



Handout Bibles and Torahs.

Print and have ready to handout during the lesson:

For slide 2 – Activity instructions and supplies (pretzels, plates, food coloring, marshmallows, handwipes), snacks, markers, phones and URLs; A TIME FOR EVERYTHING, ziplock bags and samples; Activity books; butcher paper or white board with markers

For slide 6 – Journals

For Slide 7 – Bibles & Torah

For slide 9 – Journals, ink pens, and Bibles/Torahs

For Slide 18 – copies of “How Can I Grow My Congregation” and “Resilience in the Lives of Military Children: The Effect of Chapel Relationships.”

For Slide 21 - References

Welcome!

Have some snacks & join a table.

| | |
|---|--|
| <p>1 – Have you tried faith online? Take a look at the websites listed on the card. Which one matches your religious preference? Can you use this resource on your phone? Can you use it offline?</p> | <p>3 – Create a classroom activity for home use. Use an activity book appropriate to your religion. How can you include this in a November lesson so that your normal lesson is supported AND the students can use at home?</p> |
| <p>2 – Make a Sense Bag. Read “A Time for Everything.” Using the instructions from Activity 4, make a Sense Bag or Box. What are things that remind you of your religion? (smell, taste, feel, sound, or look like) If you are missing something, you can make a note.</p> | <p>4 – Can you build scaffolding with Pretzels? How is this process like your faith and congregation?</p> |




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Set up 4 tables for 3-4 people per table.

- Need 5 copies each & listed resources
- Faith Online (Table 1) – My phones – instruction page should have Jewish Welfare Board, Formed.org, RightNow Media, USACHCS, Episcopal Military,
- Sense Bags (Table 2) - Ziplock bags, A TIME FOR EVERYTHING, slips of paper, pictures of worship, and samples for other senses.
- Classroom Activity (Table 3) – Advent/Lent, Maccabees, books and devotionals, markers
- Pretzel Scaffolding (Table 4) – pretzels, food coloring, marshmallows, plates, wipes

Snacks

Bibles and Torahs

Have each person answer questions on each of the 2 boards.

1. What are best practices or great ideas for exercising faith at home and work?
2. What are ideas for bringing the real world into chapel religious education.
3. In preparation for the Parenting in the Pew class:
 1. What area good ideas for helping children in worship?
 2. What are some epic fails in bringing children into worship?

Administrative Information

SAFETY REQUIREMENTS: No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety.

RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

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

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

I am Dr. Becky Powell. My colleague, Dr Grace Yeuell and I are the Religious Education Program Directors at IMCOM-Europe. We lead the Chaplaincy Academy for Religious Education (CARE) Center which is a generating point and destination for religious education and chapel training.

We work within IMCOM's mission statement which reads:

"The US Army Installation Management Command (IMCOM) integrates and delivers base support to enable readiness for a globally-responsive Army."

Terminal Learning Objective

ACTION: Apply religious particularities to military experience and build a chapel Religious Education activity to support faith at home.

CONDITIONS: In a classroom environment, given access to AR 165-1, scriptures, and civilian church resources on inclusion and welcome.

STANDARD:

- Practice use of Journal for home and chapel
- Illustrate aspects of religiosity
- Organize a Religious Education lesson plan with home application
- Elaborate on chapel as formal and fictive family



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Instructor Note: Have students read the TLO.

This training is for chapel leaders and volunteers. It provides a framework to plan for chapel links to faith at home. As a result of this training, your chapel community will be better equipped to create further training and programs to teach and support all who are authorized and assigned support on our installations..

As a follow up on today's experience, we will offer further training on 3 November 2019 titled "Dealing with Toxic People" and on 8 December 2019 titled "Parenting in the Pew."

The Shema (Deuteronomy 6:4-9) is really our theme today.

