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Religious Activities

# **Moral Leadership/ Values Stages of the Family Life Cycle**

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# ***SUMMARY of CHANGE***

DA PAM 165-16

Moral Leadership/Values Stages of the Family Life Cycle

**RESERVED**

## FOREWORD

The Army Chaplaincy's Moral Leadership Program seeks to identify and teach those aspects of American values, which are the moral foundations of dedicated citizenship and character development. This introduction points out the sources and effects of moral leadership without being sectarian, chauvinistic or apologetic. Instructors should study this statement as a starting point for their understanding of the moral infrastructure of our society. They must keep the prime objective of this training firmly in mind. That is to assist the commander in the exercise of civic, ethical and professional responsibilities, and to promote healthy mental, moral, and social attitudes in the personnel of his or her command.

It is necessary to look beneath the surface of changing events to find the values that constitute and sustain the moral heritage of the United States. It is commonplace to point out that our country is a land of great difference and rapid changes. It is more important to stress the fact that there is a strong unity in the nation. Americans of all national origins, colors, classes, regions, and creeds have something in common: a set of values and a moral heritage. This heritage is a clearly expressed body of ideals about human relations, which are essentially principles of social ethics that have been hammered out in the nation's history by peoples of differing interests and backgrounds. This social ethic has been a unifying element between various personal, philosophical, and religious conceptions of morality practiced in the nation.

Our moral heritage is that consensus of values that preserves and nurtures the whole complex of institutions and human relations, which make up our national life. It is taken for granted that the consensus of values in any given society is in a constant state of transition and adjustment. and that individuals interpret, validate, and apply these values in a variety of ways. This is especially true in the United States because of constant changes that take place in our pluralistic culture. But all is not flux, because beneath the change there are abiding principles, which deal with the fundamental goals, rights, and responsibilities of both individuals and groups in the nation. These principles point to the moral basis of our society, which is the subject matter of the Moral Leadership Program.

Moral and human development is basically defined in terms of such democratic ideals as; the essential dignity of the individual. The basic equality of all persons, and certain rights to freedom, justice, and fair opportunity. These ideals find expression in the nation's early struggle for independence. These principles are written into the Declaration of independence, the Preamble to the Constitution, the Bill of Rights, and the constitutions of the various states. In reality these ideals have become the highest law of the land. The Supreme Court acknowledges them when it declares what is constitutional and what is not. They have been elaborated upon by the nation's outstanding thinkers and leaders. In past national crises, they have been the foundation of national morale. It

is certain that these ideals will perform the same function in both peace and war in the future.

At a deeper level, we find that these democratic ideals of the nation rest upon specific moral principles, which are a part of the consensus of values in our society. The dominating ideals of equality, freedom, and justice rest upon such moral axioms as: every human being is born with innate rights to life, liberty and the pursuit of happiness, every person has an inherent dignity which must be protected by the full force of law in a democratic society: everyone is endowed with freedom of choice: people have the capability to discern the difference between right and wrong. This ability to discern between right and wrong makes one a responsible being.

The moral heritage of the United States is older and wider than the country itself. With minor variations it is the common creed of all people who are trying to practice democracy. Until a few years ago many people believed and taught almost exclusively that our system of government and society was the high water mark of the just and humane ideals of Western civilization. It was correctly pointed out that the immediate historical roots of our ideals with the belief of equality and the right to liberty enunciated in eighteenth century enlightenment philosophy, the Western ethical assessment of individuals as responsible moral beings, and the concept of "government of laws, not of men" in English legal tradition. Recent thought regards this as a much too narrow interpretation of historical origins. and makes an excellent case for the hypothesis that the ideals and moral principles cherished by us are in fact rooted in the whole human historical enterprise. What is distinctively ours is the way these human values have been achieved and mastered by our diverse population.

Soldiers who understand that the moral foundations of the United States are also the aspirations of all humanity not only have a clear basis for loyalty to our nation. but also have a means of communications with the hearts and minds of different peoples. Ordinary soldiers, grounded in moral values. can become solid leaders.

The chapters, which follow, are furnished as resource material for classroom instruction in *Moral Leadership/Values*. Suggestions for use of the materials are outlined in the "Notes for the Instructors" and the lesson plans in each chapter.

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## Religious Activities Moral Leadership/Values Stages of the Family Life Cycle

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### Contents (Listed by paragraph and page number)

#### Chapter 1

##### Notes for the Instructor, page 1

General Information • 1-1, page 1

Content • 1-2, page 1

Reference materials • 1-3, page 1

Methods of instruction • 1-4, page 1

Preparation of lesson plans • 1-5, page 2

Training aids • 1-6, page 2

Instructor attitudes • 1-7, page 2

#### Chapter 2

##### Stage One: Unattached Young Adults, page 2

###### Section I

Outline, page 2

Discussion of topic • 2-1, page 2

Teaching points • 2-2, page 2

Introduction • 2-3, page 3

Explanation • 2-4, page 3

Conclusion • 2-5, page 3

###### Section II

Instructor's Resource Material, page 3

Introduction • 2-6, page 4

Purpose of the lesson • 2-7, page 4

## **Contents—Continued**

Explanation of differentiation • 2–8, *page 4*  
Explanation of marriage preparation • 2–9, *page 4*  
Remaining single • 2–10, *page 4*  
Review • 2–11, *page 5*  
Suggested reading material • 2–12, *page 5*

### *Section III*

*Lesson Plan Format for Discussion*, *page 5*  
Lesson plan • 2–13, *page 5*  
Instructional aids (Optional) • 2–14, *page 6*

### *Section IV*

*Staff Orientation on Unattached Young Adults*, *page 6*  
Introduction (5 minutes) • 2–15, *page 6*  
Explanation (10 minutes) • 2–16, *page 6*  
Review (5 minutes) • 2–17, *page 6*

### *Section V*

*Summary of Test on Unattached Young Adults*, *page 6*  
Purpose of the summary • 2–18, *page 6*  
Reason for developing the lesson • 2–19, *page 7*  
Subject of the lesson • 2–20, *page 7*

## **Chapter 3**

### **Stage Two: Marriage to Birth of First Child**, *page 7*

#### *Section I*

*Outline*, *page 7*  
Discussion of topic • 3–1, *page 7*  
Teaching points • 3–2, *page 7*  
Introduction • 3–3, *page 7*  
Explanation • 3–4, *page 8*  
Conclusion • 3–5, *page 8*

#### *Section II*

*Instructor's Resource Material*, *page 8*  
Introduction • 3–6, *page 8*  
Purpose of the lesson • 3–7, *page 9*  
Explanation of coming together • 3–8, *page 9*  
Explanation of keeping it together • 3–9, *page 9*  
Explanation of staying together • 3–10, *page 9*  
Review • 3–11, *page 9*  
Suggested reading list • 3–12, *page 9*

#### *Section III*

*Lesson Plan Format for Discussion*, *page 10*  
Lesson plan • 3–13, *page 10*  
Instruction aids • 3–14, *page 10*

#### *Section IV*

*Staff Orientation on Stage Two of the Family Life*, *page 11*  
Introduction (5 minutes) • 3–15, *page 11*  
Explanation (10 minutes) • 3–16, *page 11*  
Review (5 minutes) • 3–17, *page 11*

## **Contents—Continued**

### *Section V*

*Summary of Text on Marriage to Birth of First Child, page 11*

Purpose of the summary • 3–18, *page 11*

Reason for developing the lesson • 3–19, *page 11*

Subject of the lesson • 3–20, *page 11*

## **Chapter 4**

**Stages Three and Four: Family with Child and Family With Adolescent, page 11**

### *Section I*

*Outline, page 11*

Discussion of topic • 4–1, *page 11*

Teaching points • 4–2, *page 11*

Introduction • 4–3, *page 11*

Explanation • 4–4, *page 12*

Conclusion • 4–5, *page 12*

### *Section II*

*Instructor's Resource Material and Lesson, page 12*

Introduction • 4–6, *page 12*

Purpose of the lesson • 4–7, *page 12*

Explanation of positive parenting of pre-teens • 4–8, *page 12*

Explanation of positive parenting of adolescents • 4–9, *page 13*

Review • 4–10, *page 13*

Suggested reading list • 4–11, *page 13*

### *Section III*

*Lesson Plan Format for Discussion, page 13*

Lesson plan • 4–12, *page 13*

Instructional aids • 4–13, *page 14*

### *Section IV*

*Staff Orientation on Stages Three and Four of the Family Life Cycle, page 14*

Introduction (5 Minutes) • 4–14, *page 14*

Explanation (10 minutes) • 4–15, *page 14*

Review (5 minutes) • 4–16, *page 14*

### *Section V*

*Summary of text on Parenting Pre-teen and Adolescents, page 14*

Purpose of the summary • 4–17, *page 14*

Reason for developing lesson • 4–18, *page 14*

Subject of the lesson • 4–19, *page 14*

## **Chapter 5**

**Stage Five: Families at the Child Launching Stage, page 17**

### *Section I*

*Outline, page 17*

Discussion of topic • 5–1, *page 17*

Teaching points • 5–2, *page 17*

Introduction • 5–3, *page 17*

Explanation • 5–4, *page 17*

Conclusion • 5–5, *page 18*

### *Section II*

*Instructor's Resource Material, page 18*

## **Contents—Continued**

Introduction • 5–6, *page 18*  
Purpose of the lesson • 5–7, *page 18*  
Explanation of getting ready • 5–8, *page 18*  
Explanation of getting set • 5–9, *page 18*  
Explanation of letting go • 5–10, *page 19*  
Review • 5–11, *page 19*  
Suggested reading list • 5–12, *page 19*  
Lesson plan • 5–13, *page 19*

### *Section III*

*Staff Orientation on Stage Five of the Family Life Cycle, page 20*

Introduction (5 minutes) • 5–14, *page 20*  
Explanation (10 minutes) • 5–15, *page 20*  
Review (5 minutes) • 5–16, *page 20*

### *Section IV*

*Summary of Text on Families at the Child, page 20*

Purpose of summary • 5–17, *page 20*  
Reason for developing the lesson • 5–18, *page 20*  
Subject of the lesson • 5–19, *page 20*

## **Chapter 6**

**Stage Six: Marriage After Child Rearing, page 20**

### *Section I*

*Outline, page 20*

Discussion of topic • 6–1, *page 20*  
Teaching points • 6–2, *page 21*  
Introduction • 6–3, *page 21*  
Explanation • 6–4, *page 21*  
Conclusion • 6–5, *page 21*

### *Section II*

*Instructor's Resource Material, page 21*

Introduction • 6–6, *page 21*  
Purpose of the lesson • 6–7, *page 22*  
The challenge of being together again • 6–8, *page 22*  
A time to reap • 6–9, *page 22*  
Review • 6–10, *page 22*  
Suggested reading material • 6–11, *page 22*  
Lesson plan • 6–12, *page 22*  
Instructional aids • 6–13, *page 23*

### *Section III*

*Staff Orientation on Marriage After Child Rearing, page 23*

Introduction (5 minutes) • 6–14, *page 23*  
Explanation (10 minutes) • 6–15, *page 23*  
Review (5 minutes) • 6–16, *page 23*

### *Section IV*

*Summary of Text on Marriage After Child Rearing, page 23*

Purpose of summary • 6–17, *page 23*  
Reason for developing the lesson • 6–18, *page 23*  
Subject of the lesson • 6–19, *page 23*

