



1445-1505

VOLUNTEER ACADEMY WELCOME & PROTECTION CHAPEL USHER TRAINING

IMCOM-Europe
USAG Stuttgart
Religious Support Office
Dr. Becky Powell, Rebecca.a.powell16.civ@mail.mil
17 October 2019

As participants arrive, meet them in the main entrance of the selected chapel.

- **Have them sign in providing name, email, phone, and preferred congregation.**
- **If they have not yet received a journal from the chapel, then provide one.**
- **If they have already received a journal in a previous class and do not have their journal, then offer blank paper and an ink pen.**
- **Invite participants to look at the chapel exterior, doors, and entrance area (including storage and signs). Have the following questions posted to guide their look at the facility. "What examples can you find to show that this is a welcoming building? How would you modify this entry area to enhance welcome? What would the result be in an emergency occurred? Sketch this entry area so that you are ready to think about welcome as well as protection."**

Instructional Lead In: Give your name and your background that supports and lends credibility to being the one teaching the class.

Handouts:

1. Journals & inkpens
2. Candy prizes for slide 5 quiz
3. Folders with Handouts
 - a) Stuttgart Chapels – Catholic – Usher Greeter Offering (Non-Specified)
 - b) Be Sure To... Slide 4 with Maps
 - c) Shooter and Bomb Real USAG Stuttgart RSEPP Annex L
 - d) Chapel Child Protection Brochure Stuttgart 2019
 - e) Program Check In and Out
 - f) Responding to an Active Shooter Crisis Situation – FBI
 - g) Resources to Protect Your House of Worship – FEMA
 - h) CY 20 Volunteer Academy Brochure
 - i) VBS 2012 Emergency Plan Landstuhl
 - j) Special Needs and All Needs – Audit of Barriers
 - k) Fort Leonard Wood Scenario
 - l) Fort Leonard Wood Scenario map
 - m) Intruder Scenario Sand Table Worksheet
 - n) Volunteer Position Descriptions for – Ushers, Pew Pals, Special Needs Buddies, Special Needs Coordinators
 - o) St Albans Welcome Children
 - p) Gabi Goes to Mass
 - q) Stuttgart Catholic Usher Training and Expectations
 - r) Stuttgart Gospel Usher SOP
4. Yokota Air Base welcome gift and information card
5. Butcher paper, masking tape, and marker for slide 16
6. Chapel Roles Matching Game for slide 20
7. 8 inch pieces of rope for Cord of 3 Strands activity
8. Copies of You've Been Asked to Greet or Usher and Ministry of Ushers



TERMINAL LEARNING OBJECTIVE



ACTION: Apply the religious support and chapel protection requirements and resources to local garrison chapel welcome and facilities.

CONDITIONS: In a chapel environment, given access USACHCS Training Portal, sample standard operating procedures, and real life situations.

STANDARD: Applying includes:

- Identifying the overlapping elements of chapel welcome and protection.
- Selecting Courses of Action in response to scenarios.
- Organizing usher activities based on faith group requirements and participant needs

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Instructor Note: Have students silently read the TLO.



ADMINISTRATIVE INFORMATION



SAFETY REQUIREMENTS: Use care and caution when moving around the classroom. Identify and know the nearest exit.

RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Clean up after yourself and recycle when possible (plastic bottles and paper).

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

3

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



WELCOME & PROTECTION CHAPEL USHERS



INTRODUCTION



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Welcome to Welcome & Protection Chapel Ushers Training for chapel volunteers.

We are using usher/greeter training resources from several different religious traditions:

- Faith Alive
- Liturgical Training Publications

“A cord of 3 strands is not easily broken.” Ushers are the first faces of chapel programs. You are the ones who handle welcome, security, and religious worship requirements.

- You help people feel connected.
- An implicit lesson of today's class is that you will know that you are supported by other ushers across our chapel programs.
- Cut an 8 inch cord off for the usher to your right. Tuck your cord into your wallet, purse, or journal. Keep it as a reminder that you are not alone AND that you provide a sense of connection/support for all chapel attendees.
- While people take turns sharing pieces of rope, have someone read Ecclesiastes 4:9-12.