Contacts



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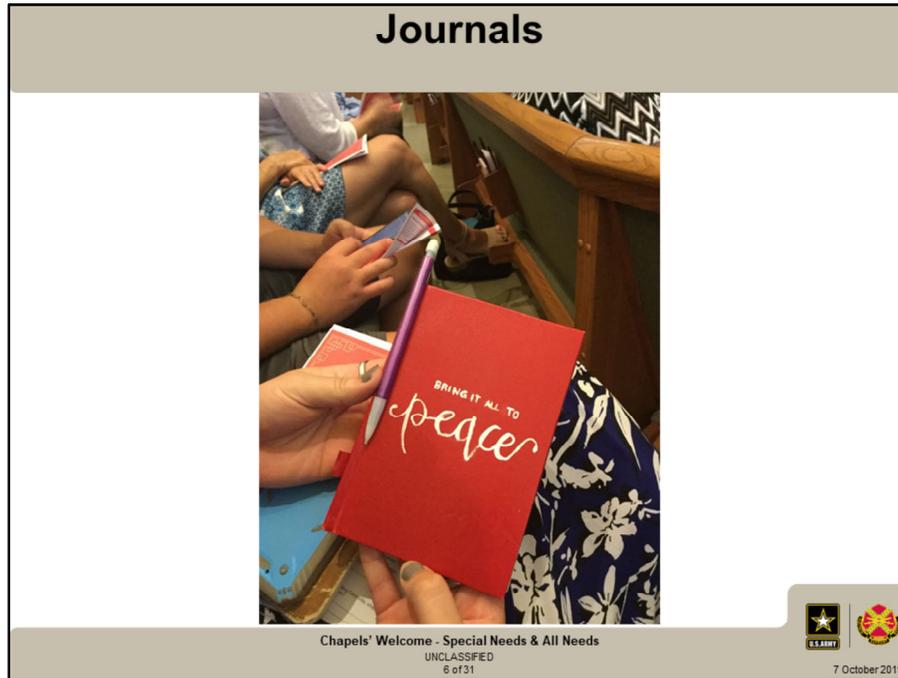
<https://usachcstraining.army.mil/religious-education>

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Today’s training topic is an overview of faith at home for Army Chapels and communities. As Chaplains, Religious Affairs Specialists, Directors of Religious Education, and Volunteers deliver religious support to all people they lead chapels which are responsive and which enable Army readiness.

Dr Yeuell and I work to coordinate and train across Europe. We are constantly looking for best practices at 1 location which can be adapted/adopted for others.



The USAG Stuttgart Catholic Community bought journals for each Catholic Religious Education student.

In previous Volunteer Academy courses, journals have been distributed and discussed.

What we are teaching as part of our implicit curriculum is the integration of what you do AT chapel with what you believe all week.

Journals help you bring to the chapel the thoughts and prayers of your week. They also help you bring home the inspiration and lessons you found in worship and Religious Education.

| Linking Faith to BACK Home | | | | | |
|----------------------------|----------------|------|----------------------------|--------------------|-------------------|
| US Army | | | United States & Stuttgart | | |
| Faith Group | Active | % | Faith Group | % of US Population | % of USAG-ST ASIP |
| Atheist | 3,126 | 0.6 | Atheist | 3.1% | 636 |
| Buddhist | 2,250 | 0.4 | Buddhist | 0.7% | 144 |
| Protestant (ALL) | 280,193 | 53.1 | Evangelical Protestant | 25.4% | 5211 |
| Catholic | 99,594 | 18.9 | Catholic | 20.8% | 4268 |
| Orthodox | 595 | 0.1 | Orthodox Christian | 0.5% | 103 |
| Hindu | 567 | 0.1 | Hindu | 0.7% | 82 |
| Jewish | 1,875 | 0.4 | Jewish | 1.9% | 390 |
| Muslim | 1,853 | 0.4 | Muslim | 0.9% | 185 |
| No Preference/Unknown | 134,216 | 25.4 | No Pref / Unknown | 16.4% | 3365 |
| Other Religions | 3,801 | 0.7 | Other | 6.4% | 1313 |
| TOTAL | 528,070 | | Latter Day Saints | 1.6% | 328 |
| | | | Wiccan | 0.4% | 82 |
| | | | Mainline Protestant | 14.7% | 3016 |
| | | | Historically Black | 6.5% | 1334 |
| | | | Total Stuttgart Population | | 20517 |

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On the screen, you see the religious preferences for the Army, Stuttgart, and the USA. We have obligations to religious groups.

Chapels exist to support all authorized and assigned Soldiers, Civilians, and Families.

AR 165-1, para 2-1. f.

Religious support activities using Government facilities are a primary entitlement for Soldiers, their Family members, DOD Civilians, and other authorized personnel.

Look at our garrison estimated numbers per religious group.

We have robust chapel programs, but chapel programs are obviously not reaching all.

What can we do to support all?

My theory is that we can multiply chapel ministry by inspiring/guiding faith at home.

The Pew percentages were updated on 7 October 2019. See <https://www.pewforum.org/religious-landscape-study/>.

