



While we wait for people to log into our class, send your email address so that you can receive a certificate of completion. Also take time to pull down the attachments which are posted in the chat. If you cannot see the slides or open the attachment, then let me know. We will send you the slides and attachments NOW by email.

My name is _____ and I am _____. I will be leading this training which is built on lessons written by Grace Yeuell, Religious Education Program Director.

Welcome to combined Faith Development training. This training we will cover some of the topics our Chief of Chaplains has identified as critical for Chapel Staffs and Volunteers to know. During this training we plan to provide you with helpful information and, hopefully, the confidence you will need to act in support of children, adolescents, and adults in your Chapel congregation.

Please make sure that you have handy copies of the following hand-outs.

1. *Facets of Religiosity*
2. *Adult Religious Education teacher*
3. *Children's Religious Education teacher*
4. *Youth of the Chapel leader*
5. *Stages of Faith*
6. *Cone of Learning*
7. *Classroom rules and consequences*

Our mission from OPORD 13-138 is to "ensure that every person working with children understand that his or her principal concern must focus on the safety, health and well-being of the children entrusted to their care."

In order to best accomplish this mission, we are looking at two sections of training:

Section 1: Growth in Life and Faith

Section 2: Leading, Learning and Positive Discipline

Growth in Life & Faith

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





Welcome and thank you for being here.

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

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

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

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

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

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

Your assignment today is to pick 1 of the following; write your answers in your JOURNAL. Send a photo of your activity notes.

- Reflect on your own faith development in light the ringed approach and the staged approach. Write a paragraph about which ring of faith development and what stage of faith development you feel like you are at – and why.
- Compare our Chapel programs to the stages/rings of faith development. Which ring/stage does each program/class/event match up with?
- If you are a chapel teacher, list some specific activities from the Cone of Learning that you can use Journals to help your students develop faith.

In Section 1 we will look at three domains of human development. Knowing something about these domains will help us to better understand how children, adolescents, and adults think, how they relate to people and the world around them, and how they come to know God and respond to God in faith.

Let's go!

Developmental Domains

- ∞ Cognitive/Intellectual
 - How Children Think
- ∞ Social/Emotional
 - How Children Relate to People and the World Around Them
- ∞ Faith
 - How Children Come to Know God and Respond to God in Faith

Domains of Development are Closely Related



Within the field of human growth and development, there are a number of developmental domains or ways of looking at and talking about how we grow and change throughout our lives. Some of these domains are: physical development, cognitive development, language development, social development, moral development.....the list goes on and on. In this training we will briefly look at only three of these developmental domains:

- 1. cognitive/intellectual development or how children think*
- 2. social/emotional development or how children relate to people and the world around them*
- 3. faith development or how children come to know God and respond to God in faith*

Though each of the theories we will look at identifies stages of development from birth through adulthood, we will only look at what these theories have to say about children, adolescents, and adults.

As we move forward you may begin to think that you are hearing some similarities between these theories. If so, you will be right! All of these domains of development are closely related and build off of each other. Listen for it. Are you ready?

Cognitive/Intellectual Development

∞ How do children think?

- Concrete and Literal
 - Difficulty “conserving” information and transferring it.
- Egocentric
 - Difficulty seeing things from the perspective of others.
- Present Tense
 - Limited sense of time, past and future.
- Attribute Human Characteristics to Inanimate Objects and Natural Phenomena
 - Work to create balance and harmony (“equilibrating”) to make sense of the world.



The first developmental domain we will look at is cognitive/intellectual development or how children think. In particular it is important to know that children are concrete and literal thinkers. They are egocentric. They think mostly in the present tense; and they have a habit of attributing human characteristics to inanimate objects and natural phenomena. Now let's go back and unpack all of that.