## Contents—Continued

### Chapter 7

#### Special Stage: When Parents Do Not Live Together, page 23

##### *Section I*

*Outline, page 24*

Discussion of topic • 7-1, page 24

Teaching points • 7-2, page 24

Introduction • 7-3, page 24

Explanation • 7-4, page 24

Conclusion • 7-5, page 25

##### *Section II*

*Instruction's Resource Material and, page 25*

Introduction • 7-6, page 25

Purpose of the lesson • 7-7, page 25

Explanation of being different • 7-8, page 25

Explanation: Everyone Has Two Parents • 7-9, page 25

Review • 7-10, page 25

Suggested reading material • 7-11, page 26

Lesson plan • 7-12, page 26

##### *Section III*

*Staff Orientation on Special Stage: When Parents Do Not Live Together, page 26*

Introduction (5 minutes) • 7-13, page 26

Explanation (10 minutes) • 7-14, page 26

Review (5 minutes) • 7-15, page 26

##### *Section IV*

*Summary of the Text on Special Stage Families, page 26*

Purpose of the summary • 7-16, page 27

Reason for developing the lesson • 7-17, page 27

Subject of the lesson • 7-18, page 27

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## Chapter 1

### Notes for the Instructor

#### 1-1. General Information

a. The materials in this pamphlet and the supporting training aids are aimed at the chaplain instructors who will lead these classes. This means that the chaplains will have great flexibility in developing the subject. They should strive for dialogue and maximum participation by all members of the class. They should feel challenged to develop the topic to meet the needs of their particular situation.

b. The materials should be enlarged and enlivened out of the instructor's own knowledge and experience. He or she may use the reading list at the end of each topic both for professional enrichment and as a source of materials to be used in the preparation of lesson plans. Instructors can be selective in what is taken from the suggested material.

c. The materials in this pamphlet are designed to encourage active student participation in moral leadership classes. The following educational guidelines should be foremost in instructors' minds in preparing for each class period.

(1) Instructors should use their knowledge and experience so that they serve as catalysts in the learning process.

(2) Instructors are primarily resource persons and, as such, should consciously plan to involve the students in the learning process by drawing out their understanding of the basic ideas of each topic.

(3) The ideas of individual students should be used as a means of helping their peers grasp the moral leadership insights involved in the discussion.

d. The materials in these lessons do not present exhaustive or definitive answers to questions inherent in the topic. The question and answer arrangement of the resources, rather than a lecture-oriented format, is designed to involve the students in a discussion with each other and the instructor.

e. The content of these materials deals with that consensus of values that preserves and nurtures the whole complex of institutions and human relations that make up our national life, and above all the soldier's life in a military unit. (See Foreword.)

#### 1-2. Content

Chaplain instructors have a responsibility to avoid any action, which would tend to confuse this training with religious instruction. Specifically, they will not, under any circumstances, use scheduled training periods to deliver a sermon, to sermonize parts of the topic, to upbraid troops for nonparticipation in chapel programs, to show religious films or to expound their own personal theological views.

#### 1-3. Reference materials

The United States Army provides basic regulations and guidance for instructors. Chaplains should become familiar with *these references* before they undertake the responsibility of classroom teaching. Read especially FM 21-6, *Techniques of Military Instruction*.

#### 1-4. Methods of instruction

Chaplains should think through the questions in the material and relate them to the situation in which the instruction is given.

a. *Conference Method.* This is essentially a form of group participation based on questions and answers. Instructors will find discussion questions in section I (Outline) of each chapter, for them to modify and relate to the situation in which the instruction is given. Instructors will attempt to engage students' minds, to open up avenues of thought which reinforce positive actions. Instructors should be prepared to have more questions that can be used in one session. When there is a lively discussion in the group, permit it to continue as long as it is fruitful. The function of the review at the conclusion of the conference is to clarify and summarize the essentials of the group discussions and allow instructors to indicate conclusions related to the topic.

b. *Committee Method.*

(1) Have the three persons seated to the extreme right of the first row form a committee with the three persons behind them, in the second row. The next three will form a committee with the three behind them. Having completed the formation of committees in the first row, carry on the same procedure with the third row. Progress as rapidly as possible, asking those seated in odd-numbered rows to form committees of approximately six persons with those seated behind them.

(2) Each committee will select one person to serve as chairperson.

(3) Instruct the group that each committee will discuss the problem presented and inform their chairperson of their opinion in order that he or she may answer the question with either "yes," "no," or "don't know."

(4) Present the question. This may be done by reading it, writing it on the blackboard, or by distributing sheets on which the question has been stated.

(5) Allow 3 minutes for discussion by the committees in order that they may instruct their chairpersons as to their response to the question.

(6) Take a poll of the chairpersons. Record on a blackboard or by some other method the number responding “yes,” “no,” or “don’t know.”

(7) After the poll has been taken, obtain from one or more of the chairpersons responding with “yes” the reason for their answer. Also obtain the reason for the response of “no.” It might be very instructive to discover the reason for the response “don’t know.”

(8) Sum up the discussion. The summary may be in the words of the text or illustrations from the text.

(9) Allow approximately 10 minutes for the discussion and summary.

(10) This method will permit discussion of three or more situations. Use as many as possible in the time allotted.

*c. Lecture Method.* This is the least effective method of instruction. Words are abstract symbols and only one of the physical senses is employed by the student, that of hearing. The lecture method should be used only when the class is too large to make the conference or committee method practical. Large classes provide an excellent opportunity to use the skit as a way of gaining the interest of the students.

### **1-5. Preparation of lesson plans**

Instructors must prepare a lesson plan from the resource materials provided in each chapter. The lesson plan should be personalized and adjusted to the needs of the local situation. Consult FM 21-6, Techniques of Military Instruction, in preparing this lesson plan. The following is the recommended procedure for preparing a lesson plan, which uses the resource materials and the creative abilities of the instructor in order to meet the standards of professional instruction.

*a.* The objectives of each lesson are listed in the Introduction of the Lesson Plan, section III, of each chapter and will be the guidelines for developing the lesson.

*b.* Decide upon one of the recommended methods of instruction: conference or committee.

*c.* Use the materials in section I (Outline) and section II (Instructor’s Resource Material) to complete the Lesson Plan format outlined in section III of each chapter.

*d.* Select and integrate the appropriate training aids into the lesson plan to support the instruction. Consult section IV (Instructional Aids).

*e.* Make a determination of the support requirements for the instruction on such matters as tools, equipment and materials, personnel, and transportation requirements.

### **1-6. Training aids**

The training aids available to support instruction are listed and described in section IV of each chapter. Instructors are also encouraged to consult the “Film Ministry Guide” of the Chaplain Board for other appropriate films. This Guide is updated regularly; newly acquired films may be more appropriate than those listed in each chapter.

### **1-7. Instructor attitudes**

It is essential for the instructor first to establish rapport with the audience. If soldiers are to participate freely in the discussion, they must have a degree of trust in the instructor. Toward this end of the instructor must establish some “ground rules” for the class. He or she can state that there will be a democratic spirit throughout the entire session in which expression of honest feelings and opinions by all will be encouraged. He or she will personally respect the opinion of every person, and see that the group develops the same consideration. Verbally and by actions, instructors should show that every individual who becomes vulnerable by sharing feelings and opinions with the group will be treated with dignity and respect. Such sensitive treatment of the people in the group will show true democracy at work and will model effectively the ideals being taught.

## **Chapter 2**

### **Stage One: Unattached Young Adults**

#### **Section I**

#### **Outline**

#### **2-1. Discussion of topic**

Young adults make preparation for marriage by detaching from family of origin and learning skills of personhood and social interaction.

#### **2-2. Teaching points**

*a. Growing up*

(1) Growing up begins with the process of moving beyond the family of origin.

(2) Growing up is to become one’s own person as evidenced by flexibility and adaptiveness in instances of stress/change.

*b. Preparing for Marriage*

- (1) A decision to marry requires an awareness of the effects of merging two family systems.
- (2) Premarital counseling is one of the most important steps to take in preparing for marriage.

*c. Staying single*

- (1) There are advantages and disadvantages in staying single, just as there are in marrying,
- (2) Being a single adult requires specific awareness.

### **2-3. Introduction**

*a.* This lesson is the first in a series of six that explain what has come to be called, “The Family Life Cycle.” While each lesson focuses on a specific period of time in the growth process, each is best understood in the context of all the other stages. In this lesson the instructor will explain to his/her audience some of the more basic ideas about “differentiation,” or the process of growing up. It is important that this lesson not be viewed as pre-marital discussion or as an opportunity to pit the single lifestyle over against the married experience.

*b.* The instructor will need to be alert to several possible currents during this class. First, the members of the audience will obviously represent a wide variety of needs and experiences. The task of the instructor, therefore, will be to keep interest alive while sorting out the possible interests of the group. Second, the instructor must keep in mind that the issues of this lesson are often very confusing for soldiers, and as such require clarity in presentation. In the area of relationships it is appropriate to assume that every audience will include those who have been hurt or disappointed. Warmth and empathy are important ingredients for the instructor to keep in his/her presentation. A third issue is the matter of the instructor’s affirming those elements that build sound relationships while challenging those that promote selfishness.

*c.* This lesson is an important and relevant opportunity to assist the young adult in finding some direction for his/her future, particularly in the relational arena. Time should be given to encourage and affirm the positive potential for marriage while at the same time affirming the single lifestyle as an acceptable alternative. In this light, the question and concerns of the audience should be solicited, and ensuing discussion should take precedence over the instructor’s agenda.

*d.* Modeling can be one of the most effective means for bringing about the kind of discussion that will lead to soldiers seriously considering the implications of entering adulthood.

### **2-4. Explanation**

*a. Growing up.*

- (1) Growing up begins with the process of moving beyond the family of origin.

*Question:* What were you told, as a child, to do or not do in order to be approved of?

*Discuss:* The importance of finding oneself apart from the expectations and demands of parents, siblings and close friends.

- (2) Growing up is to become one’s own person as evidenced by flexibility and adaptiveness in instances of stress/change.

*Question:* What was the hardest thing about adapting to Army life?

*Discuss:* Flexibility is fundamental to successful living in groups or alone.

*b. Preparing for marriage.*

- (1) A decision to marry requires an awareness of the effects of merging two families.

*Question:* If you marry, how much time will you be required to give to your in-laws?

*Discuss:* When you marry one, the package includes his/her family of origin peculiarities.

- (2) Pre-marital counseling is a most important step in preparing for marriage.

*Question:* What makes for a marriage that will last?

*Discuss:* Pre-marital counseling is a small investment on a big decision.

*c. Staying single*

- (1) There are advantages and disadvantages in staying single, just as there are in marriage.

*Question:* What are some advantages of being single?

*Discuss:* The importance of responsibility in decision making even though one chooses not to marry.

- (2) Being a single adult requires specific awareness.

*Question:* What are some long-range effects of living as a single adult?

*Discuss:* Living as a single adult means finding oneself in a society that often regards singleness as a problem.

### **2-5. Conclusion**

Becoming an adult is the first step in the so-called family life cycle process. The problems a person may encounter are often related to expectations and experiences from the family of origin. To be successful in making the transition, young adults must begin to take steps in finding their uniqueness apart from the messages of parents, friends, and other close relationships. This process does not mean that the emerging adult jettisons all of the things that were imparted by

parents and other influential people, rather it means each person must at some time make some basic decisions about his or her values, beliefs, likes and dislikes, as well as decisions about marriage or being a single person.

