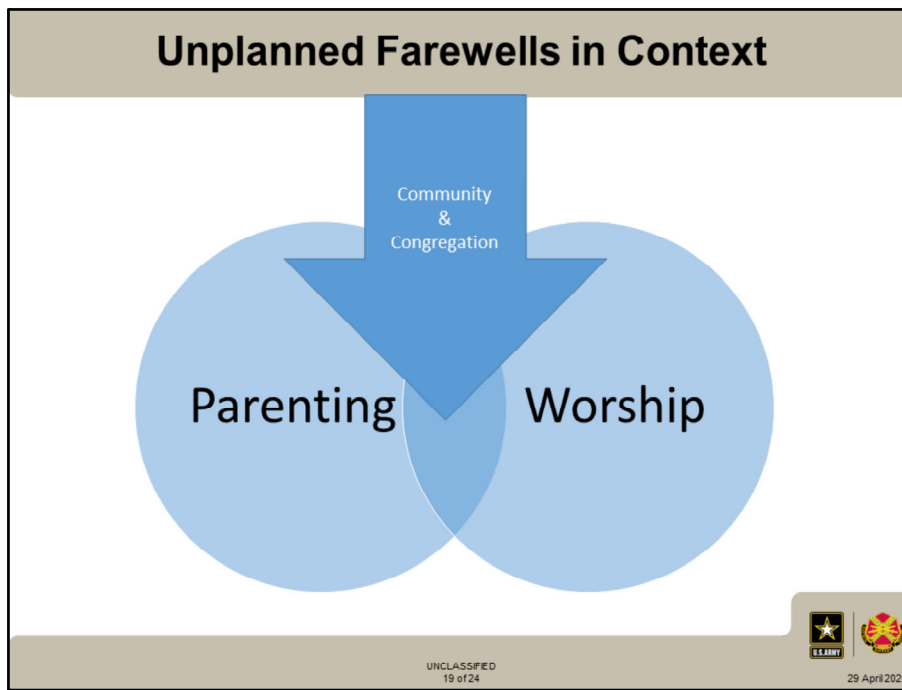
- Watch 2:45-3:38

She went through trauma 80 years ago as a child "getting away from the bombs."

She is going through trauma herself today while she has to be away from husband, son, and other close friends.

Queen Elizabeth points out that the traumas are HARD.

Notice that she relies on her faith to define the trauma and flourish.



1535-1540

Queen Elizabeth went through trauma 80 years ago as a child “getting away from the bombs.”

She is going through trauma herself today while she has to be away from husband, son, and other close friends. Queen Elizabeth points out that the traumas are HARD. Notice that she relies on her faith to define the trauma and flourish.

Our religions teach us that we are not all powerful. When we pay attention to our scriptures, we see that crisis and change are normal.

In “normal weeks” being together in a congregation builds strong links. These strong links to God and people, are a critical factor in resilience. (Resilience Doughnut, p.85)

What helps in an Unplanned Farewell, begins with what helps in a daily life.

We have studied in other Volunteer Academy classes that our resilience comes in community AND in personal faith.

- It is important to see how our lives fit within the saga of divine-human interaction in our religion.
- Before, during, and after Trauma is important to develop the spiritual disciplines of public worship, lifelong religious education, journaling, private prayer/study,

Faith and chapel attendance provide connections making a safety net or scaffolding for the individuals in a location.

Attendance and involvement also reinforce identity and connection to the wider religious group.

- In all Christian and Jewish worship, there are prayers and Bible passages to help us “recall the gift of faith... which travels with us as we move into a new community.” (Unpacking Faith, p.6)

“Large majorities of [young people] ... report having nonfamily adults in their religious congregations whom they enjoy talking to and who give them lots of encouragement. Jewish teens report the highest percentage (92 percent)...” (Soul Searching, pp.60-61)

Wider research marks the significance of adult relationships on the resilience in the lives of children and teenagers.

“Outside the nuclear family , children need connections to multiple groups of friends, relatives, community, and the world.” (Building Resilience, p.123)

All people need to have connections and relationships. We want “connections [which] show children that they are part of a safe and supportive community.” (Building Resilience, p.125)

Being a Unplanned Farewell is a benefit to people who need assistance, to the larger congregation, and even to YOU.

Military children grow up – often far from their biological grandparents, aunts, and uncles. Adults without children in the home play a vital role. They become fictive kin – a network of multilayered relationships which function like family. (A Friend Who Teaches Me, p.210)

The Unplanned Farewell benefits as much as the one who *needs* help. The Book of Job ends by pointing out the blessings that Job did get he lived to see “his sons, his sons’ sons, even four generations.” (Gift of Grandparenting, p.38) Being a Unplanned Farewell is like being a member of the family and seeing connections.