1. **Children are concrete and literal thinkers.** This means, among other things, that they don't really understand the meanings that we give to our symbols. For example, look at a dollar bill and you will see a pyramid with an eye on top of it. When you look at that dollar bill you might say to yourself, “Look, the all-seeing eye of God!” You might then make the mistake of saying to a child, “God is like this eye that sees you no matter where you are.” For the concrete, literal thinking child, a dollar bill is a dollar bill, an eye is an eye, and God is God. A child cannot take the eye symbol, “conserve” that idea, and then transfer it to God. “God is like this phone that is always there when you want to talk” doesn't really work either, unless you want that child to take apart your phone in an effort to find God.
2. **Children are egocentric thinkers.** This means, among other things, that their ideas and their things don't belong to them. Their ideas and their things are a PART of them. That is why it is so difficult for children to share. Handing over a toy is like handing over an arm or a leg. That is also why it is so difficult for children to take someone else's point of view. There is no other point of view! If you ask a child, “What would your friend Brittany think?” or “How would your friend Luke feel?” the child's answer will sound remarkably like his or her own thought or feeling on the subject!
3. **Children think in the present tense.** This means, among other things, that distinguishing events of the recent past or future from events of the distant past or future is difficult. For example, a child may easily think that Grandma has, in fact, personally met characters from ancient scriptures. That same child may overhear someone say, “the end is coming” and assume that the end probably means tomorrow.....no kidding!
4. **Children think of inanimate objects and natural phenomena as having human characteristics.** This means, among other things, that a child's teddy bear can be “happy” or “sad,” that thunder and lightning can be the snapping fingers of an angry sky,” and that God can “walk,” “talk,” “go to bed,” and do just about everything else that a person can do. This ability helps children to make cognitive sense of the world while they are growing in knowledge and understanding. Each new object or phenomena that a child encounters causes an internal struggle for comprehension. The child is temporarily knocked off balance by the struggle and responds by creating their own explanations. “Rain must mean that the sky is sad because I feel sad on rainy days.” New information and knowledge then leads the child to a new balance and harmony.

Social/Emotional Development

- ⇒ How do children relate to people and the world around them? WITH A SENSE OF
- *HOPE* in the battle between Trust or Mistrust
 - *WILL* in the battle between Autonomy or Shame & Doubt
 - *PURPOSE* in the battle between Initiative or Guilt
 - *COMPETENCE* in the battle between Industry or Inferiority

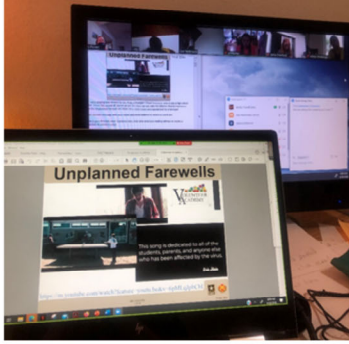




The second developmental domain we will look at is social/emotional development or how children relate to people and the world around them. In particular, we will look at how children struggle between opposing forces to develop a balanced sense of hope, will, purpose, and competence for relating to people and making sense of the world. Some more unpacking is in order!

1. **Basic Trust vs. Mistrust – Hope:** During the first or second year of life, the major emphasis is on the mother and father’s nurturing ability and care for the child, especially in terms of visual contact and touch. Children will develop optimism, trust, confidence, and security if properly cared for and handled. If children do not experience trust, they may develop insecurity, worthlessness, and general mistrust in the world.
2. **Autonomy vs. Shame – Will:** The second stage occurs between 18 months and 3 years. At this stage, children have an opportunity to build self-esteem and autonomy as they learn new skills and right from wrong. Well-cared for children are sure of themselves, carrying themselves with pride rather than shame. During this time of the “terrible twos”, defiance, temper tantrums, and stubbornness can also appear. “No!” becomes a big word. Children tend to be particularly vulnerable during this stage, sometimes feeling shame and low self-esteem during an inability to learn certain skills.
3. **Initiative vs. Guilt – Purpose:** The third stage occurs between 3 and 6 years. During this stage children experience a desire to copy the adults around them and take initiative in creating play situations. Children make up stories with dolls, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what they believe it means to be an adult. “Why?” becomes a big word. If children are frustrated by their natural desires and goals, they may easily experience guilt. In this stage the most significant relationship is with the basic family.
4. **Industry vs. Inferiority – Competence:** This stage occurs between 6 and 12 years. During this stage, children are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry. This is also a very social stage of development. If children experience unresolved feelings of inadequacy and inferiority among their peers, they can have serious problems in terms of competence and self-esteem. As their world expands a bit, children’s most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important.

Reliance

- ☞ Faith is reliance
- ☞ Religiosity is a collection of actions

As we look at the development of faith, we are looking at how a person leans on God.
 - This is Trust that this Divine Being is reliable.

What is reliance?

Look at the chair you are sitting on. You have faith that it will not break while you sit on it. Look at the log PFC Villarreal is walking on. He has faith that the guys who set it up knew what they were doing.

Look at the computer or phone you are using to “attend” this class, we REALY on – trust that the technology will work – we trust that the mysterious internet will transmit our voices and images.