Chapel Roles & Relevant Regulations

- Garrison Commander
- Garrison Chaplain
- Religious Affairs NCOIC
- Director of Religious Education
- Special Needs Coordinator
- Special Needs Buddies
- Chapel contractors
- All Volunteers
- All Chapel Attendees



- AR 608-18
- AR 608-1
- AR 165-1
- Chaplain Corps Child Protection Guidance
- Implementing Guidance Chapel Volunteer Management
- Chaplain Corps Activities Registration
- 10 USC 1789: Chaplain-led Programs: Authorized Support

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On the screen you will see chapel roles and regulatory documents behind our chapels' welcome. Your congregation's beliefs and practices might have additional ways to understand and establish welcome.

Our lesson is based on Deuteronomy 6:4-9, the Shema, which is often considered the foundational religious education mission of Judaism and Christianity.

- If you did not have your own journal from one of our previous classes, then you may take one of the journals on your desk.
- If you already have a journal from our classes, then use some blank paper and add your notes to your journal later.

Now.

Write Deuteronomy 6:4-9 in your journal/note paper.

Each person has a role in the chapel community.

In our volunteer academy classes, we have looked at things that each role in the chapel does.

Today, our focus is on what the Volunteer Teachers do and what we ALL do. That said, all of us have a significant role in making faith in the home happen.

Let's Share

1 – Have you tried faith online?
Take a look at the websites listed on the card. Which one matches your religious preference? Can you use this resource on your phone? Can you use it offline?

3 – Create a classroom activity for home use.
Use an activity book appropriate to your religion. How can you include this in a November lesson so that your normal lesson is supported AND the students can use at home?

2 – Make a Sense Bag.
Read "A Time for Everything." Using the instructions from Activity 4, make a Sense Bag or Box. What are things that remind you of your religion? (smell, taste, feel, sound, or look like) If you are missing something, you can make a note.

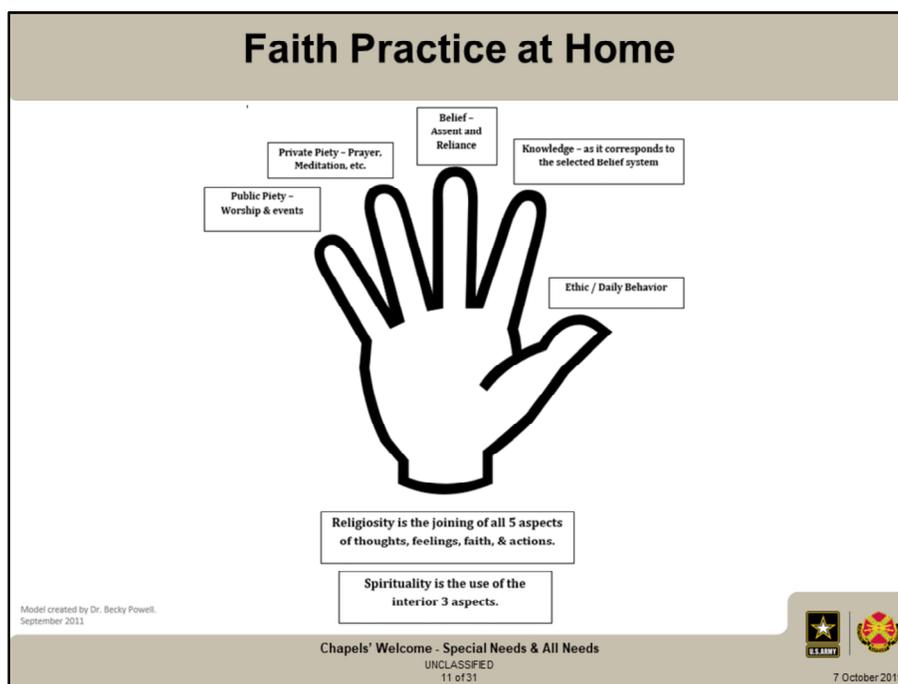
4 – Can you build scaffolding with Pretzels?
How is this process like your faith and congregation?

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Tell us about your group's activity.



“Spirituality as a Subset of Religiosity – Hand Based on Dr Rodney Stark”

Trace your hand in your journal and label each finger.

Which are the fingers of the religiosity hand that are the “at home” activities?

Name some examples of your private piety.