## **Section II**

### **Instructor's Resource Material**

#### **2-6. Introduction**

One of the biggest problems facing people who are trying to find themselves is where to begin the search. It seems so easy to quit school, leave home, get a job or join the Army. Almost at once those who search for themselves in the above listed places find that they have really only transferred the location of their search rather than found satisfying answers. One of the first lessons in this quest for identity is that life is filled with challenges that test our most fundamental beliefs about ourselves and others. We often find ourselves engaging in conversations or activities that we really don't believe in but we do believe that in order to get by or be accepted we must assume the same opinions, attitudes, or mannerisms of others. Moving towards maturity really involves the ability to act and communicate in a manner that is congruent with who I really am.

#### **2-7. Purpose of the lesson**

The Purpose of this lesson is to provide a forum where soldiers can have the opportunity to discover some of the means whereby they can move towards a more personally responsible style of life. Growing up is the first step, and as such involves a number of elements. Since some members of the audience are currently experiencing the changes the instructor will describe, it is important to keep in mind the kind of direction she/he is providing.

#### **2-8. Explanation of differentiation**

The process of "growing up" is often described as the process of differentiation. By this term its originators sought to explain the transition period from adolescence to adulthood. To begin with, it is important to understand that the process is set in motion by a sort of collision of parental direction, training, etc., and the young person's encounter with the real world or world of reality. Parental influence is very important, and most healthy teaching suggests that it is important to develop a respect for that influence not so much because it is perfect, for it isn't, but because it is part of who we are as we seek to deal with the daily routines of living. Nevertheless much of the directives of parents or significant others is internalized very early in a child's life. As early as the age of three or four a child begins to relate to the world outside based on the values, attitudes, and behavior of parental figures. The school-age years are usually spent living out the things learned in very early times. By the time adolescence sets in, (about 13 or 14), the child is well into his/her track of relating to the world and to others. Differentiation is the transition process from child to young adult. It may begin early for some but most often is accomplished in the early twenties. *The most significant part of differentiation is the onset of a more rational approach to life on the part of the young person.* The evidence of this rationality is best noticed in making decisions that were formerly the decisions of the parents. A person who has made the transition from adolescence to adulthood usually manifests a clear sense of personal responsibility as the result of accepting the demands and consequences of decision making.

#### **2-9. Explanation of marriage preparation**

While not everyone will choose to be married, the majority of young people still choose marriage over a single life style. Because marriage is such a radical life transition, making adequate preparation is critical to the success of the relationship. (It might be well to point out that so-called "arrangements," i.e., living together without benefit of marriage, are not usually considered adequate preparations for marriage). If careful preparation does not occur a couple will more than likely encounter some degree of relational difficulty. Even in the case of adequate preparation, marriages often require help in order to get on a solid footing. Preparation should include a series of counseling sessions with the chaplain or clergy person in which some of the dynamics of marriage are discussed in detail. There are a variety of tests that couples can take that will help them determine areas of strength as well as weakness. Issues that are often neglected in the bliss of infatuation need to be raised in the counseling environment. For example: who will manage the finances? Who will make the final decisions? Where will you spend your holidays? How many children, how soon, etc.? The list goes on and on and can vary according to the maturity of the individuals involved. Nothing is more important than learning the impact of the other person on one's lifestyle.

#### **2-10. Remaining single**

Being single in today's society is not so difficult as it once was. Nevertheless there are still many who view a single lifestyle as something far less fulfilling than married life, and single people are often regarded with less respect. The choice to remain single is a valid option for an adult. It should be pointed out, however, that singleness calls for living in a responsible manner just as being married does. Singles need to be aware of the pluses and minuses of being unmarried. Relationally there is no parallel to marriage in the single lifestyle. Singles need to be encouraged to pursue

life as a whole person, while at the same time accepting the fact that there is less opportunity for intimacy than there is in marriage.

## 2-11. Review

The family life cycle begins with a consideration of the transition from adolescence to voting adulthood. In this lesson consideration is given to the areas of differentiation, preparation for marriage, and the single lifestyle. The instructor for this unit should take the time to obtain or hear feedback from the listeners and seek to encourage questions and discussion that will help them reach conclusions that will enhance this life experience.

## 2-12. Suggested reading material

- a. Alberti, Robert E. and Michael L. Emmons. *Your Perfect Right*, San Luis Obispo: Impact Publishers, 1978.
- b. Collins, Gary R., Editor, *It's O.K. To Be Single*, Waco: Word Books, 1976.
- b. Johnson, Barbara Mary. *Saying Yes To Change*, Minneapolis: Augsburg Publishing House. 1981.
- c. Kalellis, Peter M. *A New Self-Image*, Allen, TX: Argus Communications. 1982.
- d. McGinnis, Marilyn. *Single*, Old Tappan. NP Fleming H. Revell Co. 1974.
- e. Newman, Mildred and Bernard Berkowitz. *How To Be Your Own Best Friend*, NY: Ballentine Books, 1971.
- f. Powell, John. *Why Am I Afraid To Tell You Who I Am?* Nile, IL: Argus Communications, 1982.
- g. Rogers, Carl R. *On Becoming A Person*. Boston: Houghton Mifflin Co., 1961.
- h. Schuller, Robert R. *Self Esteem: The New Reformation*, Waco: Word Books, 1982.
- i. Smith, Harold Ivan. *More Than "I Do"* - Kansas City: Beacon Hill Press, 1983.
- j. Steinmetz, Urban. *I Will*, Philadelphia: Fortress Press, 1976.

## Section III

### Lesson Plan Format for Discussion

## 2-13. Lesson plan

- a. *Instructional Unit*. Stage One: Unattached Young Adults
- b. *Type*. Discussion leader's option,
- c. *Time allotted*. 50 minutes.
  - (1) *Introduction of lesson*. (15 minutes)
    - (a) The objective of this lesson is to inform soldiers of the beginning stage of the Family Life Cycle as it pertains to them. The first state involves discussion about the transition from adolescence to adulthood and the associated changes this requires. Soldiers will receive information that will assist them in decision making about issues of marriage preparation and the choice to remain single as an adult.
    - (b) Reasons.
      1. To help soldiers recognize the transition from the unattached single life of the responsibility of marriage.
      2. To encourage soldiers to accept the challenges of the transition from youth to adulthood.
      3. To stress the importance of marriage preparation.
    - (c) Procedure.
      1. Announce classroom procedure.
      2. Introduce the topic.
      3. Use audio-visual aids.
    - (2) *Explanation*. (25 minutes)
      - (a) Growing up can be painful as one moves from being a member of the family of origin to becoming an adult with independence and responsibility.
      - (b) Marriage preparation requires much more than just "being in love." To be prepared to share one's life with another for a lifetime is to be aware of long range impacts that are the result of two family systems merging into one.
      - (c) Being a single adult in this society requires a person's awareness of the uniqueness of being single and a recognition of the differences in responsibilities.
    - (3) *Review (10 minutes)* Summarize and answer questions. Being alert to the clues that will help the instructor evaluate the audience's awareness of the topic. The instructor should be prepared to handle whatever type of follow-up that might be necessary as evidenced by the closing review period.
  - d. *Classes presented to*. All personnel.
  - e. *Equipment requirements*. Newsprint flipchart. Adequate seating. Lectern if appropriate. Paper and pencils for participants.
  - f. *Personnel*. Instructor and one assistant.

**2-14. Instructional aids (Optional)**

a. Differentiation (growing up) scale-instructions.

(1) On each line mark an x at the point where you think a grown up person ought to be.

(2) On each line mark an 0 at the point where you think you, yourself, are at this time in your life.

0 _____	25 _____	50 _____	75 _____	100 _____
		amount of flexibility under stress		
0 _____	25 _____	50 _____	75 _____	100 _____
		amount of adaptability under stress		
0 _____	25 _____	50 _____	75 _____	100 _____
amount of dependence of others for emotional support				

b. Advantages of the single life style.

(1) Fewer restrictions on use of time.

(2) Fewer restrictions on use of money.

(3) Fewer restrictions on where you live/work.

(4) More time to devote to doing what you want to do than if you have a marriage partner who also has needs.

(5) More opportunity to establish yourself educationally, financially, emotionally, and socially.

(6) Enjoy the blessing of God.

c. Disadvantages of the single life style.

(1) Lonely feelings.

(2) Tendency to be less disciplined in eating habits.

(3) Singles do not have the joys associated with parenthood.

(4) The longer one lives alone, the more difficult it is to establish close personal relationships especially with the opposite sex.

d. Advantages of being married.

(1) Companionship.

(2) Parenting.

(3) Sharing in life, work, leisure, etc.

(4) Enjoy the blessing of God.

e. Disadvantages of being married.

(a) Restrictions due to demands of other family members

(b) Accountability of time, money, and so on.

(c) Less "free" time.

(d) The demands of commitment in marriage and family are very hard for some people.

e. References. None.

f. Study assignments. None.

g. Student uniform. Duty uniform.

h. Troop requirements. None.

**Section IV**

**Staff Orientation on Unattached Young Adults**

**2-15. Introduction (5 minutes)**

This lesson is designed to raise the soldier's awareness regarding matters pertaining to the transition from adolescence to adulthood. The lesson includes consideration of the process of moving from the family of origin to independence and self-identity, concerns in marriage preparation, and the single life style.

**2-16. Explanation (10 minutes)**

The following aids are available for support of the lesson on Unattached Young Adults.

a. MF (VT) 16-13152 Is Everybody Happy But Me?

b. TF 16-4281 To Be A Person.

**2-17. Review (5 minutes)**

The responsible leader will be concerned with helping his/her soldiers in making the transition from a life within a family of origin to a life that involves more independence and responsibility. The potential for this topic includes presenting a topic that is often overlooked and thus leaving soldiers with no means to realistically evaluate their life posture or their decisions about relationships.

## **Section V**

### **Summary of Test on Unattached Young Adults**

#### **2-18. Purpose of the summary**

This summary is not to be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated sites of five or such as ROTC Recruiting, Security, MAAG's and Missions which cannot use the training facilities of larger units.

#### **2-19. Reason for developing the lesson**

This lesson is the first in an important series that examines the Family Life Cycle. As the first in the series it is foundational to subsequent lessons. Soldiers will be informed of basic ideas that may well assist them in making the transition from adolescence to adulthood.

#### **2-20. Subject of the lesson**

The subject of this lesson is the young adult. The focus is on the young adult's movement from attachment to independence in other relationships. Key to the lesson is the idea of responsibility in relationships and discovering oneself.

*a.* Growing up in a painful yet potentially exciting period in the life of the young person. In this transition time many of the experiences will be shaped by the perceptions of the young person carries with him/her from his/her family of origin. In the process of transition a young adult will need to become more aware of his/her uniqueness.

*b.* Marriage needs careful consideration and preparation in the light of its impact on the people involved. Learning about the other person's uniqueness will enhance the potential for the marriage's survival.

*c.* Staying single is an acceptable option but requires the young adult's awareness of the advantages and disadvantages of staying single.

## **Chapter 3**

### **Stage Two: Marriage to Birth of First Child**

#### **Section I**

##### **Outline**

#### **3-1. Discussion of topic**

Marriage succeeds when its strengths are able to withstand stresses and provide primary emotional satisfaction for each partner. It is essential that the process of melding two family backgrounds be accomplished early.