If we can rely on – have faith in – chairs, logs, and technology which we can see, then we can understand relying on – having faith in – the God whom we cannot see.

Our class today is not about general reliance and the reliability of chairs and technology. We are talking about faith in and reliance on God.

We are talking about how we can help the chapel grow in faith – faith development for ALL children, adolescents, and adults.

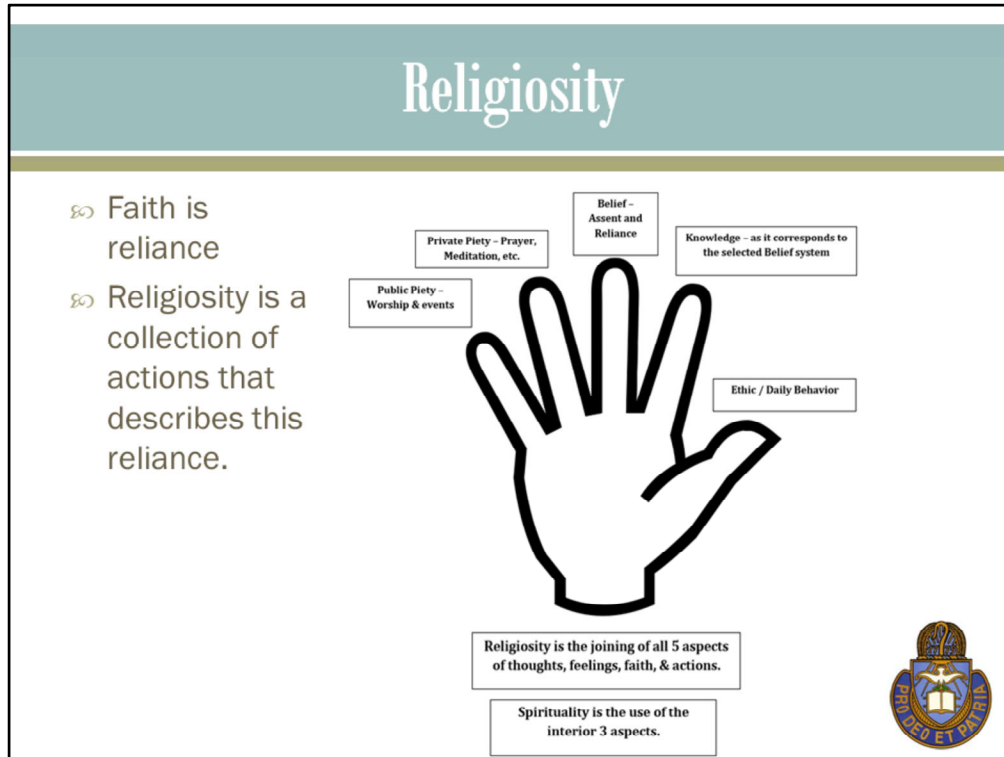
Faith Development

Faith Development is a lifelong process...

Adults, Adolescents & Children



The third developmental domain we will look at is faith development or how children come to know God and respond to God in faith.



As we look at the development of faith, we are looking at how a person leans on God.

- Trusts that this Divine Being is reliable.

The action of faith is a collection of actions known as religiosity. We introduced religiosity in the Religion & Military Children class.

Take a photo of this slide, or take a look at the handout of religiosity facets.

Stark showed that where 1 facet grows and changes, then the other 4 grow and change as well.

The Religiosity Hand can help you examine your personal life and in your conversations with people of other religions. It might help you think about what you need to look at more as a class and as individuals.

Ethic, knowledge, and public piety are measurable.

Many people say, "I am spiritual, not religious." When you talk with them, you will hear that what they are describing are the 3 interior parts of religiosity (Private Piety, Belief/Reliance, and Knowledge).

It could be that by talking spirituality, then they are actually claiming a particular religion. There are some religious groups which are more focused on these activities more than on Ethic or Public Piety.

The assessment websites can help you as you think about these things. This is a whole other class.

Faith Development

- ∞ How do people come to know God and respond to God in faith?
 - A Ringed Approach
 - Experienced
 - Affiliative
 - A Staged Approach
 - Undifferentiated
 - Intuitive-Projective
 - Mythic-Literal



We will look at two different approaches to this developmental domain. Both approaches have helpful insights for those of us who work with children in Chapel settings.