-

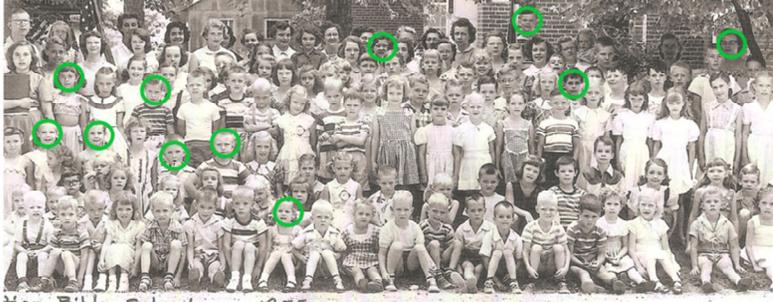
What I am proposing here is that the linking of chapel with faith at home is really exercise. We are exercising the disciplines of our religious particularities.

I recommend you take a look at the Rule of Saint Benedict. No matter what your religion is, you will find a nice outline of daily life that integrates beliefs with daily practice.

- Blends individuality with community/family
- Provides daily rhythms which make for work-life balance.

Welcoming All People Includes

- Being prepared for all sorts of situations
- Being ready to meet needs
- Integrating welcome with faith and practice



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Let's transfer understandings of assigned and authorized into the settings of welcome and inclusion. On the screen we have 3 principles of inclusion from our Special Needs and Welcome classes.

Apply what you know of chapel welcome to the idea of faith in the home.

- Imagine a Soldier approaches you and says that his wife is Buddhist.
- What support can the chapel offer?

Who did the Faith Online activity?

- What solutions can we create here in Stuttgart to help this Soldier's wife?

When we find things online, we have to consider:

- Cyber security
- Particularities of the religion – as defined by that religion's official; representative, the agency that "endorses" its Army Chaplains.
- Law about establishment of religion

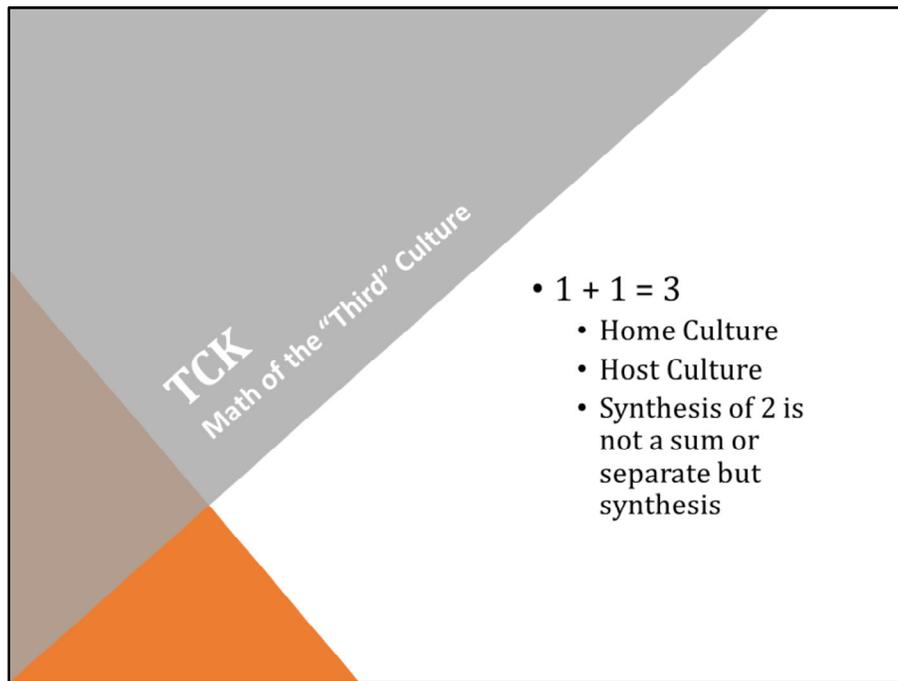
I have the 1955 Sandston VBS picture to help us think of welcome.

That was a community where children VBS hopped, so each church hosted from their own religious particularities but welcomed all people.

This picture is an intersection of my home and my faith. There are biological relatives present and there are people who are LIKE relatives. I have circled the faces of my grandmothers, parents, aunts, uncle, and other kin folk.

Some of these people went on to be soldiers, businessmen, nurses, teachers, pastors, and missionaries; and others went on to be tangled with alcoholism, abuse, and tragedy.

What we want to do is to build chapel programs that inspire homes that have faith all through the next 7 decades from TODAY.