#### **3-2. Teaching points**

*a.* Coming Together

(1) Coming together begins with the awareness of both likenesses and differences in one another.

(2) Coming together means overcoming or working through some of the confusing and mixed messages of the outside environment.

(3) Coming together requires the development of a coping scheme.

*b.* Keeping it Together

(1) Keeping the marriage together depends first and foremost on commitment.

(2) Keeping the marriage together demands the existence of an adequate communication process between the Two partners.

(3) Keeping the marriage together is accomplished by the formation of an effective means to resolve conflict.

*c.* Staying Together

(1) Staying together requires facing the fact that one must decide to remain and keep working at making things better for the other.

(2) Staying together means love at its best-regarding the other as equal with oneself.

(3) Staying together is the result of never letting the glow of first love die out.

#### **3-3. Introduction**

*a.* This is the second lesson in a series of six that deals with "The Family Life Cycle." The focus of this lesson extends the previous lesson's focus that dealt with the movement from adolescence to young adult life. In this lesson the instructor will be concerned with putting the subject of marriage into the arena of challenge. The three teaching points are intended to provide the instructor with help in leading a discussion with the audience. Marriage is best treated, in this discussion, as an upbeat, lifelong, invaluable relationship. Although the lesson period may be very brief

in terms of time expended, it should be kept in mind that this may be an opportunity for some soldier to discover some much needed help in his/her relationship.

b. In the light of the varied “couple arrangements” that seem to be part of the relationship scene, the instructor should view this lesson as an affirmation of marriage rather than an opportunity to discuss the validity of “swinging,” “non-marriage,” and the attitude of easy come, easy go, in marriage relationships. The instructor should not add to the confusion brought on by so many conflicting opinions about the nature of a happy marriage.

c. The instructor should have a good “feel” for his/her audience prior to the lesson presentation, This feel for the group will enhance the content of the lesson as individuals in the audience listen and participate.

d. If appropriate, the instructor is encouraged to provide a sound, wholesome, model for the assembled. Encouragement for those who are married would be especially appropriate as they voice their concerns and anxieties.

### **3-4. Explanation**

#### *a. Coming together.*

(1) Coming together begins with the awareness of both likenesses and differences.

*Question:* When people get married, what are some of the differences they have to overcome.

*Discuss:* List some of the differences people who are married face. e.g., money, where to spend Christmas, how to spend leisure time, etc.

(2) Coming together means overcoming or working through some of the confusion that results from mixed messages from the cultural environment.

*Question:* Where do messages about values in relationships often come from?

*Discuss:* The importance or understanding one another’s expectations in marriage.

(3) Coming together requires the development of a coping scheme.

*Question:* What are some examples of coping with stress in marriage?

*Discuss:* Developing healthy coping skills can easily spell the difference between success in marriage and disaster.

#### *b. Keeping it together.*

(1) Keeping the marriage together depends largely on commitment.

*Question:* What does commitment has to do with how you feel about your spouse?

*Discuss:* Commitment is the cornerstone of marriage.

(2) Keeping the marriage together demands the existence of an adequate communication process between the two partners.

*Question:* How does communication happen in marriage?

*Discuss:* Communication skills are learned.

(3) Keeping the marriage together is enhanced by the development of effective ways to resolve conflict.

*Question:* What are some ways to resolve a conflict?

*Discuss:* Conflict resolution must involve both partners if progress beyond a problem is to be realized.

#### *c. Staying together.*

(1) Staying together requires facing the fact that one decides to remain in the relationship and continues to seek ways to make the relationships’ environment healthy and vital.

*Question:* What kind of attitude must a marriage partner have if the marriage is to outlast occasional unhappiness?

*Discuss:* Marriages require more than feeling good about the other person or oneself.

(2) Staying together requires love’s best, putting one’s partner equal with oneself.

*Question:* What makes this principle so difficult for many people?

*Discuss:* Putting the interest of one’s partner equal to self interest keeps a marriage from becoming dull.

(3) Staying together is the result of not letting the glow of first love die out.

*Question:* What is the difference between infatuation and love as it pertains to marriage?

*Discuss:* Love is an act of the will, and outlasts infatuation.

### **3-5. Conclusion**

The second stage of the Family Life Cycle involves the subject of marriage. The basis for this lesson is established in the belief that marriage begins and is sustained by commitment through the various changes involved when two people merge their values, backgrounds, beliefs, ideas, hopes, ambitions, and so on. This merging will require the utmost of energy and determination from time to time and thus create a setting in which children can eventually grow and mature. The beginning of the marriage is often one of the most difficult periods as well as one of the most exciting as two people create a whole new “family story.”

## **Section II**

### **Instructor’s Resource Material**

### **3-6. Introduction**

The instructor can begin by pointing out that marriage involves a radical change in life status. The changes may

include: legal status, emotional posture, geographical location, and so on. Although a couple can prepare for some of the change prior to marriage there is no way they can fully anticipate the impact. It is only in marriage that the radical difference is really experienced, thus it would be helpful to point out that arrangements like “living together” and the like do not constitute a “dry run.” In marriage two people have made a commitment, a promise, to become “one flesh” and as such have taken on a whole new and unique relational responsibility.

### **3-7. Purpose of the lesson**

The purpose of this lesson is to provide some basis for discussion about the second stage of the family life cycle. By now the listener should have some idea of what the family life cycle is about. Be sure to review the life cycle briefly and suggest that it is a means of looking at one’s life for the purposes of planning and preparing for the various levels of the responsibility.

### **3-8. Explanation of coming together**

The discussion begins with reference to the more or less obvious changes that marriage sets into motion. First of all your group should be aware that the change in status often begins with a sharpened awareness of the differences two people represent. While it’s wonderful to share many supposed likenesses, it is the experience of many couples that differences emerge very shortly after the vows have been made. For some couples the differences emerge as immediately as the honeymoon begins. Differences can be viewed, as they often are, as reasons for not making the marriage work. In fact in our society it is still very common to see the word, “irreconcilable differences,” associated with divorce. Yet differences can and probably should be viewed as the means whereby a couple avoids a bland, boring, relationship. In that light, it is important that two people learn to accept their differences, adjust to one another, and resist the temptation to take the “easy way out” of the marriage. Instead of looking for the nearest exit, a couple should be encouraged to find a coping scheme that they mutually implement to keep growing in relationship to one another.

### **3-9. Explanation of keeping it together**

The subject of this lesson is commitment. The young soldier often needs help in coming to grips with the idea that life really isn’t just fun and easy gratification. Commitment as presented here is a means to overcome some of the obstacles to a strong marriage. It should be noted that commitment is included in such decisions as finishing school, saving money, keeping out of trouble, and so forth. Commitment is sustained by a good communication process. When two people are able and willing to communicate it need not be that difficult to develop a deep commitment that will see them through the most trying times. When commitment and communication are combined, a couple may find that revolving conflicts can and will be accomplished without excessive strain on the marriage.

### **3-10. Explanation of staying together**

Staying together involves the conscious decision to “stick it out” because the commitment has been made to do so. Once that is established in the minds of two people marriage is not so difficult. A couple should have opportunity to look back on the good things that they have shared together and the things that drew them to one another to begin with. Once a couple has declared their love to one another that love will flourish because they have made the rational, as well as emotional, commitment to love their partner as long, as they both shall live. The audience should be encouraged to resist the mixed messages for the times in which the basis for marriage is often related to personal satisfaction or what feels good. This troublesome message leads to confusion and chaos because it suggests that marriage, is just one more impermanent experience when in fact it can be the most lasting and thus most satisfying relationship humanly possible.

### **3-11. Review**

The second stage in the family life cycle is certainly one of the most important in terms of discussion in that it deals with marriage and the implications for radical change when two people from different backgrounds come together to form a unit. This lesson demands the instructor’s thoughtful preparation to include thinking about the group and its varied needs. Giving positive affirmation to the marital status is important to the discussion and should be a very clear part of the presentation.

### **3-12. Suggested reading list**

- a. Bach, George and Wyden Peter. *The Intimate Enemy: How To Fight Fair In Love and Marriage*, NY: William Morrow and Co., 1969.
- b. Dobson, James C., *Family under Fire*, Kansas City: Beacon Hill Press, 1976.
- c. Dobson, James C., *Love Must Be Tough*, Waco: Word Books, 1981.
- d. Dobson, James C., *Straight Talk To Men About Their Wives*, Waco: Word Books, 1980.
- e. Drakeford, John W., *Games Husbands and Wives Play*, Nashville: Broadman Press, 1970.
- f. Erikson, Erik H., *Identity and the Life Cycle*, NY: W.W. Norton and Co., 1980.
- g. Horton, Marilee., *Free to Stay at Home*, Waco: Word Books, 1982.

- h. Wright, It. Norman, *Seasons of a Marriage*, Ventura Regal Books, 1983.
- i. Youngberg, Millie and John, *Marriage Commitment*, Berrien Springs, ME Andrews University, 1981.

### Section III

#### Lesson Plan Format for Discussion

#### 3-13. Lesson plan

- a. *Instructional unit.* Stage Two., Marriage to Birth of First Child
- b. *Type.* Discussion leader's option.
- c. *Time allotted.* 50 minutes.
  - (1) *Introduction of lesson.* (15 minutes)
    - (a) This lesson's objective is to explain a key principle for a successful marriage. Most of the audience will have interest in this lesson whether married or intending to be married. This lesson will provide sonic basic information about this stage of the family life cycle. Key words are commitment, blending, coping, and conflict resolution.
    - (b) Reasons.
      - 1. To help soldiers gain a healthy perspective on the possibilities inherent in a good marriage.
      - 2. To provide some basic guidelines on how to develop a healthy relationship and how to sustain that relationship.
      - 3. To bring some information to light so that soldiers will have a less confused set of values from which they will view marriage.
    - (c) Procedure.
      - 1. Announce classroom procedure.
      - 2. Introduce the topic.
      - 3. Use audio-visual aids as appropriate.
    - (2) *Explanation.* (20 minutes)
      - (a) The beginning of the marriage is a time for getting to know one another, learning to understand the differences as well as enjoying the likenesses.
      - (b) Commitment is the key to sustaining marriage and requires continued effort of both people in the marriage. The key component is healthy communication.
      - (c) Marriages stay together because two people build their relationship on the solid foundation of a love that is not self serving, rather, an act of will in which one person places the needs of self on equal with the needs of the other.
    - (3) *Review.* (15 minutes) Summarize and answer questions. Stay alert to trends and concerns that would merit a follow-up session of sonic kind. Be sure to cast marriage in a positive light while at the same time reinforcing the importance of commitment.
  - d. Classes presented to all personnel.
  - e. Equipment requirements include flip chart, movie projector/video, player and monitor.
  - f. Personnel required include instructor and assistant.

#### 3-14. Instruction aids

- a. Small group discussion suggestions. Allow small groups to discuss their impressions of the following:
  - (1) Incompatibility
    - (a) Different goals.
    - (b) Different methods of obtaining goals.
    - (c) Inability to share goals.
    - (d) "Wedded but not married."
  - (2) Broken Relationships
    - (a) Natural progression from incompatibility.
    - (b) Distrust of spouse.
    - (c) Emotional/physical separation.
  - (3) Anti-social patterns
    - (a) Spouse violence.
    - (b) Swinging couples.
  - (4) Alienation
    - (a) Give tip hope of a satisfactory marriage.
    - (b) Low self-esteem as it result of unhappy marriage.
    - (c) Alienation from loved ones, society, self.
- b. References. None.
- c. Study assignments. None.
- d. Student uniform. Duty uniform.

e. Troop requirements. None.