This training builds on the active shooter training published by the US Army Chaplain Center and School at <https://usachcstraining.army.mil/religious-education>.

You will get an additional 0.5 Continuous Learning Point (CLP) when you submit this training certificate.

The Volunteer Academy will offer an interactive follow up on that online training on 9 February 2020 at Patch Chapel Annex.

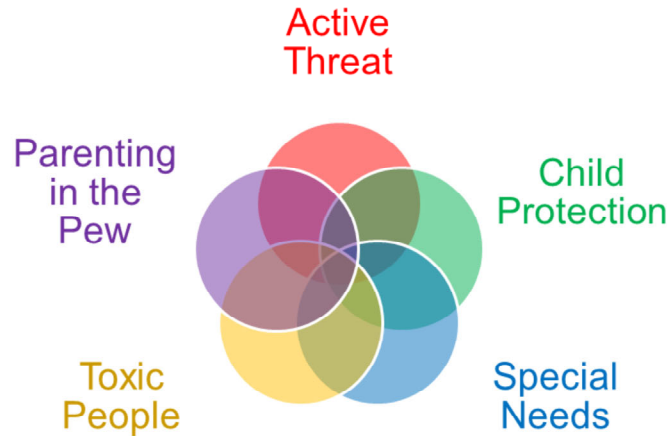


WELCOME & PROTECTION CHAPEL USHERS



1510-1515

USHER IN THE OVERLAPS



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This training is embedded in wider training provided from the Volunteer Academy of the Chaplaincy Academy for Religious Education. In particular, we will build on:

- Active Threat Training for UMTs
- Chapel Child Protection Training
- Chapel Welcome – Special Needs
- Dealing with Toxic People
- Parenting in the Pew

Let's spend a few minutes with those training topics and identify the overlapping elements of chapel welcome and chapel protection.

Quiz using the learning objectives from each training. There are points for each correct answer, and a prize for the winner. Each of these ideas have been discussed in these other training lessons. Make notes as we go, and plan to attend a class that you have previously missed.

As we go through each topic, a question will appear on the screen. You will have a chance to answer before the correct answer is given.

Make notes of what you know AND what you do NOT know.

Let's get started:



WELCOME & PROTECTION CHAPEL USHERS



1515-1520

USHER IN THE OVERLAPS

1. Name a characteristic or statistic of an abuser

- a) 60% of abusers are known to the child, but not to the family (i.e. bus driver, etc.)
- b) Most abusers are men – heterosexual and homosexual men are equally likely to abuse
- c) Women are abusers in 20% of cases
- d) In reported cases where victims are under 6 years old, the abuser is under 18
- e) Abusers can be found across every socioeconomic level, all ethnic/cultural lines, all religions, and levels of education

2. What is the purpose of a child protection background check?

- a) Compliance with Public Law 101-647, DoDI 1402.5, AR 165-1, Chaplain Corps Child Protection Guidance.
- b) It is an active way to protect children.

3. Who needs to be with a child in the chapel?

- a) The parent ... OR...
- b) 2 vetted adults

4. What are some aspects of physical health and safety?

- a) *first communicable diseases and their prevention*
- b) *toy safety*
- c) *poison control*

Child Protection

5. What Non-Federal Entity provides certified training to help us keep all people safe?

- a) Red Cross – First Aid and CPR
- b) Until you get the Red Cross done, you may use <https://ecprcertification.com>

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Our first category is Child Protection.

1. Name a characteristic or statistic of an abuser.

- 1. 60% of abusers are known to the child, but not to the family (i.e. bus driver, etc.)
- 2. Most abusers are men – heterosexual and homosexual men are equally likely to abuse
- 3. Women are abusers in 20% of cases
- 4. In reported cases where victims are under 6 years old, the abuser is under 18
- 5. Abusers can be found across every socioeconomic level, all ethnic/cultural lines, all religions, and levels of education

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WELCOME & PROTECTION CHAPEL USHERS



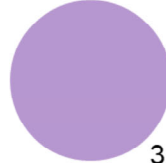
1520-1525

USHER IN THE OVERLAPS

1. Elaborate on the chapel as formal and fictive family.

- a) Fictive kin – a network of multilayered relationships which function like family
- b) Formal family – legal/biological parents, grandparents, aunts, uncles, siblings, cousins

Parenting
in the
Pew



2. What makes a good bag/kit/handout for children to use in worship?

- a) Directs the child's attention to worship
- b) Quiet
- c) Limited mess
- d) Only includes food if food is permitted in the room.