Let's step back from religion to our international life.

TCK means Third Culture Kid.

What we are doing today is based on "A Friend Who Teaches Me" which was a pioneering work on faith development in the international population.

Third Culture is an umbrella term for military, missionary, diplomat, corporate, and other mobile or multicultural groups.

All Soldiers, Civilians, and Families



- PCS
- Grief
- Transition



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Our chapels have a full 1/3 turnover every year.
Every year, about 1/3 of our people leave and a new group arrives.

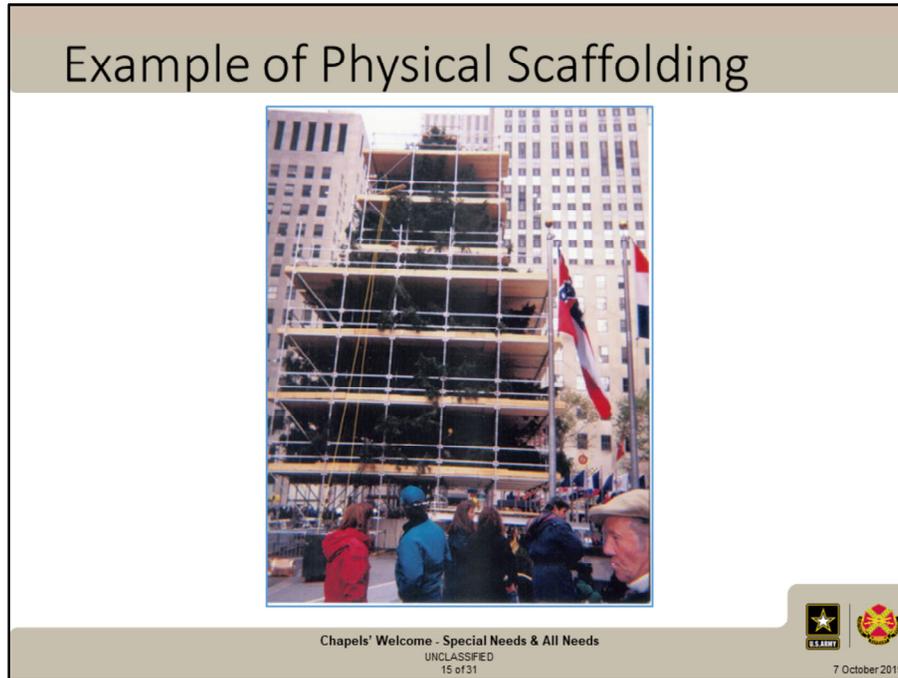
The entire Army is structured around deployment!

Regardless of other needs, we ALL experience issues of separation, transition, and grief.

These are NORMAL parts of Army Chapels, but these are also needs that require special attention and care.

Each of these situations is normal to us.
That does not mean we handle them WELL.

Exercising the disciplines of Faith in the Home helps exercise healthy ways of being.



This is the 1997 Christmas Tree at Rockefeller Center. It is covered with scaffolding which is holding it up until it can be secured in its position. When a TCK relies on friends, family and faith, they are secured.



Here are 2 examples :

My daughter was protected and guided by Grandma. Having eye to eye welcome by a famous tv star.

The college group traveled Europe together. One is blind, but the others made it so that all participated equally and seamlessly.

Look back at the Shema in your journal.

- How is the community providing social scaffolding in this?

Formal & Fictive family relationships ...

AS SCAFFOLDING

| | |
|--|--|
| <p>Formal</p> <ul style="list-style-type: none"> • Family of orientation, family of procreation • Nuclear family, extended family | <p>Fictive</p> <ul style="list-style-type: none"> • Affiliated family “Most individuals and families are not isolated, but exist in a rich network of kin, friends, and neighbors who give them strength.” (p.14, The Marriage and Family Experience, B. Strong & C DeVault eds.) • Affiliated Family (Aunties, Like-sisters, virtual-grandparents) |
|--|--|

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Take a look at the 2 types of family – formal and fictive kin.

Can anyone illustrate Fictive Kin?

Who are your Fictive Kin here?

Which sort of family do you see the most?

Neither group is perfectly capable of providing satisfaction. BOTH Formal Family AND Fictive Family can provide:
 permanent OR transitory connections
 positive OR negative experiences

CH(LTC) Dean Bonura was one of many researchers to identify Army chapels as a key role in relationships and resilience.