## **Section IV**

### **Staff Orientation on Stage Two of the Family Life**

Cycle

#### **3–15. Introduction (5 minutes)**

This lesson is the second in the Family Life Cycle series of six lessons. The aim of this lesson is to reinforce the values of a marriage in which both partners receive support and nurture.

#### **3–16. Explanation (10 minutes)**

The following aids are available in support of this lesson.

- a. MF 16-4810 Together Forever, 25 minutes. Three vignettes of couples seeking growth in their marriages.
- b. MF 16-13011 The Fable of He and She, 11 minutes.

#### **3–17. Review (5 minutes)**

One of the most demanding aspects of life in the military is the blending of one's profession and one's marriage. This lesson will place emphasis on the value of marriages that are strengthened by will and commitment. Soldiers will receive encouragement to stay with the basic values of marriage relationships that stress durability.

## **Section V**

### **Summary of Text on Marriage to Birth of First Child**

#### **3–18. Purpose of the summary**

This summary is not to be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated sites of five or less, such as ROTC, Recruiting, Security, MAAG's and Missions, which cannot use the training facilities of larger units.

#### **3–19. Reason for developing the lesson**

To provide information on marriage sustainment and create an atmosphere of caring and attention that will help the soldier increase his/her effectiveness in marriage and family relationships.

#### **3–20. Subject of the lesson**

The subject of this lesson is marriage up to the birth of the first child. It is aimed at the newly married and those who are contemplating taking the step of marriage.

## **Chapter 4**

### **Stages Three and Four: Family with Child and Family With Adolescent**

## **Section I**

### **Outline**

#### **4–1. Discussion of topic**

This lesson will deal with families with children from pre-adolescence through adolescence.

#### **4–2. Teaching points**

- a. Positive Parenting of Pre-teens.
  - (1) Pre-teens are socialized in the family.
  - (2) Pre-teens are nurtured in the family.
- b. Positive Parenting of Adolescents.
  - (1) Teaching the rules and boundaries.
  - (2) Teaching responsibility.

#### **4–3. Introduction**

a. In this series of lessons the instructor has an opportunity to provide information and give encouragement to parents of both pre-teens and teenagers. It is vitally essential to the presentation that you, the instructor recognize that this lesson is intentionally brief and that you will have the responsibility of determining what, if any, follow-up or continuation is necessary. The basis for this lesson is the book, *Traits of a Healthy Family*, by Dolores Curran.

Permission has been secured to draw extensively from this book. If the instructor hasn't read this book he or she should obtain a copy and read it through in preparation for this lesson.

b. While both stages covered in this lesson have many similarities, please note the obvious and not-so-obvious differences in the age groups. The key point this lesson will stress is the positive views of one's own family. It would be helpful to begin the class with a simple exercise like, "share one thing you appreciate about your family." In this way the instructor sets a tone of candor and hopefulness.

c. Because of the considerable concern throughout the Army regarding child abuse, this lesson can be an important piece in the overall effort which seeks ways to deter child abuse by posing positive ideas about rearing children. Destructive parenting practices should not be ignored: rather they should be treated with careful consideration in the light of their destructive impact on the whole family.

#### **4-4. Explanation**

a. Positive parenting of pre-teens.

(1) Pre-teens are socialized in the family.

*Question:* What does it mean to socialize?

*Discuss:* Socialization is the process of becoming a member of the society into which one is born.

(2) Pre-teens are nurtured in the family.

*Question:* How are the ways in which one is nurtured in the family understood?

*Discuss:* Nurturing includes providing children direction, encouragement, correction, etc.

b. Positive parenting of adolescents.

(1) Teaching the rules and boundaries.

*Question:* Who makes the rules?

*Discuss:* Rules are for health and well being, not for diminishing the joy of life and living.

(2) Teaching Responsibility.

*Question:* What's the opposite of responsibility?

*Discuss:* Responsibility teaches one to accept the control of his/her own destiny.

#### **4-5. Conclusion**

Parenting is composed of many elements that are relative to each family's situation, circumstance, values, etc. Some things are common to all. Among those 'common tasks are such things as living with others, taking responsibility for one's behavior, and the like.

## **Section II**

### **Instructor's Resource Material and Lesson**

Plan Format for Discussion

#### **4-6. Introduction**

It is recommended that the instructor be prepared to hand out the *Traits of a Healthy Family* Checklist (fig. 3-1). Ask each member of the class to check 15 traits they believe are indicative of a healthy family. Following the filling out of the forms ask for a show of hands of those favoring each trait. Record the number of responses on a flipchart or vugraph transparency.

Next, list the 15 traits that received the highest number of responses, ranking them from 1 to 15. (See fig. 3-2). Hand out the list from the book *Traits of a Healthy Family*. Ask class members to compare the text book answer with their own list and the class list.

Have the class go through the same procedure by using the 10 least common traits. Again, make comparisons and discuss, if time allows.

#### **4-7. Purpose of the lesson**

The purpose of this lesson is to raise the awareness of the class concerning the traits that are most often associated with a healthy family.

#### **4-8. Explanation of positive parenting of pre-teens**

This discussion should focus on the process of socialization and nurturing of children from birth to adolescence. In this stage parents will confront most basic challenges of parenting by providing children with some of the essential training in how one is to live in society. The child's emotional posture will be shaped in the earliest years of its existence. During this time much will be taught in various ways that will define the manner in which the child will relate to the rest of society. Values and messages about successful living will be communicated during this time. Nothing is more important in the years prior to adolescence than communicating healthy messages about the child and others.

Of further importance is the matter of nurture, a child needs more than physical feeding and attention in its early years. Emotional support to give confidence and self esteem, coupled with a nurturing of the spirit, thus preparing it for belief and faith, are tremendously important. A child will depend on parents or guardian, during this period for direction and encouragement, Parents need to learn how best to care for their child in the light of the challenges it will face in its very near future.

#### **4-9. Explanation of positive parenting of adolescents**

During the adolescent stage, parents often find themselves faced with a mystery in the form of their teenager. No period of a person's life seems to be quite so tumultuous as the teen years. During this time children will look for direction about major decisions while at the same time they will test, challenge, and in general, play havoc with reason and sensibility. There is no question that teenagers are a challenge, in fact they are also an opportunity to assist in becoming adults. In this lesson the instructor must take time to deal with issues that are of concern to the audience. Keep in mind that parents of teens will not always be concerned with the things that parents of pre-teens view as immediate needs. Teens and their parents are often at odds with one another and both sides really desire peace. The instructor's role now is to point out the positive aspects of family living. Parents would be helped if they could take time to identify the most positive thing about their teen. Every teen is worthy of consideration and attention. To see the value in one's own child can help offset pain. Teens can also benefit by identifying that which they appreciate the most about their family. Parents can be encouraged during this time to do things that will convey a message of trust and responsibility to their teens. An atmosphere like that allows for rules that are for the well being of those they love.

#### **4-10. Review**

The third and fourth size of the Family Life Cycle is a "hot" item in that it deals with parenting issues. Every audience can enter into the spirit of discussion here because everyone has childhood memories. The key words for this lesson are *positive parenting*. All family members should be able to view their family situation in a hopeful light. Parents can learn to parent effectively if they will be take the time to learn some of the basics. It must begin with a positive attitude towards the changes that need to be made.

#### **4-11. Suggested reading list**

Curran, Dolores. *Traits of a Healthy Family*. Minneapolis: Winston Press, 1983.

### **Section III**

#### **Lesson Plan Format for Discussion**

#### **4-12. Lesson plan**

- a. *Instructional Unit*. Stages Three and Four: Family with Child and Family With Adolescent.
- b. *Type*. Discussion Leader's Option.
- c. *Time allotted* -50 minutes,
  - (1) Introduction of lesson. (15 minutes)
    - (a) This lesson's aim is to encourage parents of children to view their family from birth to adolescence in a positive frame. Parenting positively is not to overlook the problems or needed corrections; rather it is to lift up the possibilities inherent in any family. The instructor should feel the "current" of the audience in terms of their needs. Pain, interests, etc.
    - (b) Reasons.
      1. To help the listeners gain an appreciation for their own family-
      2. To provide some basic guidelines in helping parents come to grips with their particular needs while at the same time to develop an understanding of this phase of the family life cycle.
    - (c) Procedure.
      1. Announce classroom procedure.
      2. Introduce topic.
      3. Use appropriate aids.
    - (2) *Explanation*. (20 minutes)
      - (a) Parents of pre-teens put their energy into building basics by nurturing and socializing their children in preparation for living in society as a whole.
      - (b) Parents of teens participate in a kind of struggle before the child goes out on his/her own. This struggle is characterized by a time of rule setting and value formation. The struggle against this definition is painful and necessary.
    - (3) *Review* ( 15 minutes) Summarize and field questions. Keep the tone positive while at the same time providing re-assurance where necessary,
  - d. Classes presented to all personnel with concerns in the area of parenting.
  - e. Equipment requirements. Use of flipchart, vu-graph, and other equipment as necessary.

f. Personnel required include instructor and assistant.

#### **4-13. Instructional aids**

- a. Traits of A Healthy Family scale.
- b. Fifteen Most Common Traits of A Healthy Family.
- c. Ten Least Common Traits.
- d. References. None.
- e. Study assignments. None.
- f. Student uniform. Duty uniform.
- g. Troop Requirements. None.

### **Section IV**

#### **Staff Orientation on Stages Three and Four of the Family Life Cycle**

#### **4-14. Introduction (5 Minutes)**

This lesson is the third and fourth in a series of six on the family life cycle. The aim of this lesson will be to help parents look at their family in a positive light while at the same time looking at ways to improve their quality of life.

#### **4-15. Explanation (10 minutes)**

The following aids are available in support of this lesson:

- a. MF16-5988 *Teenagers Talk: Getting Through Adolescence*, 12 minutes.
- b. TF 16-4281 *To Be A Person*, 19 minutes.
- c. MF 16-9234 *Tokens of Love*, 15 minutes.

#### **4-16. Review (5 minutes)**

Parenting is an important concern of the commander. Healthy family groups allow for soldiers to concentrate on their work and carry out their mission.

### **Section V**

#### **Summary of text on Parenting Pre-teen and Adolescents**

#### **4-17. Purpose of the summary**

This summary is not be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated sites of five or less, such as ROTC, Recruiting, Security, MAAG's, and Missions which cannot use the training facilities of larger units.

#### **4-18. Reason for developing lesson**

To provide information to parents about the matters related to parenting pre-teens and adolescents. Key to this lesson is the idea of parenting positively. Parents have the responsibility to socialize, nurture, guide, and encourage their children. This task is best carried on in the environment of love and encouragement,

#### **4-19. Subject of the lesson**

Rearing children.

