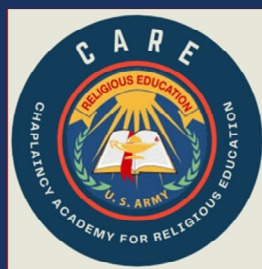


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## MINISTRY WITH FAMILIES IN TRANSITION

INSTRUCTOR: DR BECKY POWELL, RELIGIOUS EDUCATION PROGRAM DIRECTOR



As people arrive get a pen/paper and your Bible/scriptures. As we move through these activities, make notes of things that remind you of sacred stories.

Tonight's class is based on the Transitions or Transit Model created by Dr David Pollock 25+ years ago. I first was introduced to the Transitions Model in the basement of the Stimson Memorial Chapel, Bonn. It was during a lecture sponsored by the American Protestant Church, Bonn and provided by Interaction International ([www.interactionintl.org](http://www.interactionintl.org))

I find that the Transitions Model makes sense of the lives/people at the APC and my own life.

It has been important for me to remind myself (and be reminded by others) of divine power and provision through every transition of life.

1. *During the month before the class, select 3 people to test my emerging "Resilient Seed to Flourishing Flower Theory." They should each have 1 seed, acorn, or bulb; preferably this will be a breed that can grow quickly. Take a picture of the "seed." 1 person will plant his/her "seed" and take care of it with sunlight, fertilizer, and water. Taking a picture of the seed before planting and periodically during the weeks. Tend the "seed" and make notes of its growth/change. 1 person will going to stomp on his/her "seed." First he/she will take a picture of the "seed." Then he/she will do "something" to help that "seed" survive the stomping without cracking. He/she can video the stomping or take another picture of the "seed" afterward. Make notes of how the helps protected the "seed." He/she will plant his/her "seed" and take care of it with sunlight, fertilizer, and water. Tend the "seed" and make notes of its growth/change. 1 person will stomp on his/her "seed." First he/she will take a picture of the "seed." He/she can video the stomping or take another picture of the "seed" afterward. Make notes of how the helps protected the "seed." He/she will plant his/her "seed" and take care of it with sunlight, fertilizer, and water. Tend the "seed" and make notes of its growth/change. During the class, we will get a short report of how each seed went.*

2. *During the month before the class, have a different participant ready with a plastic bottle RAFT labeled with each word. If possible, he/she could make a video of the RAFT floating in water. A fun way to do this is to compare the floating of an action figure in the water. What is the most effective way – action figure alone, action figure on 1 bottle, or action figure on 4 connected bottles? This participant should be ready to share thoughts and video.*

## 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.

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

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) program 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."

## TERMINAL LEARNING OBJECTIVE

**ACTION:** Explore and develop theories of resilience and flourishing within Army culture & religious support.

**CONDITIONS:** In an online environment, given access to AR 165-1, scriptures, and religious resources about relocation, resilience, and flourishing.

**STANDARD:**

- Reframe Chapel standards of success from parish to camp.
- Define Resilience as a situational experience.
- Define Flourishing as an organic life process-goal intertwined with religiosity



**Take a look at our Terminal Learning Objective. You are joining me on a path of developing an Army Religious Support understanding of resilience and flourishing.**

**6 of my colleagues have assisted me in preparing for tonight's class. They are the Stuttgart Religious Affairs Specialists (Morris, Lewis, and Jean-Jacques), Demetrius of Resource Management, Jenny of Red Cross, Helena of Protestant Women of the Chapel, Elisabeth of Catholic Religious Education, and Jessica and Nikki both of SHARP,**

***We are moving OUT of resilience which is a static-architectural term into flourishing which is an organic-theological term.***

***On 1 May, our Stuttgart Pagan community celebrated Beltane which is a longstanding holiday of life, fertility, relationships, and optimism. This organic understanding of life and health infuses the theories that have come from the field of Positive Psychology.***

***Tonight's class emerges out of my experience visiting and supporting all of our chapel religious groups. As we move through the hour, use your journal or note paper to keep notes of your feelings, ideas, AND where the lesson reminds you of your own religious tradition. As you think of sacred scriptures which are applicable, please put them in the chat as a running addition.***

We are working **together** to build an emerging theory of effective Religious Education in military and other highly mobile communities.

## CONTACTS



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**Religious Education Program Director– Dr Grace Yeuell**

• grace.c.yeuell.civ@army.mil

<https://usachcstraining.army.mil/religious-education>

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Dr Yeuell and I work to coordinate and train across Europe. We are constantly looking for best practices and hope that you will share your ideas, sources, and resources on this topic as we move forward.

All of us, Chaplains, Religious Affairs Specialists, Directors of Religious Education, and Volunteers are the team charged with the religious support of the Army community. Caring for people is our primary mission. Hopefully, this class topic will make you more effective at doing just that.....caring for people.

## PREACHING TO A PARADE

This of a normal community in the States.  
-What Indicates a successful congregation?



5

In 1995, I met a former pastor of the American Church in Cairo, Egypt. He described ministry in highly mobile communities (like Military) as “Preaching to a Parade.”