Our Sunday Visitor Newspaper in July 2919 focused on Catholic Community, and highlighted the family relationships. While using other vocabulary, they discussed both formal and fictive kin as equally important.



Social Scaffolding - Characteristics

- 1 – Significant People Can Influence Choices**
- 2 – Significant People Appear Trustworthy**
- 3 – Trusted People Relate Intentionally**
- 4 – Trusted People Continue Self-Development**
- 5 – Multilayered Relationships are VERY Significant**

1 – Events
2 – Thoughts
3 – Setting
4 – Activity
5 – Situation

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A Friend Who Teaches Me p.7
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There is MUCH more that can be said of these 5 characteristics.
Our chapels are filled with supportive individuals.

Notice that when we talk about faith at home, we are talking about the family that we SHARE regardless of how many people live in our houses/apartments.

These relationships bring what we do inside the chapel out for our faith at home and our faith through life.

Who did the Pretzel activity?

Do you have additional thoughts from your activity based on the scaffolding talk?

Tell us how linking chapel activities to Faith at Home might help our USAG Stuttgart population?

Offer copies of “How Can I Grow My Congregation” and “Resilience in the Lives of Military Children: The Effect of Chapel Relationships.”

Let's CREATE Chapel & Home Plans!

- You may work individually or as a group.
- Take 10 minutes and organize a lesson plan for use in the chapel.
- If you do not have a copy of your teacher guide / textbook with you, then use "Toolkit for Teaching" as your starting outline.
 - If you have your book, then integrate what you are organizing into an upcoming lesson.
- Your reorganized lesson will:
 - Use Deuteronomy 6:4-9.
 - Include 1 of the activities/resources used at the start of class.
 - Link to a particular worship element or belief of your religious preference.
 - Highlight a home activity/discipline for your students to do during the week.

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See the instructions on the slide.
You have 10 minutes to get creative.

The goal of the activity is to check how you can apply faith at home concepts.
The implicit goal of the activity is to provide you with a lesson plan ready to go.

After 10 minutes, call time and ask for people to share their plans.

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Coming back to our religious preferences

Chapels exist to support all authorized and assigned Soldiers, Civilians, and Families.

Do you have neighbors/friends/family members who belong to a religious group that does not have programs on post here?

- Do you have ideas to help them?
- What are your ideas for increasing faith activity in your own home?

References

- Combat Trauma, Resiliency, and Spirituality
 - CH(LTC) Dean Bonura
- According to my Passport, I'm Coming Home
 - Kay Branaman Eakin
- Parenting in the Pew
 - Robbie Castleman
- Global Grandparent
 - Peter Gosling, Anne Huscroft
- Take Your Kids to Europe
 - Cynthia and Lew Harriman
- Among Worlds Magazine
 - Interaction International
- Unpacking Faith
 - Mark Moitoza
- Flourishing
 - Joseph Pehm
- Third Culture Kids
 - David Pollock and Ruth Van Reken
- A Friend Who Teaches Me
 - Becky Powell
- How to Grow a Congregation – Military Chapel
 - Becky Powell
- Resilience in the Live of Military Children: The Effect of Chapel Relationships
 - Becky Powell
- The Family Cloister: Benedictine Wisdom for the Home
 - David Robinson
- The Western Educated Man in India
 - John Useem and Ruth Hill Useem
- Historiska Museet, Stockholm
 - <http://www.historiska.se>



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On the screen are listed many resources behind today's lesson.

Today's lesson relied most heavily on:

- A Friend Who Teaches Me
- The Family Cloister: Benedictine Wisdom for the Home
- Parenting in the Pew

Parenting in the Pew by Robbie Castleman is the center of our December Volunteer Academy class of the same title.



Volunteer Academy
3 November 2019:
“Dealing with Toxic People”

Thanks to
Ms Petra Spillman
for voluntary service and
expertise creating Toxic People training.

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Training specifically designed for dealing with Toxic People will be held on 3 November 2019.

Parenting in the Pew will be 8 December 2019. Be thinking about best practices and great ideas for children in chapel.

That training is a follow up for what you have learned in this session. We would like to have a robust team of volunteers ready to respond, befriend, and welcome people who need extra accommodations.

Handout the References page and offer handouts/giveways.

Terminal Learning Objective

ACTION: Apply religious particularities to military experience and build a chapel Religious Education activity to support faith at home.

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The Shema (Deuteronomy 6:4-9) really was our theme today.



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

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

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A reference page is available for you to take with you.