- 
1. \_\_\_\_ communicates and listens
  2. \_\_\_\_ is affirming and supportive of one another
  3. \_\_\_\_ has a balance of interaction among members
  4. \_\_\_\_ develops trust
  5. \_\_\_\_ has a sense of play and humor
  6. \_\_\_\_ respects the privacy of one another
  7. \_\_\_\_ fosters family table time and conversation
  8. \_\_\_\_ fosters individual dining habits
  9. \_\_\_\_ exhibits a sense of shared responsibility
  10. \_\_\_\_ shares leisure time together
  11. \_\_\_\_ encourages individual use of leisure time
  12. \_\_\_\_ has a strong sense of family; treasures family traditions
  13. \_\_\_\_ honors its elders
  14. \_\_\_\_ looks forward to adolescent years
  15. \_\_\_\_ able to let go of grown children
  16. \_\_\_\_ prays together
  17. \_\_\_\_ has a shared religious core
  18. \_\_\_\_ permits religious flexibility among members
  19. \_\_\_\_ is not religion oriented
  20. \_\_\_\_ admits to and seeks help with problems
  21. \_\_\_\_ feels problems are private responsibility of the family
  22. \_\_\_\_ allows members to be part of their peer culture
  23. \_\_\_\_ shares the same values
  24. \_\_\_\_ accepts and encourages individual values
  25. \_\_\_\_ values the work ethic
  26. \_\_\_\_ values college
  27. \_\_\_\_ values high income
  28. \_\_\_\_ values work satisfaction
  29. \_\_\_\_ values service to others
  30. \_\_\_\_ is consumer-oriented; finds gratification in goods
  31. \_\_\_\_ is cause- or movement-oriented
  32. \_\_\_\_ values rural or small-town mores
  33. \_\_\_\_ values metropolitan mores
  34. \_\_\_\_ values risk and courage, public acting out of principles
  35. \_\_\_\_ values going alone and keeping peace
  36. \_\_\_\_ teaches a sense of right and wrong
  37. \_\_\_\_ teaches respect for others
  38. \_\_\_\_ operates from a base of parental rules
  39. \_\_\_\_ operates from a base of mutually negotiated rules
  40. \_\_\_\_ operates from a base of few or no rules
  41. \_\_\_\_ establishes roots in one community
  42. \_\_\_\_ is mobile, living in many communities
  43. \_\_\_\_ is known and respected in the neighborhood
  44. \_\_\_\_ treasures privacy over community affairs
  45. \_\_\_\_ is active in community affairs
  46. \_\_\_\_ is heavily in "little league" type activities
  47. \_\_\_\_ volunteers freely for school/church type activities
  48. \_\_\_\_ has control of family time and calendar
  49. \_\_\_\_ is a heavily-viewing television family
  50. \_\_\_\_ is a moderately-viewing television family
  51. \_\_\_\_ views relatively little television
  52. \_\_\_\_ is financially secure
  53. \_\_\_\_ has two parents living at home
  54. \_\_\_\_ has a wife/mother who does not work outside the home
  55. \_\_\_\_ has three or fewer children
  56. \_\_\_\_ owns its own home

Figure 4-1. From TRAITS OF A HEALTHY FAMILY by Dolores Curran. Copyright C 1983 by Dolores Curran Used with permission by Harper & Row, Publishers, Inc., San Francisco.

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### Fifteen Most Common Traits of A Healthy Family\*

<i>Rank</i>	<i>Item</i>	<i>Trait Name</i>
1	1	Communicates and listens
2	2	Affirms and supports others
3	37	Teaches respect for others
4	4	Develops a sense of trust
5	5	Has a sense of play and humor
6	9	Exhibits a sense of shared responsibility
7	36	Teaches a sense of right and wrong
8	12	Has a strong sense of family in which ritual and tradition abounds
9	3	Has a balance of interaction among members
10	17	Has a shared religious core
11	6	Respects privacy of one another
12	29	Values service to others
13	7	Fosters table time and conversation
14	10	Shares leisure time
15	20	Admits to and seeks help with problems

Figure 4-2. TRAITS OF A HEALTHY FAMILY by Dolores Curran. Copyright C 1983 by Dolores Curran. Used with permission by Harper & Row. Publishers, Inc . San Francisco.

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## Chapter 5

### Stage Five: Families at the Child Launching Stage

#### Section I

#### Outline

##### 5-1. Discussion of topic

The child-launching stage is a very turbulent experience for both children and parents. The sense of loss and uncertainty is a common experience for both.

##### 5-2. Teaching points

###### a. Get Ready.

- (1) Children begin the move from dependence to independence.
- (2) Parents must learn to relate to their children as adults.
- (3) Children begin their own “first stage” (unattached young adult).
- (4) Parents redirect energy into their own marriage and other interests.

###### b. Get Set.

- (1) Children begin the process of emotional and material detachment from parents.
- (2) Parents reflect on the positive aspects of their parenting efforts.
- (3) Children begin to make life choices such as vocation, life partner, and so on.
- (4) Parents develop communication skills that deepen their commitment to one another.

###### c. Let Go!

- (1) Children need the opportunity to experience the feeling of being on their own,
- (2) Parents must overcome their need to rescue.
- (3) Children need to make decisions and accept the responsibility for their outcomes.
- (4) Parents need to develop a positive outlook on the rest of their lives about their future without children.

##### 5-3. Introduction

a. This lesson will benefit both parents and children who are ready to leave the nest and establish their own identity. Since the experience is really limited to parents who have been married for several years, the instructor would be advised to take the time to be certain that the lesson really meets the needs of the people.

b. The key issue in this lesson is letting go gracefully. For children the lesson is “getting out and on their own.” One of the most obvious emotional dynamics involved is that of grief due to the sense of loss that is experienced by the parents and the children. Relationships that have been fairly clearly defined are now cast in a whole new light; parents and children will have the opportunity and the challenge to “cash in” on the year of nurturing and modeling.

##### 5-4. Explanation

###### a. Get Ready.

- (1) Children move from dependence to independence.

*Question:* What are some examples of the difference between dependent living and independent living.

*Discuss:* Independence is much more involved than just doing your thing.

- (2) Parents must learn to relate to their children as adults.

*Question:* What are some differences in how parents relate to children when they are adults and before they become adults?

*Discuss:* Relating to children as adults, requires a kind of respect for them as individuals with their own ideas and opinions.

- (3) Children begin their own “first stage.” (Unattached young adults).

*Question:* What are some of the tasks of the first stage in the family life cycle?

*Discuss:* The first stage of the family life cycle is begun with the emotional and material detachment of the child for the family of origin.

- (4) Parents re-direct energy to their own marriage and other interests.

*Question:* What are some of the things that have been put off during the time most of the energy went to rearing children and caring for a family?

*Discuss:* It is essential to parents that they have time and space to re-discover each other and recommit their energies to their marriage.

###### b. Get Set.

(1) Children begin the process of emotional and material detachment from parents.

*Question:* What's the hardest thing to let go for children?

*Discuss:* It is essential to the well being of the children that they detach as completely as possible.

(2) Parents reflect on the positive aspects of their parenting efforts.

*Question:* What was the best thing about your family?

*Discuss:* Thinking positively about family members can reduce tensions and raise appreciation.

(3) Children begin to make life choices such as vocation, life partner. etc.

*Question:* What does a child's upbringing have to do with these choices?

*Discuss:* Life choices reflect the values, attitudes. and beliefs of the family of origin.

(4) Parents deepen their communication skills that deepen their commitment to one another.

*Question:*How do we communicate deeply?

*Discuss:* Deep communication consists of much more than the words spoken.

c. *Let Go!*

(1) Children need the experience of being on their own.

*Question:* What is the most fundamental lesson one must learn in order to succeed at being independent?

*Discuss:* Independence increases responsibility.

(2) Parents must overcome their need to rescue.

*Question:* What needs are met for parents when they pick up the pieces?

*Discuss:* Parents are created with an instinct to take care of their own.

(3) Children need to accept the consequences for their decisions.

*Question:* What is the hardest consequence of a decision you made that turned out less than right!

*Discuss:* Consequences often teach more and more effectively than all the lectures in the world.

(4) Parents need to develop a positive outlook toward the rest of their lives.

*Question:* What did you enjoy most about your child(ren)?

*Discuss:* The benefits of a well-preserved family history.

## **5-5. Conclusion**

Stage five spells pain and trouble for every family. It also spells excitement and joy when the years of preparation begin to bear fruit. While no family does it all right, no family does it all wrong either.

## **Section II**

### **Instructor's Resource Material**

#### **5-6. Introduction**

This stage in the family life cycle is very important to those families approaching the "child launching" stage of their lives. Due to the radical changes that are included in the child launching stage the instructor can expect to encounter a range of possible emotions. The grief associated with change is amplified by the sense of loss. Learning new ways to deal with the change in time and energy demands can result in reactions that are depressive in nature. The instructor can expect to deal with a variety of questions that center on assimilating the many differences into a new direction.

Time should be given for allowing the participants opportunity to explore their concerns in some detail. Sensitivity to the broad implications of the questions and comments will be facilitative.

#### **5-7. Purpose of the lesson**

The purpose of the lesson is to continue the examination of the various stages of the Family life cycle. In this stage the interest is in the changes faced by the changing family that is ready to send the children out on their own.

#### **5-8. Explanation of getting ready**

This portion of the lesson focuses on the dramatic changes that families experience during the launching stage. Getting ready is nothing less than accepting the fact of detachment. For both children and parents this is often a difficult time. Although the change is necessary, it is still usually accompanied by a sense of loss. The child becomes an adult when it begins to function more independently of the family of origin. This independence is marked more by taking on responsibility than in rebelling against the rules that have long been in effect. During this time parents will begin to recognize the changes and have the opportunity to react to their children as adults. The children's moving into their own "First stage" will be manifested as they develop more opinions and ideas of their own about their lives in relation to the rest of society. During this time parents may well begin to feel the impact of the amount of energy that has been diverted from the couple to the children. It is not uncommon for parents to question the depth or vitality of their marriage as they look at it for the first time in the new light of less demand from children.

#### **5-9. Explanation of getting set**

a. During the launching stage children begin to detach themselves from some of the emotional and material

connections and dependencies they had with their parents. Parents can begin to reflect with warmth and satisfaction on the positive aspects of the child. Parents will be able to develop new levels of communication and expression of their love and commitment to one another.

b. In this time of the process both parents and children can expect to begin to accept to some small degree at least the changes that are imminent. Once this process begins, parents and children can experience the joys of the changes with some degree of confidence that this really is part of a plan or cycle.

### **5-10. Explanation of letting go**

The stage is completed when letting go takes place. Turning loose is difficult, but to do less is to diminish the child and the marriage. Children become less self-conscious of the new posture of independence while parents feel less guilt and anxiety about the direction of their child's life. Parents are necessarily going to have to overcome the tendency to want to rescue the child from situations that they perceive as threatening in some way. It is essential that children be given the opportunity to experience the consequence of decision making. At this time parents will need to be well on their way to finding new life and potential in their relationship. It is proper to spend more of their resources, materially and emotionally, on each other. The joy of the marriage is the fruit of having invested so much of their lives into the family. Once the last child has departed from the home, parents are really free to get on with the rest of their lives.

### **5-11. Review**

This life cycle stage will apply mostly to those families that are at this stage. All families can learn from it and in fact can begin to work on their own family future in the light of what family is all about, namely, preparing future generations for the society to come.