4. What is worship in your religious tradition?

- a) Engage with God
- b) Additional answers vary and will include how that religious group views children

3. Describe what it means to be a parent.

- a) Be a responsible leader in another person's life
- b) Parenting is the work of raising a human being into adulthood.
- c) A parent brings the larger family into the child's life.
- d) Educators talk about mediated learning experiences – training children to pay attention to experiences and defining the experiences so that they are intelligible.

7

Our second category is Parenting in the Pew.

1. Elaborate on the chapel as formal and fictive family.
 1. Fictive kin – a network of multilayered relationships which function like family
 2. Formal family – legal/biological parents, grandparents, aunts, uncles, siblings, cousins
2. What makes a good bag/kit/handout for children to use in worship?
 1. Directs the child's attention to worship
 2. Quiet
 3. Limited mess
 4. Only includes food if food is permitted in the room.
3. Describe what it means to be a parent.
 1. Be a responsible leader in another person's life
 2. Parenting is the work of raising a human being into adulthood.
 3. A parent brings the larger family into the child's life.
 4. Educators talk about mediated learning experiences – training children to pay attention to experiences and defining the experiences so that they are intelligible. (A Friend Who Teaches Me, p.23)
4. What is worship in your religious tradition?
 1. Engage with God
 2. Additional answers vary and will include how that religious group views children



WELCOME & PROTECTION CHAPEL USHERS



1525-1530

USHER IN THE OVERLAPS

1. Describe some characteristics of toxic behavior.

- a) Self-seeking
- b) Dark hearted
- c) Fear driven
- d) Selfish

2. Think about principles of detoxification

- a) Solution Oriented
- b) Pure hearted
- c) Faith led
- d) Selfless unity

Toxic
People



3. How might ushers create a solid detoxification plan to improve situations, chapel environment and relationships?

- a) Answers vary – this is a lifelong conversation

8

Our third category is Dealing with Toxic People.

1. Describe some characteristics of toxic behavior.

- 1. Self-seeking
- 2. Dark hearted
- 3. Fear driven
- 4. Selfish

2. Think about principles of detoxification

- 1. Solution Oriented
- 2. Pure hearted
- 3. Faith led
- 4. Selfless unity

3. How might ushers create a solid detoxification plan to improve situations, chapel environment and relationships?

- 1. Answers vary



WELCOME & PROTECTION CHAPEL USHERS



1530-1535

USHER IN THE OVERLAPS

1. Identify 1 common category of Special Needs for children or for adults.

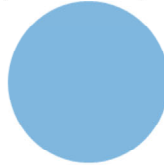
1 point for each category.

- a) Children: Behavior Disorder/ADHD; Learning Disability; Developmental Delay; Speech/Language Disorder; Autism Spectrum Disorder; Allergies
- b) Adults: - Hearing; PTSD; English as a Second Language; Mental Health; Physical Injuries; Allergies
- c) All people – PCS; Grief; Transitions

2. Recall one of the chapel personnel roles

- a) Garrison Commander, Garrison Chaplain, Religious Affairs NCOIC, Director of Religious Education
- b) Chapel Contractors
- c) Volunteers - Special Needs Coordinator; Special Needs Buddies; Ushers & Greeters; Teachers; Volunteer Coordinators
- d) All Chapel Attendees

3. Label the chapel diagram you made at the door with obstacles to inclusion.



Special
Needs

9

Our fourth category is Special Needs.