Faith Development

John Westerhoff

- WILL OUR CHILDREN HAVE FAITH?





In a **Ringed Approach**, we understand faith as growing like the rings of a tree, with former stages remaining a part of the whole.

a. **Experienced Faith** is the faith of pre-school & early childhood. Experienced faith says, “This is what ‘we’ do. This is how ‘we’ act.” It is a time of imitation. For example, children pray the Lord’s Prayer without understanding the meaning of all the words because this is something we do. The family unit is their primary understanding of who “we” is.

b. **Affiliative Faith** is the faith of childhood & early adolescence. Affiliative faith says, “This is what ‘we’ *believe* and do.” This is ‘our’ group/church. It is a time of belonging to a group. It is still a time which centers around the imitation of what the group does. That group is usually a community of faith like a church, a synagogue, a mosque, or an Army Chapel congregation.

Consider how each of these approaches to faith development might impact what you say and what you do as a leader, working with Soldiers & Families, in the Chapel.

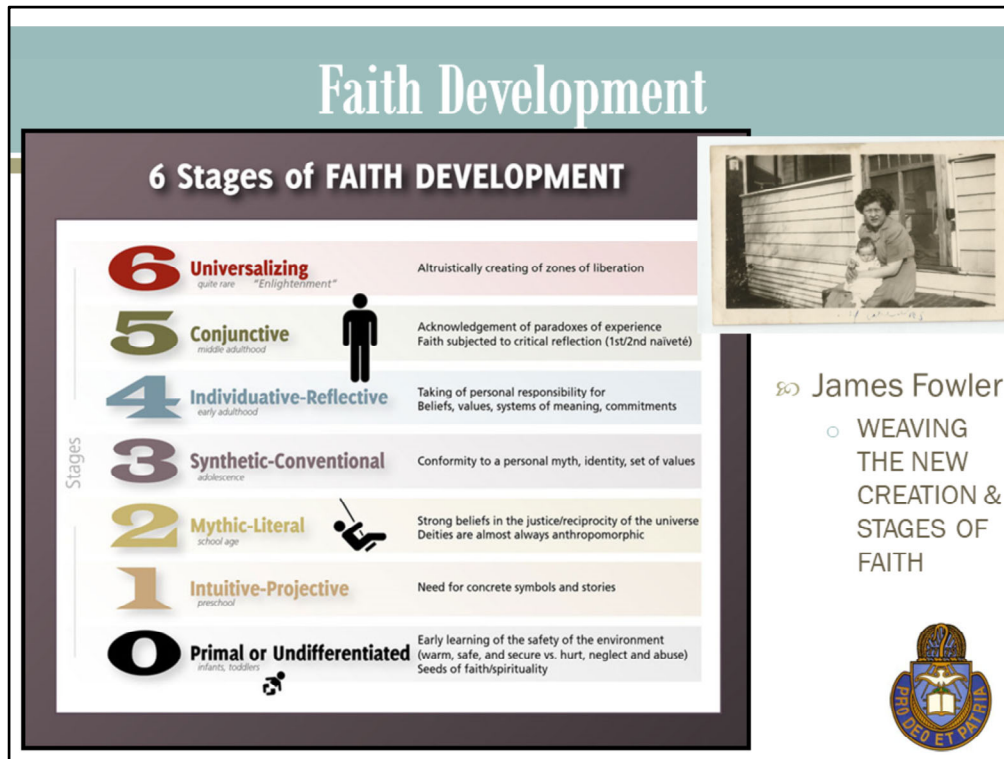
As people continue to engage with God, they might make their faith personal.

c. **Searching Faith** – is when people thinks through the religious group they participate in, and they make decisions about whether they own the faith. Is this the God and religion they want for themselves. This is a time when volunteering might HELP explore the tenets of a religion and get to know Chapel Leaders as peers.

d. **Owned Faith** – This is the “bark” of faith development – the outermost ring. The conversion or confirmation or Bar/Bat Mitzvah have been done, and the person takes risks fully relying on God.

I like looking at rings, because it recognizes the importance of nurturing each part and the influence that each part has on the others.

Notice the sample on the screen. There are cuts and interruptions in the rings. Westerhoff recognized that trauma and broken relationships can interrupt our ability to rely on God and our ability for faith to grow.



Responsible volunteers also need a basic understanding of how their behavior impacts a child's understanding of who God is and how God wants them to live and grow in faith. There are two basic approaches to understanding how faith development works. Both approaches have helpful insights for those who work with children in Chapel settings.