### **5-12. Suggested reading list**

- a. Conway, Jim. *Men In Mid Life Crisis*. Elgin, IL. David C. Cook Publishing Co., 1978.
- b. Golan, Naomi. *Passing Through Transitions*. NY: The Free Press, 1981.
- c. Gould, Robert L. *Transformations: Growth and Change In Adult Life*, NY: Simon and Schuster, 1978.
- d. Olson, David H., and McGubbin. Hamilton I. and Associates. *Families: What Makes Them Work*. Beverly Hills: Sage Publications. 1983.
- e. McCubbin. Hamilton L, Elizabeth Cauble and Joan M. Patterson. *Family, Stress, Coping and Social Support*. Springfield, IL. Charles C. Thomas. Publisher, 1982.
- f. Pines. Ayala M. and Elliot Aronson with Ditsa Kafry. *Burnout: From Tedium to Personal Growth*, INY: The Free Press, 1981.
- g. Polenz Joanna Magda. *In Defense of Marriage*. NY: Gardner Press, Inc., 1981.
- h. Rice, David G. *Dual Career Marriage: Conflict and Treatment*. NY: The Free Press, 1979.
- i. Streen, Herbert S., *The Extramarital Affairs*, NY: The Free Press, 1980.

### **5-13. Lesson plan**

- a. *Instructional Unit*. Stage Five: Family at Child Launching.
- b. *Type*. Discussion leader's option.
- c. *Time allotted* -50 minutes.
  - (1) *Introduction of lesson (15 minutes)*
    - (a) The child-launching stage is a most traumatic time for both parents and children. As a result this lesson will focus on the potential for making the transition in a manner that will be of most value to both children and parents. Parents may be reassured that this period is naturally painful but survivable. Children can be encouraged to look upon this time of change as a threshold to the rest of their lives.
    - (b) *Reasons*.
      1. To help the audience work through issues related to the child-launching stage.
      2. To assist families in finding creative alternatives to the deep sense of loss that many experience.
  - (c) *Procedure*.
    1. Announce classroom procedure.
    2. Introduce Topic.
    3. Use appropriate aids.
  - (2) *Explanation (20 minutes)*
    - (a) The preparation for this stage is an ongoing process for every family. Because the concept is a cycle, this stage is first experienced by everyone as a child. Parents and children each have many tasks to put their energy into. Children seek their identity. Of necessity parents are now faced with the dynamics of their own marriage and the possibility of doing some enriching and deepening.
    - (b) Detaching for both parents and children is best characterized by the child's letting go of many of the material and emotional supports and the parents resisting the temptation to rescue every time there is a threat to the offspring.

(c) Letting go is really the fulfillment of the intended process for both children and parents. It is without question a time of grief, and all the forces of the grief process are in force during this time. The potential for both parent and child is very positive once this transition has been made. Parents should have the opportunity to enjoy the fruit of their efforts as their children blossom and become their own person. The joys for both are finally realized when parents and children enter into an adult-to-adult relationship.

(3) *Review.* Summarize and answer questions.

*d.* Audience classes will be presented to all personnel as appropriate.

*e.* Equipment requirements. None.

*f.* Personnel required. Instructor and assistant.

*g.* Instructional aids. None.

*h.* References. None.

*i.* Study assignments. None.

*j.* Student uniform. Duty.

*k.* Troop requirements. None.

## **Section III**

### **Staff Orientation on Stage Five of the Family Life Cycle**

#### **5-14. Introduction (5 minutes)**

This lesson will focus on the family that has reached the so called child-launching stage. At this point both parents and children will undergo significant change as the child becomes a young adult. Parents will often experience stress in their relationship as they learn to redirect energy from family rearing to their own marriage.

#### **5-15. Explanation (10 minutes)**

The following aids are available in support of this lesson.

*a.* MF16-5987 Minnie Remembers. 5 minutes.

*b.* MF16-5882 The Weekend. 12 minutes.

#### **5-16. Review (5 minutes)**

This stage of the family life cycle will affect a smaller number of the families in the Army community because it is directed at those who have been married for a number of years and have children that are old enough to be on their own.

## **Section IV**

### **Summary of Text on Families at the Child**

Launching Stage

#### **5-17. Purpose of summary**

This summary is not to be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated sites of five or less, such as ROTC, Recruiting Security, MAAG's and Missions which cannot use the training facilities of larger units.

#### **5-18. Reason for developing the lesson**

To provide material for discussion on the topic of child and parent response to the fifth stage of the family life cycle, the child-launching stage.

#### **5-19. Subject of the lesson**

Child launching.

## Chapter 6

### Stage Six: Marriage After Child Rearing

#### Section I

##### Outline

#### 6-1. Discussion of topic

This topic centers on the couple who face the so-called empty nest and the possibility of retirement. These transitions in the life cycle are not without significant challenge for the couple.

#### 6-2. Teaching points

*a. Together again.*

- (1) Renewing the commitment.
- (2) Celebrating a partnership.

*b. A time to reap.*

- (1) Enjoying what has been sown.
- (2) Thanks for the memories.

#### 6-3. Introduction

*a.* The instructor will likely have an audience that is fairly select in terms of the application of this lesson. The final stage in the family life cycle includes the empty nest, retirement, and the so-called declining years. In the presentation the instructor will focus primarily on the first two parts, since the final category is rarely encountered.

*b.* It is important to tie this lesson in with the rest of the lessons. What the instructor has to deal with is a picture of a journey, no point of which is less important or potentially exciting than any other. It would be good to spend some time prior to class reflecting on the problems associated with growing older, facing the final years of one's life, and so on.

*c.* Since it is likely that this class will be presented to those close to or already retired, sensitivity is especially important. The instructor may find it helpful to talk to the installation retiree liaison person. Getting in touch with the dynamics of leaving the military community for both the soldier and the family will aid the instructor significantly.

#### 6-4. Explanation

*a. Together again.*

- (1) Renewing the commitment,

*Question:* What are some of the vows that have held your marriage together?

*Discuss:* Renewing a commitment is a good opportunity to look at the strength of the relationship,

- (2) Celebrating a partnership.

*Question:* What single element of a partnership is most critical to keeping it functioning?

*Discuss:* A partnership involves a continuous maintenance.

*b. A time to reap.*

- (1) Enjoying what has been planted.

*Question:* What do you enjoy most about where you are in your life passage right now?

*Discuss:* Taking time to look at where you have been can really bring the possibility for celebration into focus.

- (2) Thanks for the memories.

*Question:* What do you appreciate most about your partner?

*Discuss:* Appreciating your partner is an easy way to recommit yourself to the rest of the journey.

#### 6-5. Conclusion

The final stage of the life cycle is another transition that families must make. For some this is a time of great pain and even disappointment because they see life its ending once the children are gone. For others it is a time of re-discovering, of the vitality of their own relationship.

#### Section II

##### Instructor's Resource Material

#### 6-6. Introduction

The final stage of the family life cycle is defined as the time from the departure of the last child from the family home until the death of one of the spouses. During this time the family is again composed of husband and wife. Offspring are now related to in much the same way as other adults, although with less intensity as they once were. Interaction of the couple is the primary activity in the relationship.

### **6-7. Purpose of the lesson**

The purpose of this lesson is to provide couples who are either retired or planning to retire with some sensitization for the future. A key element of this discussion may well center on the chance or transition from military life to civilian life. It is certain that some people will need help in learning to focus on their spouse in the light of an empty nest or job change.

### **6-8. The challenge of being together again**

For some couples the challenge of living their lives without the demands of children or career is traumatic. Now that the nest is empty a couple will need to replace the children and the career with someone and sometime else. This is a time for renewal of the commitment the couple made to one another when they were married. Learning or relearning what they share in common, what they value together, what they need, and what they can give to one another, are tasks that impose themselves on the period following child launching.

Whatever the circumstances, the couple may now find ways, to celebrate their partnership. This is accomplished by doing things and becoming better partners. One of the hallmarks of this period is the experience of loss. Children are gone, career is ending or ended, friends pass on, older family members die, and so on. Loss is clearly one of the more obvious aspects of this time.

### **6-9. A time to reap**

a. Every couple that has endured truly "has a treasure laid up" that they may now begin to enjoy. When possible the couple should be encouraged to find the things that they appreciate about their marriage and discuss that together. It is a time to examine the pluses and reflect on them. It is a time to ponder the joy of commitment to their vows and their ideals. While it is possible that every couple at this stage can reflect on some of the negative aspects, they are encouraged to focus on the positive.

b. Couples need time to sort through their imagined memories. Memories are viewed in a positive frame, Out of memories emerge energy for the future. Our memories are not all painful and we should reflect on what is actually of a positive nature.

### **6-10. Review**

In the final stage of the family life cycle the focus is again on the couple. In this stage their adjustment to children as adults, being a couple again, and coping with loss. This is a time for creative reflection and renewed energy towards the rest of one's life. Couples at this stage will go through periods of rediscovering one another. Grief will be experienced due to the loss of young children to adulthood, job change, or retirement. The changing health of spouse/self impacts at this time. It is also a time to reap the joys of all that one has done with one's life. Key to this stage is the ability to transition gracefully. Some people re-discover their faith and look forward to a more vital religious experience.

### **6-11. Suggested reading material**

a. Carter, Elizabeth A. and Monica McGoldrick. *The Family Life Cycle: A framework For Family Therapy*, NY: Gardner Press. Inc., 1980.

b. Golan, Naomi. *Passing Through Transitions: A Guide for Practitioners*, NY: The Free Press, 1981.

c. Stokes, Kenneth, Editor. *Faith Development In The Adult Life Cycle*, NY: W.H. Sadlier. 1981

d. Stuart. Richard B. *Helping Couples Change*, NY: The Guilford Press, 1980.

### **6-12. Lesson plan**

a. *Instruction Unit*. Stage Six: Marriage After Child Rearing.

b. *Type*. Discussion Leader's Option.

c. *Time allotted* -50 minutes.

(1) *Introduction of lesson (15 minutes)*

(a) This lesson is presented for the purpose of giving those couples in the sixth stage of the family life cycle information and encouragement through a period of transitions. The lesson will provide opportunity to raise awareness of the uniqueness as well as some of the opportunities this period in their lives provides.

(b) *Reasons*.

1. To help couples make a healthy transition to life after children.

2. To encourage couples at this stage to recommit themselves to the primary relationship of their marriage.

3. To assist, with information, couples in coping with the grief response to the various losses and changes.

(c) *Procedure*.

1. Announce classroom procedure.

2. Introduce topic.

3. Use visual information aids.

(2) *Explanation (25 minutes)*

(a) The period following child rearing or a career is marked by significant change. As with all change, there is pain and stress. In this case the marriage can be the focus of a successful transition through the renewal of commitment and the celebration of the partnership.

(b) Drawing on the memories, rituals and investments the couple has made over the years is encouraged it is a time to enjoy one another and their adult children. Additionally it is a time for devoting more attention to one another.

(3) *Review (10 minutes)* Take time to summarize what was presented. Get a sense of the relevance of the information to the group. Encourage any follow-on questions or discussion

d. *Classes presented to.* Appropriate personnel.

e. *Equipment requirements.* Note taking materials for participants,

f. *Personnel.* Instructor.

**6–13. Instructional aids**

a. MF 16-5422. The Endless Threat, 27 minutes.

b. SF16-245. TVT16-33, Oh My Darling, 8 minutes.

c. TF 16-4810. Together Forever, 25 minutes.

d. References. None.

e. Study assignments. None.

f. Student uniform. Duty.

g. Troop requirements. None.

**Section III**

**Staff Orientation on Marriage After Child Rearing**

**6–14. Introduction (5 minutes)**

This lesson is focused on the period of transition from one career to another and from parenting to the “empty nest.” This is the time when couples are required to examine their “next move.” It is a potentially difficult time marked by loss and change. It is also a potentially satisfying time of rediscovering one another, relating to children as adults, and enjoying the benefits of a life of productivity.