- Like in that church, Overseas Army installations have people who are here for as little a 3 days and as long as 3 years.

Turn on your microphone OR type in the CHAT:

- And share 1 word that might answer the question on the screen.

As we think of successful chapels and wider Soldier/Family care, we can be frustrated if we do not meet traditional church growth theories.

## PREACHING TO A PARADE

This of a normal community in the States.  
-What Indicates a successful congregation?



**Now**, think of a camp in your religious tradition.  
-What are indicators of camp success?

6

Turn on your microphone OR type in the CHAT:

- And share 1 word that might answer the question on the screen.

We have people with us for only a few weeks, months, or years. This is MUCH more like Camp and Conference programming.

- We are teaching and supporting people for their time HERE and NOW – and for the next places they will land.

As we move forward, continue to think of ways that we can measure success in Chapel programs.

- Make notes in your journal.
- Feel free to add more ideas in the chat.

TRANSITION MODEL	Involvement	Leaving	Transition	Entering	Re-Engagement
<b>Social Status</b>	<u>Belonging</u> Part of "in" group Reputation Position Known Friends - confide, listen	<u>Separating</u> Closure Recognition / Attention Farewells / Celebration Withdrawal / Exclusion	<u>Unknown</u> Statusless Structureless Clueless Special knowledge without use	<u>Marginal</u> Superficiality Tentative Acceptance Uncertain of placement and use Misinterpret behavior / signals Temporary relationships Searching "mentors"	<u>Belonging</u> Part of "in" group Reputation Position Known Friends - confide, listen
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<b>Time</b>	Present	Future / Temporary	Future	Temporary / Present	Present

Here is a diagram to visualize our highly mobile lives.

Read the Transitions Model from bottom to top and left to right.

First, look at the rows:

- Time is what you can focus on.
- Psychological Experience is how you are feeling and thinking.
- Social Posture is how you present yourself to others.
- Social Status is how others behave toward/about you.

In a family, each member will have different challenges and go through these issues at different times.

Now look at the columns:

- Involvement is when you have in a place a "long time" and expect to stay.
- Leaving occurs when you decide to leave, think you MIGHT be leaving, or others expect you to leave.
  - A healthy activity is to "build a RAFT" = Reconcile, Affirm, Farewell, Think about the Future.
- The TRANSITION phase, is generally begins when your household goods are packed out and ends when they are delivered into your new quarters. The timing is based on events that you cannot control as well as choices that you/others make.
- Entering is the activity of building a new life and engaging the new place/people. It takes a lot of intentionality. There are people who never fully enter a place.
- RE-Engagement is the same as Involvement. It is a sense of belonging to the new place.

The red areas are time when there are extra levels of chaos in a person's life. The strain of relocation spills over into wider psycho-social experiences. The green areas are those in which a person is known and has connections. The emergence into Re-engagement, can take as little as 3 months. When there are exacerbating circumstances or even personal choice re-engagement might take years or never occur. Re-engagement becomes the involvement phase as a person looks toward the next move; note that when re-engagement does not occur, the process of the next transition is impaired.



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## WHY IS RESILIENCE IMPORTANT?



Resilience is the ability to REMAIN the same.

- Other words are static and stasis.
- This is the goal of architects.
- Can a building go through a hurricane and stay standing?

That is lovely, but IS RESILIENCE reflected in your religion?

-- I have not seen it in scriptures used in Stuttgart Religious Education programs - Christian, Jewish, Buddhist, or Pagan!

## WHAT IS FLOURISHING?



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Flourishing is “developing rapidly and successfully.” This is a term that comes from agriculture. It means thriving.

While we hear much about resilience, it is outdated in psychology. Research now shows that healthy people demonstrate flourishing.

Some friends helped me with 2 experiments.

This geranium is flourishing. It is 24 inches wide and 31 inches tall!  
Notice the leaves, size, color, buds, and blooms.

What does this geranium need to flourish?

- Light
- Water
- Air
- Care
- Fertilizer

## WHAT IS FLOURISHING?

- Light
- Water
- Air
- Care
- Fertilizer



Make note in your journal of what the geranium needs to flourish.

- Light
- Water
- Air
- Care
- Fertilizer

This geranium was planted in May 2021 and belongs to Private Morris, Private Lewis, and Private Jean-Jacques!

The chaplains and NCOs also planted geraniums, but this one is the only 1 to flourish.

We will keep moving, but I want you to think about your religious scriptures.

Brainstorm some ways that your faith teaches you about flourishing, light, water, air, care, and fertilizer.

For example, in your religion, what does light symbolize?

- What does that light do for a person's faith and flourishing?

## ARE RESILIENCE AND FLOURISHING COMPATIBLE?

Smashed  
Neglected  
Tiny  
Wilty  
Normal  
Pretty



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At the end of April 2022, I tried a new experiment to test resilience and flourishing..

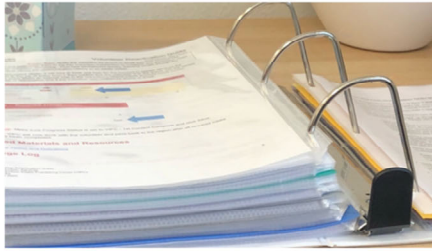
Here are 6 cheap geraniums. They were given to 6 friends, each with instructions to plant, and that I would check back on them.