Development includes physical, emotional, cognitive, and spiritual. Here is a handout of "Children's Developmental Goals and Their Impact on Global Families." At the chapel, we focus on spiritual development – how one grows in reliance upon God.

In a **Staged Approach** faith grows as one stage builds on another. In this approach old stages are left behind as the person moves closer to a holistic, "universalizing" faith in God.

a. **Undifferentiated Faith.** Here infants develop basic trust or mistrust in those who provide their care. This lays the groundwork for basic trust or mistrust in God. The quality of relationships at this phase underlies all future faith development for children. When the development of thought and language skills begin to open children up to the use of symbols in speech and ritual play, the child moves on to

b. **Stage 1: Intuitive-Projective Faith** which is typical of children ages 2 through 7. In this stage children are egocentric. Here children's imaginations are formed. Reality is not well-differentiated from fantasy. Anything is possible in life and faith. Miracles happen every day. When children gain the capacity for concrete thinking, they can begin to move toward

c. **Stage 2 - Mythic, Literal Faith** where children are likely to start sorting out the real from the make-believe. Story becomes the major way of giving unity and value to experience, but the symbols in those stories are seen as one-dimensional and literal. Also, beliefs, moral rules and attitudes are held literally. Thus, for example, God has human characteristics. God lives in the sky, wears clothes, and does things that normal people do, like eat food.

d **Stage 3 – Synthetic-Conventional** – Think Youth Ministry. This is the state that we hope our teenagers are in. Adolescents are looking for meaning and future. They are likely to assemble a way of understanding God and themselves. This is an energetic approach to faith assembling and exploring what reliance on God might look like.

e. **Stage 4 – Individuative-Reflective** is expected in young adulthood, but this like stages 5 & 6 might never happen. Faith can survive even without the community to guide. Connections to God are chosen. Leadership in the chapel is chosen. PCS can happen, and God is still reliable. Are Chapel Leaders still needed for faith development here? Yes – it is a time for adult religious education to revisit and understand basic tenets of faith.

f. **Stage 5 – Conjunctive** – notice that this is the first stage that does not have polarities – eithers and ors. James Fowler said that at about middle age, people integrate life's inconsistencies and put them together. They have seen evil in the world and still rely on God.

g. **Stage 6 – Universalizing** a level of faith – think Mother Theresa – integrated faith into all parts of life setting aside personal goals and seeing God's goals.

If you are familiar with Jean Piaget's cognitive development or Hegelian philosophy, then this matches with your expectation.

However, development is NOT automatic. There is education that supports, and there is trauma that can interrupt. We are doing training as Chapel Leaders because we HOPE to HELP faith develop in all Soldiers & Families in all our congregations.....

Faith Development & Mediators

- ☞ Dependability – All people need to know Chapel Leaders will be available.
- ☞ Flexibility – Life can be unpredictable. Chapel Leaders can find ways of reaching out to Soldiers and Families no matter what is going on.
- ☞ Sensitivity – Speak to and about people in positive, caring and affirming ways.
- ☞ Confidentiality – Participants choose when and to whom they disclose details of their life.



Chapel Leaders can help Faith Development by being mediators.
Mediators are the Basic building blocks of education.

A mediating teacher gets to know the topic to be taught.
A mediating teacher gets to know the learners.
A mediating teacher interprets the topic in a way that learners can handle.

Chapel Leaders who are Mediators meet the expectations on the screen. They are pretty much the same as for a Special Needs Buddy or a Pew Pal.

As a Chapel Leader, you are a mediating teacher.
As a mediator you grow your own reliance on God and knowledge of your religious group.
As a mediator you gets to know the attendees at your chapel congregation.
As a mediator, you interpret and introduce your congregation's belief and practice to the attendees.

How do you get to know worship?

- Attend
- Listen
- Ask the pastor for advance copy of the order of service, the music, and the bible verses. You can get to know these before worship, then you are ready for what is coming and how to help your pals.

How do you get to know a person?

- Active listening
- Pay attention
- Remember and reach out during the week.

Development Summary

☞ To Know

- Development proceeds at varying rates.
- Development advances when children can practice what they learn.
- Children develop and learn best when they feel safe and valued, their physical needs are met and they feel psychologically secure.