1. Identify 1 common category of Special Needs for children or for adults. 1 point for each category.
 1. Children: -Behavior Disorder/ADHD; Learning Disability; Developmental Delay; Speech/Language Disorder; ; Autism Spectrum Disorder; Allergies
 2. Adults: - Hearing; PTSD; English as a Second Language; Mental Health; Physical Injuries; Allergies
 3. All people – PCS; Grief; Transitions
2. Recall one of the chapel personnel roles
 1. Garrison Commander; Garrison Chaplain; Religious Affairs NCOIC; Director of Religious Education
 2. Chapel Contractors
 3. Volunteers - Special Needs Coordinator; Special Needs Buddies; Ushers & Greeters; Teachers; Volunteer Coordinators
 4. All Chapel Attendees
3. Label the chapel diagram you made at the door with obstacles to inclusion.



WELCOME & PROTECTION CHAPEL USHERS



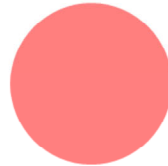
1535-1540

USHER IN THE OVERLAPS

1. What are the courses of action in an active threat scenario?

- a) Evacuate
- b) Lockdown
- c) Hide

Active
Threat



2. Identify the elements of an Active Threat scenario.

- a) Active shooter events can happen anywhere at any time in offices, classrooms, or even sanctuaries. These events are unpredictable and can evolve quickly.

3. What federal agencies provide additional training and certification?

- a) FEMA
- b) FBI

10

Our fifth and final category is Active Threat.

1. What are the courses of action in an active threat scenario?

- 1. Evacuate
- 2. Lockdown
- 3. Hide

2. Identify the elements of an Active Threat scenario.

- 1. Active shooter events can happen anywhere at any time in offices, classrooms, or even sanctuaries. These events are unpredictable and can evolve quickly.

3. What federal agencies provide additional training and certification?

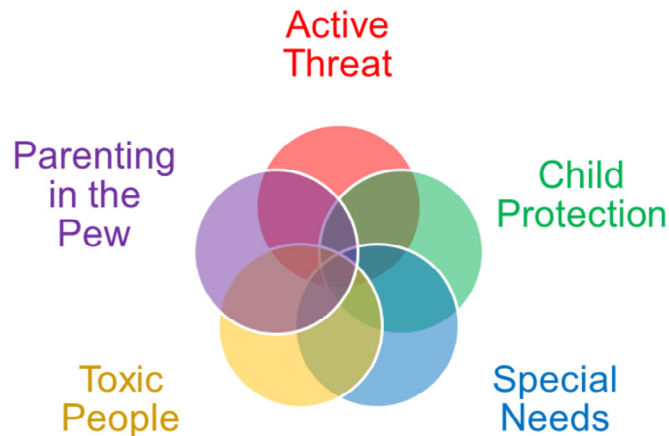
- 1. FEMA
- 2. FBI



WELCOME & PROTECTION CHAPEL USHERS



USHER IN THE OVERLAPS



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WOW!

There is a lot to think about when you “stand at the door” of a chapel program whether it is worship, religious education, or another activity.

Let’s give a prize to the person who did the best.


Did anyone get 20 points?

What about more than 15?


Keep asking until you have gone down to the maximum number.

Provide a prize either of candy and/or a copy of “So You Have Been Asked to Greet or Usher” (Protestant), “The Ministry of Ushers” (Catholic), “Open Wide the Gates” (Jewish), or _____ (gift for other religion).

For the Jewish community, additional good resources are online training - <https://www.cjp.org/cjp-event-calendar/introduction-to-security-concepts-and-greeterusherreceptionist-training-9-19-19>



PROPOSED 4 PRONGED APPROACH TO WELCOME & PROTECTION



1. Emergency Preparation
2. Special Needs Program

Accessibility Checklist

| | |
|--|---|
| <input type="checkbox"/> 1. Inclusive —The church's philosophy of ministry is one of inclusiveness. <input type="checkbox"/> 2. Biblical —The church understands and implements the biblical principles of disability ministry. <input type="checkbox"/> 3. Accessibility —The church is accessible physically, audibly and visually, or is implementing a plan to become accessible. <input type="checkbox"/> 4. Practical —The church understands the practical felt needs of children and adults with disabilities and their families and is implementing a plan to meet them. <input type="checkbox"/> 5. Evangelism and Discipling —The church is intentionally and systematically evangelizing and discipling people with disabilities. | <input type="checkbox"/> 6. Assimilating —The church is assimilating people with disabilities into the church, so the people with disabilities are making up a growing percentage of the congregation. <input type="checkbox"/> 7. Promoting —People with disabilities hold positions of leadership and service in the church outside the disability ministry. <input type="checkbox"/> 8. Multiplying —The church is multiplying leaders in disability ministry and sending them to minister within the church and in the larger community. |
|--|---|

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12

3. Whole Chapel Readiness
4. Whole Chapel Welcome

Look at this proposed 4 pronged approach to welcome.

