

3 CEUs

GROWING WITH:

Every Parent's Guide to Helping Teenagers and Young Adults Thrive in their Faith, Family, and Future

Powell, Kara & Steven Argue. Grand Rapids: Baker Books, 2019



Prepared by Dr. Grace C. Yeuell, Religious Education Program Director
& Mr. John Mark Edwards, Director of Religious Education

GROWING WITH READ & REFLECT

- Read Chapter 1: Growing Up Today: How Our Kids Paths Are Different from Ours
- Highlights:
 - Growing With Parenting: “A *mutual* journey of *intentional* growth for *both* ourselves and our children that trusts God to transform us all.”
 - Adolescent journey starting earlier and ending later. “14 is the new 24. 28 is the new 18.”
 - Three Key Areas of Young Adult Exploration: Family, Faith & Future
 - Three Key “Growing With” Strategies:
 - Withing – a family’s growth in supporting each other
 - Faithing – a child’s growth in owning & embodying their own journey with God
 - Adulting – a child’s growth in agency to shape the world around them
- Question for Reflection: What evidence have you seen in your family life and/or ministry that the adolescent journey is starting earlier and ending later? Describe at least three instances.

Key Strategies for the Journey

- **Withing:** *a family's growth in supporting each other as children grow more independent.*

FAMILY

- **Faithing:** *a child's growth in owning and embodying their own journey with God as they encounter new experiences and information.*

FAITH

- **Adulting:** *a child's growth in agency as they embrace opportunities to shape the world around them.*

FUTURE

GROWING WITH READ & REFLECT

- Read Chapter 2: Pursuing the Growing With Posture

New Developmental Stages

STAGE	AGE	ACTIVITY
Learners	13-18	<i>Increasing intellectual capabilities, physically changing bodies, heightened emotional awareness, broadening circle of friendships, & living out their own faith</i>
Explorers	18-23	<i>Career paths, interests & gifts, romantic relationships, relationship with parents, beliefs & the life of faith</i>
Focusers	23-29	<i>Careers, relationships, beliefs, reset from destructive choices</i>

Growing With Responses

CHILD STAGE	PARENT ROLE	PARENTING ACTIVITY
Learner	Teacher	<i>Invites practice, trains specific skills, introduces choice & agency, fosters collaboration</i>
Explorer	Guide	<i>Shows empathy & perspective taking, discerns novice from intermediate skill level, values different forms of appreciation</i>
Focuser	<u>Resourcer</u>	<i>Exercises patience, offers perspective, supports no matter what</i>

- Question for Reflection: After reading this chapter, what information, quote, or story inspired your thinking, or gave you a fresh perspective or something important to think about; AND how will that effect your role as an Army Director of Religious Education?

GROWING WITH READ & REFLECT

- Read Chapter 3: Thriving in Family “Withing” – Everyday Steps That Build Withing
- Highlights:
 - Withing: *a family’s growth in supporting each other as children grow more independent.*
 - Withing Insights:
 - Pair challenge & support
 - *“Warm is the new cool”*
 - Empathize while withholding judgement
 - Words to avoid: *“When I was your age...”* Words to say: *“Tell me more...”*
- Questions for Reflection
 - What are some of the challenges to withing presented by life in military families and communities?
 - What are some processes and/or programs you might institute in your Chapel to support warm withing relationships in your military community?

GROWING WITH READ & REFLECT

- Read Chapter 4: Thriving in Family “Withing” – Walls of Support
- Highlights:
 - Withing: *a family’s growth in supporting each other as children grow more independent.*
 - Withing Insights:
 - Be a Wall of Support s/he can come back to
 - Pushing away is a normal step towards **INTER**dependence
 - Controlling parents tend to have young adults with lower levels of self-worth and higher anxiety
 - See children through the lens of Genesis 1, not Genesis 3
 - Words to draw them back: *“I apologize.”*
- Question for Reflection: Of the additional parent stressors listed in the chart on p. 114 of the text, what kind of program and/or process might you institute to help parents navigate the challenges associated with one of these stressors?