The 6 small plants were relocated (PCSed) out of their bed together. They each went through a unique experience.

I named the 6 plants:

- Smashed
- Neglected
- Tiny
- Wilty
- Normal
- Pretty

## ARE RESILIENCE AND FLOURISHING COMPATIBLE?



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Smashed, Neglected, and Normally all started off at 6 inches tall with a couple of buds.

- Smashed is here on the screen. She had a 3 ring binder dropped on her (intentionally) before being planted!
- Neglected was left in a hallway with a scoop of dirt, and the recipient was left to his own devices even though he does not know anything about plants.
- Normal was planted and put in the window.
- Tiny was only 1 inch tall. She was handed off, and the recipient went TDY.
- Wilty was 4 inches tall, only had a few leaves, and was already yellowed.
- Pretty was 8 inches tall with several buds and blooms.

Each of the Geraniums went through a PCS experience. Smashed went through OBVIOUS trauma.

How do these Geranium experiences remind you of PCS?

## RESILIENCE AND FLOURISHING **ARE** COMPATIBLE!



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On Monday 9 May, I checked in with our Geraniums.

- Smashed is still alive and has grown new leaves. She gets watered daily and is in the sun.
- Neglected's owner asked for help. He is twice as tall and has been repotted, given fertilizer, and watered daily.
- Normal is in the original cup and still growing. She has been watered several times a week by a volunteer who visits that office.
- Tiny is still about an inch tall but still appears alive.
- Wilty is....
- Pretty ....

Resilience seems to be the structural integrity of the plant. Did it have something within it to go through the IMMEDIATE TRAUMA of the smashing or relocation?

The Geraniums on the screen are flourishing. But was this long-term health intrinsic to the plant?

- No!

Whether their Transition was easy or traumatic, each Geranium only Flourished WITH:

- Light
- Water
- Air
- Care
- Fertilizer

Now let's think about caring for each other during Relocations!



TRANSITION MODEL	Involvement	Leaving	Transition	Entering	Re-Engagement
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Resilience is maintaining structure during a traumatic event. This is like a building during an earthquake or a seed getting stomped on; do they keep their shape.

Violence can be trauma, but PCS can also be traumatic.

Flourishing is the key term in Martin Seligman's psychological research. This takes resilience a step further and looks for the long term after affects from the traumatic event. Unlike keeping this 80+ year old building structurally the same, we want the Soldiers, Civilians, and Families to have personal growth.

- Does the traumatic event crush future growth?
- Can the traumatic event be tended so that it just does no harm?
- Can the traumatic event be tended so that it results in something greater?

The great thing about living in Army communities is that we are not alone as we leave, arrive, or stay! We are surrounded by people and programs; sometimes we just have to look for them. The Stuttgart Citizen and app are loaded with ideas and contacts. The chapels, Red Cross, SHARP Offices, ACS, MWR, (inprocessing center), schools, AAFES, commissary, and even offices behind the scenes (like Resource Management).

All offices have programs and people ready to support and welcome. As the whole community supports each other, then we can all say "I'm glad I live here!"

All Army Chapels are dedicated to ministry in Transition! We do in worship, religious rites & sacraments, counseling, and Religious Education.... However all of these fingers of "religiosity" are protective in the chaos which is in all the phases of this Transit Model.

Flourishing is reflected in many religions' scriptures and references like to flowers and trees.



## MINISTRY WITH FAMILIES IN TRANSITION

### SHARE IDEAS!

How do we develop:

- Resilience?
- Flourishing?
- Religiosity?
- How do we measure chapel success?



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This class is just 1 of the many offered in the Chaplaincy Academy for Religious Education.  
- The pictures and key ideas tonight build on “Family, the Faith Forming Center” and “Teaching for Resilient Faith.”

June 14, the class is “Conflict Resolution Skill Builder for Chapel Leaders” taught by Dr Grace Yeuell.

## TERMINAL LEARNING OBJECTIVE

**ACTION:** Explore and develop theories of resilience and flourishing within Army culture & religious support.

**CONDITIONS:** In an online environment, given access to AR 165-1, scriptures, and religious resources about relocation, resilience, and flourishing.

**STANDARD:**

- Reframe Chapel standards of success from parish to camp.
- Define Resilience as a situational experience.
- Define Flourishing as an organic life process-goal intertwined with religiosity



You will receive 1 continuous learning point (CLP) for attending this class. For an additional CLP, read the book, **THIRD CULTURE KIDS**, and send Dr Powell ideas to support Army personnel and families in transitions.



## Questions?

<https://usachcstraining.army.mil/religious-education>

Dr. Grace Yeuell  
Dr. Becky Powell  
Religious Education Program Directors  
IMCOM Directorate-Europe

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You will find this class and the content of many other classes posted on the Religious Education Portal of the US Army Chaplain Center and School. The link is on the screen.

If or your group would like or anther class taught again, then contact your Religious Educator We can teach these again online or onsite!