☞ To Do

- Take time to learn about the individual Soldiers & Families in your midst.
- Pay attention to developmental changes and signs of stress.
- Provide active and engaging, **planned out** learning experiences.
- Create a caring community by showing respect for all people and other Chapel Leaders.



There are a number of key points you need to know about how human development works and a number of key action items about human development for you to put on your task list.

1. *First, you need to know that*
 - a. *Development proceeds at varying rates. Just because two children are the same age does not mean that they will be going through the same developmental stages at the same time.*
 - b. *Development advances when children can practice what they learn.*
 - c. *Children develop and learn best when they feel safe and valued, their physical needs are met and they feel psychologically secure.*
2. *On your to-do list for the future you need to add*
 - a. *Take time to learn about the individual children in your midst.*
 - b. *Pay attention to their developmental changes and signs of stress. Children often show signs of stress just before they are about to make a developmental breakthrough in some domain. For example, a child may be cranky for a week or so. Before the cranky spell began, that child may not have been able to crawl. Shortly after the cranky spell, that same child is a crawler.*
 - c. *Provide active and engaging, planned out learning experiences.*
 - d. *Create a caring community by showing respect for children and other leaders around you.*

This to-do list is a good idea for all of you, no matter what role you play in the Chapel. How you interact with chapel participants today will have a significant impact on what type of Faith they will develop.



Here we are at Section 2 of this part of our training, Leading, Learning and Positive Discipline. In Section 1 we looked at three domains of human development. This information helped us to better understand how children think, relate, and come to faith.

Now in Section 2 we will be looking at how to effectively lead children, create dynamic living/learning environments for them, and develop positive discipline strategies for responding to their needs.

Here we go, again!

Take a look at the classroom rules and consequences handout. Be thinking about how you can use these with very small children? How would you modify for adolescents or adults?

Leading

∞ 10 Questions to Ask and Answer.

- How will I personally prepare for leading children?
- Who are the children I am leading?
- How will I lead them and what will they learn?
- What activities and resources will I use?
- What strategies will I use to keep children involved?
- How will I arrange space to welcome children and encourage learning?
- What questions will I ask and how will I ask them?
- How will I respond to children's words and actions?
- What choices will children be invited to make?
- What directions will I give and how will I give them?




Here are some specific questions you can ask yourself when preparing to complete a leadership task with children. Let's go down this TOP TEN list.

1. *How will I personally prepare for leading children?*
2. *Who are the children I am leading?*
3. *How will I lead them and what will they learn?*
4. *What activities and resources will I use?*
5. *What strategies will I use to keep children involved?*
6. *How will I arrange space to welcome children and encourage learning?*
7. *What questions will I ask and how will I ask them?*
8. *How will I respond to children's words and actions?*
9. *What choices will children be invited to make?*
10. *What directions will I give and how will I give them?*

The most significant point here is the importance of being personally and practically prepared to lead children. Your personal preparation is tied to how you manage your stress levels and engage in resilient behavior. (More to come on this point) Your practical preparation is tied to the time you take to PLAN and PREPARE to lead.

Learning

- ☞ Learning is brain based!
- ☞ Learning requires attention!
 - Plan ahead for a variety of learning activities.
 - Be open and responsive to *individuality*.
 - Provide frequent changes of *pace*.
 - Engage children's *senses*.
 - Include multiple opportunities for making *choices*.
 - Limit the presentation of facts in lecture mode.
 - Increase the amount of time for *exploration*.