GROWING WITH READ & REFLECT

- Read Chapter 5: Thriving in Faith – Quest for a Faith That Grows With
- Highlights:
 - Faithing: *a child's growth in owning and embodying their own faith journey with God as they encounter new experiences and information.*
 - Faithing is...
 - About making sense of our spiritual journey, not merely learning more information
 - Seeking to integrate , not separate spirituality and life experiences
 - More than intellectual, it also has relational and emotional qualities
 - Faithing Insights:
 - Moves us from an abstract God to a reliable Jesus
 - Involves searching
 - Invites doubt rather than avoids it
 - Grows best with a solid starting point
- Question for Reflection: The authors indicate that many parents worry about their ability to speak fluently about their faith. How do the authors suggest that parents address that challenge? How might your Chapel create spaces where faithing conversations can happen across the generations?

GROWING WITH READ & REFLECT

- Read Chapter 6: Thriving in Faith – Faithing Together
- Faithing Insights for Congregations and Communities:
 - For Learners: provide intergenerational support and a place where conversation starts, not ends
 - For Explorers: provide support through life's disruptions, distractions, and need for differentiation
 - For Focusers: provide good mentors within a mentoring community
- Questions for Reflection: The authors recommend that faith communities think of themselves as “exchange zones.” How do you understand this concept? How might this way of thinking impact what you do in youth and/or young adult ministries?

GROWING WITH READ & REFLECT

- Read Chapter 7: Thriving in Future – Relational Adulting
- Adulting: *a child's growth in agency as they embrace opportunities to shape the world around them.*
- Relational Insights:
 - Learners: navigating stressors, relational desires, and felt need to create “bunkers of safety”
 - Explorers: engaged in hooking up, swiping up, and breaking up – increased instances of sexual assault – some may choose to “come out” at this time
 - Focusers – dealing with questions about long-term relationships, living together and/or getting married, managing academic debt and marriage
- Questions for Reflection: Note the comments in this chapter concerning the differing racial and ethnic dynamics of relational adulting. How and/or where have you seen these differing dynamics at work in your family, among your friends, or as a part of your professional ministry.

GROWING WITH READ & REFLECT

- Read Chapter 8: Thriving in Future – Vocational Adulting
- Adulting: *a child's growth in agency as they embrace opportunities to shape the world around them.*
- Vocational Insights:
 - Learners: lots of service, but not lasting service
 - Explorers: struggling somewhere between busy and complicated
 - Focusers: benefitting from rolling up their sleeves and serving others
- Question for Reflection: What insight, idea, illustration, or story in this chapter is most relevant to you (your family life/your work life) today?

GROWING WITH READ & REFLECT

- Read Chapter 9: Growing With From Here On
- Options to Move from Parenting Alone to Parenting Together
 - Option #1: Stop competing and start connecting.
 - Option #2: Make a start and end date.
 - Option #3: Connect over shared interests then commit to real conversation.
 - Option #4: Be mutual friends and mentors.
- Question for Reflection: What types of parenting programs have been offered by your Chapel recently? How might insights from this book impact the types of opportunities for parents you provide in the future?

GROWING WITH RENEW

3 CEUs

- Based on your reading, and using key words and concepts from the text, write a short response to each “Question for Reflection” in this reading guide. 5-8 page total.

--ALSO--

- Choose and complete one of the following activities:
 - Option #1: Note that many young Soldiers are in the Explorer or Focuser stage of their development. Choose to focus on either Explorers or Focusers. Using the concepts in this text, write a paper summarizing how your Chapel might better support Soldiers at this stage as they navigate withing, faithing, and adulting in your military community. (8-10 pages)
 - Option #2: Develop and lead a 1 hour training session on the main concepts in this text. Create training slides and notes pages to support the session. Include group discussion questions and/or activities for participants. On the notes page of your final training slide identify the 5 w's of your completed training session. (8-10 slide minimum)
- To receive CEU credit, submit your short answers and completed activity to Dr. Grace Yeuell and the DRE Training Work Group (TWG) for evaluation. grace.c.yeuell.civ@mail.mil

All responses should be type-written, double-spaced, 12 pitch, Arial font.