**6–15. Explanation (10 minutes)**

The following aids may be used to support this lesson on the sixth stage in the family life cycle. None.

**6–16. Review (5 minutes)**

The role of leadership at this stage is to be aware of the stress that many people encounter at this stage of their lives. It is not a time for mourning. It is a time for learning to use what has been stored up wisely. It is a time for “recoupling” and enjoying one’s spouse. It is a time for transition to other interests. It is a time for encouragement and deepened faith,

**Section IV**

**Summary of Text on Marriage After Child Rearing**

**6–17. Purpose of summary**

This summary is not to be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated detachments of five or less, such as ROTC, Recruiting, Security, MAAG’S and Missions which cannot use the training facilities of large units.

**6–18. Reason for developing the lesson**

This is the final stage of the family life cycle and as such is a fitting conclusion to the process from the unattached adult stage to the time for retirement and the empty nest.

**6–19. Subject of the lesson**

The subject of this lesson is the couple after child rearing and a career. The focus is on the couple’s potentials that are in their marriage and in their life-long investments in their family and career.

a. Marriage is the base from which the couple can proceed with the rest of their lives. Through the renewal of their commitment and the discovery of a contentment with one another a couple can enjoy a bright and hopeful future,

b. This stage can be marked by painful loss as well as invigorating gains. Now is the time to “cash in” on all the years of planning, investing in children, and making friends.

## Chapter 7

### Special Stage: When Parents Do Not Live Together

#### Section I

#### Outline

##### 7-1. Discussion of topic

a. When parents do not live together, the family takes on a special form. Included in this discussion are those situations that are evidenced in.

- (1) Divorced parents.
- (2) Widowed parent.
- (3) Single parent.
- (4) Stepfamily.

b. While these special situations are not stages in the Family Life Cycle, the configuration should be thought of in relation to the various stages.

##### 7-2. Teaching points

a. *Different is not less.*

(1) While our society is composed of a large variation of family compositions there is still a sense in which the old fashioned family pattern of mom, dad, and children prevails. The wide variation of family situations--due to divorce, death, or never-married single parents, forces discussion leaders to examine some of the common ground in families in relation to the family life cycle.

(2) Because many people have no say in the matter of their family composition it is most important to lift up the positive and the possible in families regardless of the parental status.

b. *Everyone has two parents.*

(1) The absent parent is no less a parent. Somewhere everyone has a second parent. This is an important point to deal with in that it relates directly to how children progress toward their own first stage' in the family life cycle.

(2) Children, whether adult or younger, will need opportunity to think about the absent parent. Perhaps it will be a painful encounter for some to try to remember or to visualize the absent parent.

##### 7-3. Introduction

a. This final lesson in the Family Life Cycle sequence is directed at those “special” situations where the family is headed by one parent. Key to a better understanding of these situations is the realization that normal' is less easily defined than it once was in regard to family composition. Keeping in mind the possibility that the audience will be made up of people from widely varied family experiences is essential to effective communication when doing this lesson.

b. It is a time for affirmation of what is and what can be when the instructor begins this series of lessons. The greater the sensitivity to the variations the better because many people from non-traditional homes will be looking for some sign that their “difference” is acceptable. Of concern in this class are the individuals who come from single parent families, divorced homes, homes where a parent has died or committed suicide, homes where alcohol problems exist, and so on. The unusual is not nearly as unusual as it may have once been.

c. Class leaders can create a positive and hopeful environment for those for whom much has not gone right. If the instructor can communicate the message that being different is not being bad, or no good, much will be accomplished in this lesson.

d. Using creative means of opening up discussion is strongly encouraged for this session. Dialogue, self disclosure, and discussion will facilitate useful conversation with your soldiers and families.

##### 7-4. Explanation

a. *Difference is not bad.*

(1) Being from a different family composition is not a bad thing, Beyond the fact that a large number of people share the experience of the broken home or the single parent family, is the belief that one's value is still intact.

*Question:* What is your idea of the “normal” family?

*Discussion:* The so-called “normal” family is often outnumbered by the blended family, the single parent family, and so on.

b. *Everyone has two parents.*

(1) The realization that everyone has two parents somewhere is important in that it gives some sense of “normalcy.”  
*Question:* What makes the information about having two parents so important?  
*Discussion:* By accepting the idea of two parents one may be able to come to a more stable sense of who they are and how they will enter into their own first stage.

### **7-5. Conclusion**

The so-called “Special Stage” is really very important in the light of the wide variation of family configurations. It is also important to cast the situation of the non-traditional family in a positive light.

## **Section II**

### **Instruction’s Resource Material and**

Lesson Plan Format for Discussion

### **7-6. Introduction**

The phrase “today is the first day of the rest your life,” could well be applied to this lesson. In many instances of the so-called “special stage,” people are facing the emotional wall of immobility due to disappointment and a sense of something that’s not quite right about themselves. Emphasizing the potential in the non-traditional family provides a much needed release for some folks in that it underscores the idea that they are o.k. and their future is o.k.

The need for affirmation is vitally important in this lesson because much of the material that will emerge from “living documents” will reflect loss. Families that have origins in loss are often in need of the affirming that is provided those who have suffered loss due to death or divorce.

### **7-7. Purpose of the lesson**

The purpose of this lesson is to provide a discussion and teaching setting where very real and current life situations are presented. The lesson content is a means for achieving growth and direction in the non-traditional family,

### **7-8. Explanation of being different**

*a.* The differences between the traditional family group and the family that is composed of one parent and possibly one stepparent should be viewed in the light of current social frameworks. Our society is composed of so many “blended families” and single parent homes that the norm is very hard to establish. For purposes of this discussion the assumption is that the biological family of origin is the norm and all other variations are other than the norm. Differences between the special stage family and the routine family include:

- |                                       |     |   |
|---------------------------------------|-----|---|
| (1) Marriage                          | vs. | Remarriage                              |
| (2) Birth of children                 | vs. | Instant children                        |
| (3) Biological parents together       | vs. | One biological parent not present       |
| (4) Launching from one set of parents | vs. | Launching from more than one set        |
| (5) Integration of new generation     | vs. | Integrate into stepparents’ generations |

*b.* The stepfamily situation is truly a stressful one in that so much has to be held in balance by children and parents. While many stepfamilies do succeed, many others find the task of blending several family traditions, and creating a new tradition too demanding, and thus fail to hold together. The difference, while very important in the discussion, is not nearly so important as the belief that difference doesn’t mean bad. While recognizing the unique strains, a stepfamily member should be encouraged to see the enormous potential for health. Affirmation is key to this part of the process.

### **7-9. Explanation: Everyone Has Two Parents**

Although one biological parent is usually still present in special stage families, the absent parent has a very strong influence over the life and development of the children. Everyone has two parents and is strongly influenced either by the memory or the contact with that parent. Emotional awareness of the absent parent can be helpful in the future development of the child. Repressed feelings, anxieties, anger, etc. are all resident in every child in a special stage home, of notable significance are issues of power and control in the special stage family. The absent parent is often, unfairly, thought to be on the side of the child against the present parent or stepparent. The stresses of adjusting to a special stage are greatly magnified in the struggle for control. The child who comes to grips with the absent parent in a healthy manner stands a better chance for his/her own differentiation. (Stage 1)

What must be primary concern for members of the special stage family is the development of a healthy atmosphere in which all members of the family may grow and develop in a wholesome environment.

### **7-10. Review**

The family life cycle affects the special stage family in a different manner in that the differences between the biological family and the stepfamily have very different dynamics that keep it going. While different from the biological family

the special stage family is not bad or worse. In addition it is most important that the absent parent somehow be figured into the child's process so that feelings, questions, and attitude do not deter the child from his or her own development.

### **7-11. Suggested reading material**

- a. Carter, Elizabeth A. and Monica McGoldrick. *The Family Life Cycle: A Framework for Family Therapy*. NY: Gardner Press., Inc., 1980.
- b. Hart, Archibald D. *Children and Divorce: What To Expect, How To Help*. Waco: Word Books, 1988
- c. Pepler. Alice Stolper. *Single Again-This Time with Children*. Minneapolis: Augsburg, 1982.
- d. Sager. Clifford I. *Treating the Remarried Family*. NY: Brunner/Mazel Press, 1982. Visher, Emily B. and stepfamilies: A Guide to Working with Stepparents and Stepchildren. Secaucus, NJ. The Citadel Press. 1919.

### **7-12. Lesson plan**

- a. *Instructional unit*. Special Stage: When Parents Do Not Live Together.
- b. *Type*. Discussion leader's option.
- c. *Time allotted*, 50 minutes.
  - (1) *Introduction of lesson (15 minutes)*
    - (a) This special lesson is to inform soldiers and their families of the special challenges and possibilities facing the special stage family.
    - (b) *Reasons*
      1. To help soldiers and their families recognize the special situation of the special stage family as well as the possibilities.
      2. To encourage growth and hope.
      3. To stress the importance of growth in every situation.
    - (c) *Procedure*
      1. Announce classroom procedure
      2. Introduce the topic.
      3. Use appropriate audio-visual aids.
    - (2) *Explanation (25 minutes)*
      - (a) While there is a difference in family compositions, the potential for growth is present in any situation.
      - (b) Getting in touch with feelings means recognizing the influence of both parents, even the absent one,
      - (3) *Review (10 minutes)*. Summarize and answer questions. Ask, "What have you learned in this lesson?" Gain a sense of the audience affect.
    - d. *Classes presented to*. All personnel.
    - e. *Equipment requirements*. Flipchart.
    - f. *Personnel*. Instructor,
    - g. *Instructional Aids*. None.
    - h. *References*.
    - i. *Study assignments*. None.
    - j. *Student uniform*. Duty Uniform.
    - k. *Troop Requirements*. None.

## **Section III**

### **Staff Orientation on Special Stage: When Parents Do Not Live Together**

#### **7-13. Introduction (5 minutes)**

This lesson is the introduction of the so-called special family, The family without both biological parents is a different family than the biological family. Its potential for success is very good. One requirement is to encourage openness and candor in hopes of encouraging family members to move on in their own developmental process.

#### **7-14. Explanation (10 minutes)**

The following aids are available for support of the lesson on the Special Stage family.

- a. *Step Families*. This film may be rented from the American Association for Counseling and Development, Alexandria, VA. For current information about cost, call (703) 823-9800.
- b. MF16-5887, First Year A.D., 14 minutes.

#### **7-15. Review (5 minutes)**

The family in the special stage will be most assisted when there is evidence that the instructor understands the

differences as well as the potentials for growth. Relationships are key to the success of the special stage family as a means of affirmation and encouragement.

#### **Section IV**

#### **Summary of the Text on Special Stage Families**

##### **7-16. Purpose of the summary**

This summary is not to be used in place of a Moral Leadership class. It may be used for staff briefings and to relieve the difficulty of supplying instruction for isolated sites of five or less, such as ROTC, Recruiting, Security, MAAG'S and Missions which cannot use the training facilities of larger units.

##### **7-17. Reason for developing the lesson**

This lesson completes the Stages of the Family Life Cycle outline. Due to the significant number of families without both parents in the Army community, this is a most important topic.

##### **7-18. Subject of the lesson**

This lesson focuses on the parent and child in the family where both parents do not live together. It is important that the message of affirmation and hope be strong and clear.

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