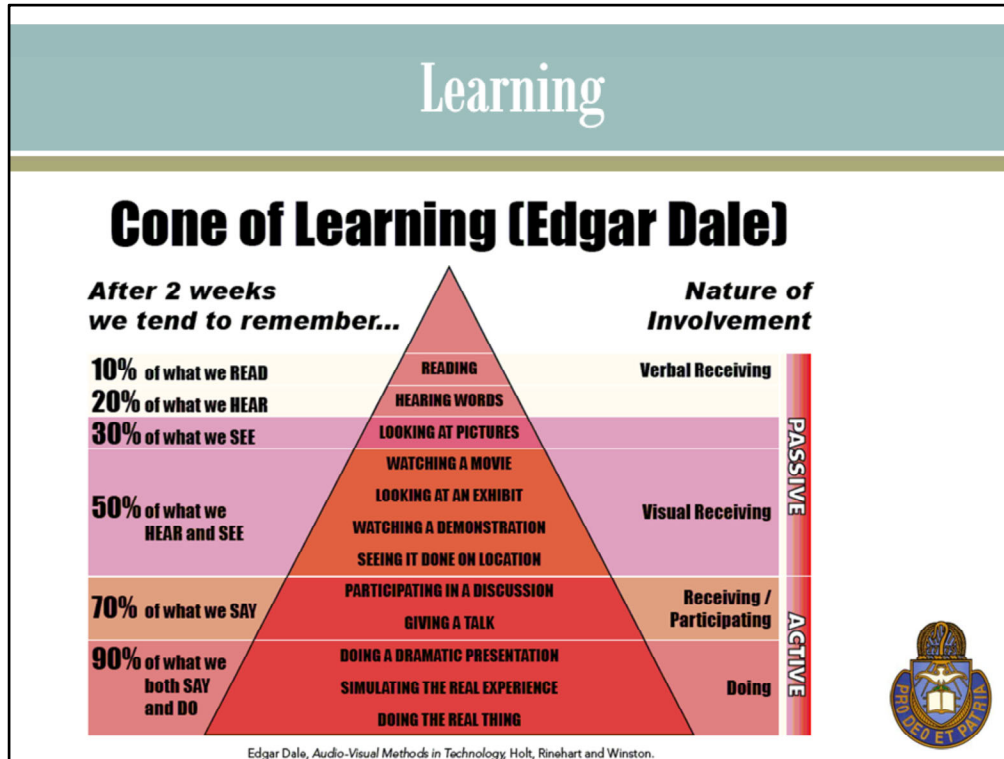


With this slide we will move from a focus on you as the leader to the chapel participants as a learner.

Here are two important points to remember about learning.

- 1. Learning is brain based! There is a lot of emerging research giving us new and important data about how the brain works that is transforming education.*

- 2. Learning requires attention! Before any learning can take place, it is the leader/teacher's challenge to get and keep the learner's attention. That's a BIG CHALLENGE, but there are things that you can do to help yourself.*
 - a. Plan ahead for a variety of learning activities.*
 - b. Be open and responsive to **individuality**.*
 - c. Provide frequent changes of **pace**.*
 - d. Engage children's **senses**.*
 - e. Include multiple opportunities for making **choices**.*
 - f. Limit the presentation of facts in lecture mode.*
 - g. Increase the amount of time for **exploration**.*



Take a picture of this slide.


Here is a chart that shows the importance of preparing to keep children's attention, particularly the importance of preparing for hands-on exploration. Dale's Cone of Learning highlights the fact that learners of all ages, remember only 50% of what they SEE and HEAR, but 90% of what they SAY and DO.

If you really want to learn from today's class, then the most important part of the lesson is your Follow Up Activity.

Positive Discipline Techniques

- ☞ Set Clear Boundaries
- ☞ Offer Positive Encouragement
- ☞ Redirect
- ☞ Give Choices
- ☞ Note Natural Consequences
- ☞ Encourage Problem Solving & Conflict Resolution
- ☞ Be Consistent
- ☞ Don't Blame, Shame or Humiliate

Compare this slide to the classroom rules & consequences handout.



Compare this slide to the classroom rules & consequences handout.

If we want our children to become lifelong students of life and faith, then we, as leaders and teachers, need to learn and practice positive discipline techniques. Here are some important points to remember.

1. *As general rules of thumb. See the Classroom Rules & Consequences handout for a guide.*
 - a. Set **Clear Boundaries** for appropriate behavior from the start.
 - b. Point out positive behavior and offer **Positive Encouragement**, rather than focusing on the negative
2. *When problems arise.*
 - a. **Redirect** the child's attention to another activity.
 - b. **Give Choices** within your range of acceptable behaviors such as, "Would you rather color on Bobby's paper and lose all of your crayons, or would you rather color on your own paper and then take it home to show your mom?"
 - c. Note **Natural Consequences** such as, "If you eat that crayon you will feel sick and maybe throw up."
 - d. Encourage Problem Solving & Conflict Resolution
3. *Of most importance.*
 - a. Be Consistent
 - b. Don't Blame, Shame or Humiliate

“Safe” Spaces for Growth & Learning

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



In other trainings, we focus on providing “Safe” Spaces for Growth and Learning. Each person working with children and adolescents must take the Child Protection Training every 365 days. All chapel leaders are encouraged to take Active Threat Training. Both are published on the USACHCS Training Portal - see the website listed on the slide.

Previously, we looked at three domains of human development. This information helped us to better understand how people think, relate, and come to faith.

