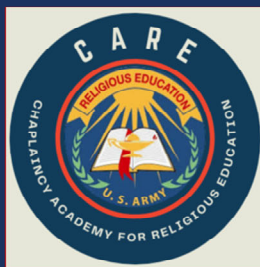

TEACHING FOR RESILIENT FAITH

INSTRUCTOR: DR BECKY POWELL



ADMINISTRATIVE INFORMATION

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

RISK ASSESSMENT LEVEL: LOW

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

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

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

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

We work within IMCOM's mission statement which reads: "The US Army Installation Management Command (IMCOM) integrates and delivers base support to enable readiness for a globally-responsive Army."

TERMINAL LEARNING OBJECTIVE

ACTION: Apply Army information about resilience/flourishing to teaching practices in Army Chapel programs.

CONDITIONS: In an online environment, given access to FM 7-22, educational theory, and research on resilience/flourishing.

STANDARD:

- Compare Small Group leadership principles with current teaching practices.
- Create a lesson plan template.
- Discover characteristics of flourishing/resilience.
- Personalize theories for individual teachers/groups.

CHALLENGE. The first participant to raise their digital hand will win the prize of being able to read our TLO for this class aloud.

We hear a lot about resilience in Army settings these days.

You may or may not have heard about flourishing, growing/improving through crises.

We will spend time with both of these terms and prepare you for classes/programs that you will lead/join now or in the future.

Like many classes of the Chaplaincy Academy for Religious Education (CARE), the ancient Shema is a guiding principle for tonight's class and for your chapel classes.

The Shema: Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise. (New Revised Standard Version)

This is a class about RESILIENT FAITH.

Teaching/Leading so that people have faith that is strong today and continues to the day of our death.

We are not talking about overall resilience.

And really when I say resilience, I am thinking NOT of staying as we are NOW, but FLOURISHING Into what we are meant to be. Let's say resilient faith as that which is persistently GROWING.

People throw around the phrase that an "individual IS resilient."

However, I have yet to find resilience as an automatic and individual phenomenon. But research and experience show that resilience/flourishing is the result of teaching, coaching, mediation, and scaffolding.

Tonight, we are narrowing our research and training lens to focus on RESILIENT FAITH.

I and other Army Religious Educators and Chaplains have taught about the coaching, mediation and scaffolding in other CARE Online and Onsite classes. We offer training in wider resilience/flourishing.

CONTACTS



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

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

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

I also want to give credit to USAG Stuttgart Chapel Volunteer, Kelly Lierly. She provided great input and assistance in creating this lesson.

FM 7-22, HOLISTIC HEALTH & FITNESS

CORPORATE AND INDIVIDUAL MEETINGS 10-12.

A central practice of spiritual readiness is regular meetings to **receive** instruction, **observe** tenets of belief, and **gather** with people of similar values. Meetings often occur weekly and can last thirty minutes to several hours. Some groups require dedicated sacred space in garrison settings, while other groups require dedicated space free of external distractions. Army chapels are designated as dedicated space for this purpose in both garrison and operational environments.

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

In November, Dr Clinton Lowin taught us about Small Groups.

He reframed the programs that we offer in the chapel through the greater mission of developing people and supporting religiosity.

You can access his notes at the USACHCS Training Portal. You can contact him by email for an encore presentation.

In Dr Lowin's lesson, he directed our attention toward the 8 October 2020 version of FM-7-22. "Holistic Health and Fitness."

Paragraph 10-12 is important to understand the importance of people spending time together.

When we have classes, we are bringing "small groups" of individuals together around content.

- Each time we lead a class or study, we need to have an actionable objective.
- Today's lesson action is to "Apply Army information about resilience/flourishing to teaching practices in Army Chapel programs."
- We are organized "Around Content" – How to teach.
- We also are organized around "Mission" – The Army Chaplain Corps wants to revitalize our Soldiers and Families in religiosity and all of life.
- By teaching and learning tonight, we are applying skills.