- This is a proposal. Think creatively about other words that we could use.

Smart Pages p.297

“Throughout our communities, we see efforts being made to ensure that” all people “have access to” religious support.

“Businesses and offices have set aside parking spaces for people with disabilities.”

“Be a Role Model. Even though progress is being made, there is still a long way to go. The barriers, both physical and attitudinal, are still many in number. What is most unfortunate is that people... have found that [chapels] lag far behind businesses and offices in the efforts to” welcome all people.


“The one place anyone and everyone should feel welcome, regardless of his or her mental or physical condition, is the church; yet many churches still are not welcoming to all people.”

As a chapel USHER/GREETER, you have an opportunity to let your chapel shine out to the community as a place where all people ... are truly welcome.


You can serve as a role model to your community.

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Special Needs Smart Pages 297



GENERAL CONSIDERATIONS FOR ALL PERSONS



1. Listen to what the person says about ability and needs; ask questions.
2. Identify each person's abilities/strengths and find achievable activities.
3. Give short clear instructions; break instructions into chunks.
4. Use extra patience.
5. Be encouraging and give praise frequently.
6. Be firm with limits that are set for safety.
7. Limit choices from one to three specific activities.
8. Offer help when a person is frustrated.
9. Engage individuals in activities with peers.
10. Play and have fun!



Take a picture of this screen with your phone. That will make this a “pocket guide” for you to keep with you.

These were written for including disabled children in church, but they are principles that can inform us as we welcome all people into the chapel.


All children can learn & worship.

All people can participate in religious support activities.


Chapel programs have the capability to enhance resilience by removing some of the barriers for inclusion.

When you take the Special Needs classes, key words are accommodation and inclusion.

As an Usher, how can you modify this into a resource that you can share with other ushers and chapel attendees?




Chapel Programs Balancing Needs & Welcoming All



Celebrating Children at Saint Alban's

TO THE PARENTS OF OUR YOUNG CHILDREN, MAY WE SUGGEST...

- + Relax! God put the wiggle in children; don't feel that you have to suppress it in God's house. All are welcome!
- + Sit toward the front where it is easier for your little ones to see and hear what's going on. They tire of seeing the backs of others' heads.
- + Quietly explain the parts of the Service and actions of the priest, altar servers, musicians, acolytes, readers, ushers, etc.
- + Sing the hymns, pray, and voice the responses. Children learn liturgical behavior by copying you.
- + If you have to leave the service with your child, feel free to do so, but please come back. As Jesus said, "Let the children come to me."
- + Remember that the way we welcome children in church directly affects the way they respond to the Church, to God, and to one another. Let them know that they are at home in this place of worship.



TO THE MEMBERS OF OUR COMMUNITY...

- + The presence of children is a gift to the Church.
- + They are a reminder that our community is growing
- + Please welcome our children and give a smile of encouragement to their parents.

14

Ushers are the first friends in a congregation. You set the tone for welcome, and there are a variety of ways this can be done.

One congregation provides this welcome card to all people. The ushers have this as part of their welcome materials.

Notice that it is a way to start manage expectations for all people regardless of needs.

In US Air Force chapel on Yokota, they have a gift plus an information card for each visitor.

Many congregations have welcome packets that include information cards.

- Predict what happens to those cards after they are submitted.
- What would the result be if those cards are lost?
- What would the result be if those cards are kept, and the information used by the chaplain?



WHAT DOES AN USHER DO?



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The Ushers are the first volunteers that most people see when they arrive at a chapel.

- USHERS have functions specific to our religious traditions. In your folder, you have the Stuttgart Catholic Usher expectations and training notes as well as the Stuttgart Gospel Usher SOP.
- USHERS are welcomers.
- USHERS give directions.
- USHERS are security.