Then we looked at how to effectively lead people by creating dynamic living/learning environments for them, and developing positive discipline strategies for responding to their needs.

The Volunteer Academy classes also include training on Special Needs, Active Threat, and Chapel Cleaning.

Emotional/Spiritual Safety

☞ *“The righteous walk in integrity – happy are the children who follow them!”*

Proverbs 20:7

☞ Adults are responsible for modeling maturity and providing children with an emotionally and spiritually safe living/learning environment.



Providing for the physical health and safety of children in Chapel settings is a basic concern, but it is not our only concern. We are also responsible for modeling maturity and providing children with an emotionally and spiritually “safe” environment.

According to the Book of Proverbs, “The righteous walk in integrity – happy are the children who follow them.”

This proverb seems to be saying that children’s happiness begins with the emotional health and spiritual maturity of the adults who live with them and lead them. Therefore, if we want our children to be happy, healthy, and safe, then we must care for our own emotional and spiritual health as well as theirs.

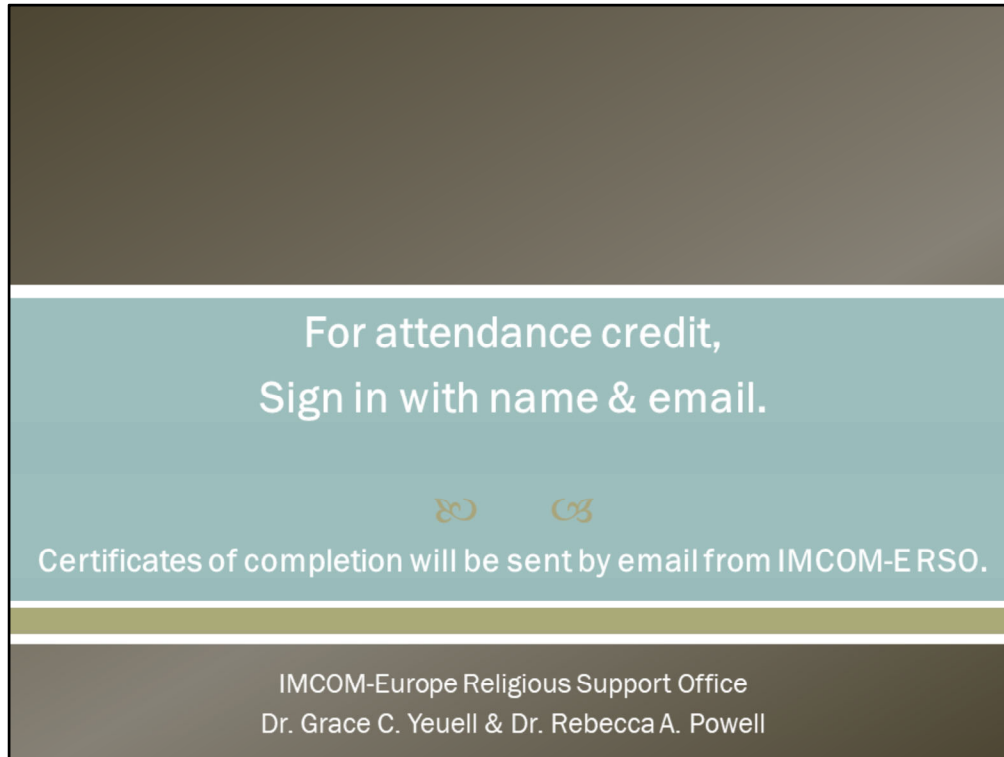
Follow Up Activities

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 - Compare our Chapel programs to the stages/rings of faith development. Which ring/stage does each program/class/event match up with?
 - If you are a chapel teacher, list some specific activities from the Cone of Learning that you can use Journals to help your students develop faith.

Rebecca.a.powell16.civ@mail.mil



Completing 1 of these activities will earn you an additional 0.5 CLP from today's class.



My name is _____ and I am _____. I will be leading this training which is built on lessons written by Grace Yeuell, Religious Education Program Director.

Welcome to combined Faith Development training. This training we will cover some of the topics our Chief of Chaplains has identified as critical for Chapel Staffs and Volunteers to know. During this training we plan to provide you with helpful information and, hopefully, the confidence you will need to act in support of children, adolescents, and adults in your Chapel congregation.

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4. Youth of the Chapel leader
5. Stages of Faith
6. Cone of Learning

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