What has helped you?

Terminal Learning Objective

ACTION: Create local chapel relationships and plans for Unplanned Farewells in chapel congregations.

CONDITIONS: In a video classroom environment, given access to AR 165-1, scriptures, and civilian church resources on trauma and transitions.

STANDARD:

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- Describe what teens/children experience in Farewells
- Elaborate what can be done to support children/teens/families during Unplanned Farewells

Send your activity & mailing address to Rebecca.a.powell16.civ@mail.mil



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Instructor Note: Have students read the TLO.

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Take other Volunteer Academy on the Volunteer Academy brochure. Especially notice “Military Children Resilience and Religion” and “PCS and Transitions;” we can offer these at your convenience.

Next week, Wednesday 29 April we will have “Unplanned Farewells” here on Zoom at 3pm Germany time. On 6 May at 3pm, we have Special Needs Buddy Training.

Today is training for the fictive kin and chapel leaders. Fictive kin can be ALL people no matter where they are geographically located, particularly caring adults (and teen leaders) in chapel relationships. Think “a Friend Who Teaches.”

Because our Zoom classes are 40 minutes long, each class will be 1/2 Continuous Learning Point (CLP). There is an assignment at the end for an additional 1/2 CLP.

Your assignment is to pick 1 of the following activities to do with a child/teen that you know. When you are done, then send a photo or paragraph to describe your experience. Once I receive your results, I will send your second 0.5 CLP.

- Read and do the activities in “A Time for Everything.”
- Do 3 pages of “Where in the World Are you Going.”
- Try your hand at informal art therapy. See what Eric has done, and create visually the child/teens experience of his/her selected Unplanned Farewell.
- Try your hand at informal bibliotherapy. Select, read together, and discuss one of the books from the attached list.
- Review the scriptures and stories of your faith group, and pick 1 that seems similar to your experience. Talk about what those people of faith struggled with. What would that story look like if it happened here and now?

Activity Choices for an extra 1/2 CLP:

1. Read/watch 1 publication from the Bibliography. Email Dr Powell answering the following questions. How is this like yours in COVID-19? What is different? What makes this helpful?
2. Make a Sense Box; send photos/notes of why you chose each.
3. Journal for 7 days using your religion's scriptures/stories. (ex. Exodus, Acts). Write/draw the struggle of those people. What would their story look like if it happened here and now? Write your feelings as they relate to this story & COVID.
4. Try informal art/music therapy like Eric. Create visually/musically the your Unplanned Farewell experience.

usachcstraining.army.mil/religious-education

Send your activity & mailing address to Rebecca.a.powell16.civ@mail.mil



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Send:

- Transitions Model
- My Life on Mars
- Marshmallow and Pretzel Scaffolding
- Bibliotherapy
- RAFT and PIER
- Script

Bibliography:

- Teens' Corona Virus Coping and Wellness, CNN, <https://edition.cnn.com/2020/04/16/us/teens-coronavirus-coping-wellness-trnd/index/html>
- Toxic Positivity, Tanglaw Mental Healthy, Angela Nelson-Searcy
- Third Culture Kids, David Pollock & Ruth van Reken
- Military Brats, Mary Wertsch
- BRATs Our Journey Home, Donna Musil
- Where in the World Are you Going?, Judith Blohm
- A Time for Everything, Lisa Beth Anderson
- Ecclesiastes 3, Bible
- A Friend Who Teaches Me, Dr Rebecca Powell
- Resilience Doughnut, Lyn Worsley
- Parenting in the Pew, Dr Robbie Castleman
- My Life on Mars, Alexandra Powell
- Your Move: A Card Game for International Families on the Move, Jill Kristal
- Dear Corona, Eric Hein, <https://m.youtube.com/watch?feature=youtu.be&v=6pMLqJpbCbl>
- Modern Day Maccabees, Andrew Gershman
- It's the End of the World, REM
- Queen's Corona Virus Broadcast. <https://m.youtube.com/watch?v=2klmuggOEIE>
- PIER and RAFT – Shanghai International School

Unplanned Farewells

1450-1500

VOLUNTEER ACADEMY

This song is dedicated to all of the students, parents, and anyone else who has been affected by the virus.

Eric Hein

<https://m.youtube.com/watch?feature=youtu.be&v=6pMLqJpbCbI>

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The video playing was created by Eric Hein, a Stuttgart Chapel Volunteer who is also a high school junior.

The videos were done by his little brothers.

As we close, take this time to experience how the Unplanned Farewell of COVID-19 is understood and experienced by a teenager.

Send a private message with your name and email address to receive a certificate.

If this is your first Volunteer Academy class, then also send your mailing address to receive a Volunteer Academy Journal.