We think of Ushers in Sanctuaries and worship services,
but we can have people greeting/welcoming at any program or opening time.

What practical actions would you take to perform the duties of an ushers/greeter? You can get ideas from the Usher Position Description (PD) and the Catholic Usher training materials. Make notes in your journal as we list. You may even use this exercise to propose changes to our Army Chapel Volunteer Usher PD. (Have a volunteer write answers on the provided butcher paper. Answers should include the following.)

- Arrive early.
- Take time to get yourself ready (take time for your own faith, look your best, have your supplies ready).
- Have a greeter at each entrance to the building, not just the big ones.
- Introduce visitors to people, make connections.
- Make sure that a substitute covers for you when you are gone.
- Have a ready sense of humor, but maintain a sense of reverence.
- Stay at the door through the program for latecomers and emergencies.
- Remain after the worship/program, ready to help any with directions or questions cleaning up as needed.
- Coordinate with the Chaplain and Religious Affairs Specialist.
- Identify and plan for points of entry and evacuation.

What about COUNTING OFFERING?

Good books you can use are:

- So You Have Been Asked to Greet or Usher, published by FaithAlive Resources
- The Ministry of Ushers, published by Liturgical Press



WHAT IS A SPECIAL NEEDS COORDINATOR?



A person willing to plan for assistance, support and friendship to people who need extra support/accommodations during their time at the chapel.



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A Special Needs Coordinator is a Volunteer position description that might be new to you. This is the person who works with the Chaplain, Program Leaders, and participants. The SN Coordinator is a volunteer whose role is as a catalyst.

Look at the Special Needs Coordinator PD and the Usher PD.

- How would you change the 2 and create an Usher Coordinator PD?



WHAT IS A PEW PAL?

Like a Special Needs Buddy, Pew Pal is a person willing to provide assistance, support and friendship to a person or family during their time at the chapel.

- ☐ Dependability
- ☐ Flexibility
- ☐ Sensitivity
- ☐ Confidentiality



In the Volunteer Academy Parenting in the Pew Class December 2019, Stuttgart volunteers started talking about how to help families in chapels.

The Pew Pal PD that you have in your packet is something that we invented this winter!

- ☐ Dependability – The individual and family need to know his or her Pal will be at chapel and be on time.
- ☐ Flexibility – Working with the family and the worship service.
- ☐ Sensitivity – Speak to and about the person in positive, caring and affirming ways.
- ☐ Confidentiality –
 - ☐ Individual (or parents) choose when and to whom they disclose details of their life.
 - ☐ Pals do not reveal identities discuss medical conditions or behavior with others.



WELCOME & PROTECTION CHAPEL USHERS



ACTIVE THREAT




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At the Active Threat Training, we use the active shooter training published by the US Army Chaplain Center and School at <https://usachcstraining.army.mil/religious-education>.

I am using the language of Active Threat rather than Active Shooter because an attacker in a chapel setting might come with some weapon other than a gun.

Today we will think explicitly about the role of Usher/Greeter.
You are the person at the door.
What is your role?



PROPOSED 4 PRONGED APPROACH TO WELCOME & PROTECTION



Active Threat

Civilian employees, Contractors or Volunteers once alerted will take the appropriate action;

1. Evacuate if possible
2. Secure your area
3. Hide
4. Be quiet
5. Take accountability of your assigned attendees

19

Active Threat is the topic that is on our mind after the December 2019 attacks on a Hanukkah party in New Jersey and the protestant church shooting in Texas.

The US Army Chaplain Corps is committed to the safety of Soldiers, Civilians, and Families.

Today's Usher training, as we looked in the overlaps, includes but is not limited to Active Threat.

A separate Active Threat Training will be conducted 1500-1630 on Sunday 9 February at Patch Chapel.

In the meantime, you can get an extra 0.5 Continuous Learning Point by doing the Chaplaincy's online Active Threat Training at <https://usachcstraining.army.mil/religious-education>.

Key points of Active Threat preparation are on the screen.

How do our "Usher in the Overlaps" categories solve some of the worries of Active Threat?

- Illustrate Special Needs issues and the need for speedy evacuation.
- Exhibit how the right usher team secures your facility.
- Demonstrate how fictive kin can help parents in the pew in hiding.
- Predict how understanding toxic people helps the quiet.
- How does Child Protection help you take accountability?



WELCOME & PROTECTION

CHAPEL USHERS

CHAPEL ROLES IN ACTIVE THREAT



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Keep in mind that each person in the chapel is present with a particular role. Play a matching game using each personnel type and what that group can do.

- The only personnel who are combatants are Religious Affairs Specialists.
- Chaplains are non-combatants, but they have a formal role in the leadership of all programs.
- Civilian employees (Religious Educators and administrators) have a formal role which is defined by position description but may have other duties as assigned.
- Contractors are bound by the parameters of their contract.
- Chapel Volunteers are those who have been recruited and agreed to serve in a specific role. I have provided you a position description for Ushers. These volunteers will be the most visibly present in an Active Threat situation.
- All other personnel are chapel attendees and are part of our vulnerable population.

I have printed and provided you with information from the FBI and from FEMA. There are additional trainings and certifications that these organizations provide. These resources are helpful for you as you plan within our religious locations. Note that religious locations are often a target of active threats, shooters and otherwise.

Vigilance allows us to have secure buildings and successful programs.

The Religious Affairs Specialists and Military Police are the experts on our security. Active Threat Training and the online course were written with guidance and instruction from these leaders from USAG Ansbach.

I propose that a result of today's training we develop a training specifically for the various needs our Volunteer Ushers meet.



WELCOME & PROTECTION CHAPEL USHERS EMERGENCY SCENARIO



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This is the last portion of our training and is an activity which will likely continue for days and weeks.

Break into 3 groups and use the notes about this building that you made at the start of class. Each group will respond to 1 Emergency Scenario.

Your last handouts today are:

- Sample Emergency Plan from Landstuhl Chapel and the RSEPP - Annotate these samples for your particular chapel and congregation/program. Your Religious Affairs Specialists will work with you to create one ready for use. Predict the most likely emergency that you might see in this chapel.
- Audit of Barriers from the Volunteer Academy training on Special Needs - As you plan for emergencies, remember that there are people who have needs to be considered – mobility, vision, hearing, emotional. How does this building welcome each of these Special Needs? List special consideration in an emergency.
- Fort Leonard Wood Intruder Scenario document and map - What do you do in THIS chapel if there is an active threat on a Sunday? What about a Tuesday?

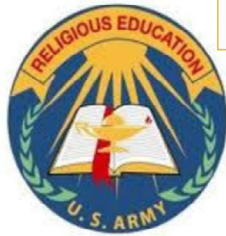


WELCOME & PROTECTION CHAPEL USHERS



Chaplaincy Academy for Religious Education Volunteer Academy

a generating point and a destination
for leader and workforce development



22

This training is one of many trainings written and provided by Dr Grace Yeuell and Dr Becky Powell since the founding of the CARE Center and Volunteer Academy.

You have been provided with a brochure of other courses for this year.

If you would like a course to be taught for your congregation or group, you may contact them or see the published lesson plans on the USACHCHS Training Portal.

I would like to read a prayer from the Catholic book, "The Ministry of Ushers."

*Lord, our God and gracious Father,
according to the gifts you have given to each,
all of us are called to serve you in different ways
and to render various services to our brothers and sisters in the faith.
Yours is the call, yours are the gifts.
Look kindly on these men (and women)
whom you summon to the ministry of hospitality among us.
Fill them with the fire of your love,
let them be instruments of your kindness,
and crown them with joy in your service.
Let their faith shine out so that the warmth of their friendliness
will be a sign of your love for us all.
We ask this through Christ our Lord.
Amen.*



TERMINAL LEARNING OBJECTIVE



ACTION: Apply the religious support and chapel protection requirements and resources to local garrison chapel situations and locations.

CONDITIONS: In a classroom environment, given access USACHCS Training Portal and sample standard operating procedures.

STANDARD: Applying includes:

- Identifying the overlapping elements of chapel welcome and protection.
- Selecting Courses of Action in response to a scenario.
- Organizing usher activities based on faith group requirements and participant needs

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Instructor Note: Have students silently read the TLO.