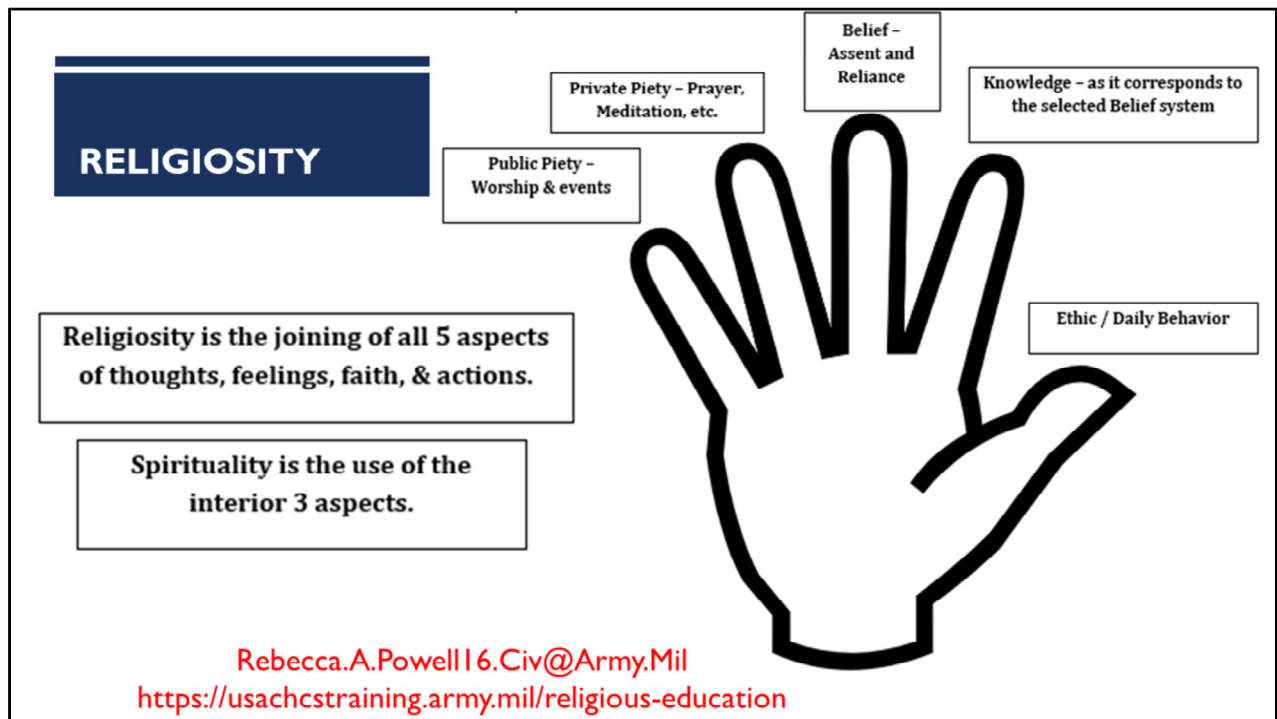
HOWEVER, if you have attended other CARE classes, your experiences might be like mine.

- My resilience as an Army civilian is enhanced each time we meet.
- My flourishing as a thinking/feeling person is nurtured through our friendships in these classes.
- My faith in a God who provides is sustained.....

Hmmm each time we have CARE classes, we are experiencing a measure of tonight's lesson "teaching for resilient faith."

What does Resilient Faith LOOK LIKE?

- Do you have any first ideas?



When we look at Resilient Faith, as a researcher, I look at the specific activities of Religiosity from Rodney Stark of Baylor University. Take a moment and photograph this slide as well.

Resilient Architecture comes from a building's walls, beams, roof, even the small nails. To construct a building which can stay steady, the building materials need to be correct for the building use and the local threats to stability (weather, ground, war, etc.) To keep a building standing, a building owner needs to do regular maintenance. Resilient Faith is built by these 5 facets of religiosity. We need to exercise and maintain these facets each day.

Teaching Math is about learning facts, and the teacher-student relationship makes all the difference.

Teaching Religion is about all 5 aspects of Religiosity

We discuss this further in the class "Spirituality and your Religious Preference." You can find the lesson notes on the USACHCS Training Portal or contact Dr Powell for an encore presentation.

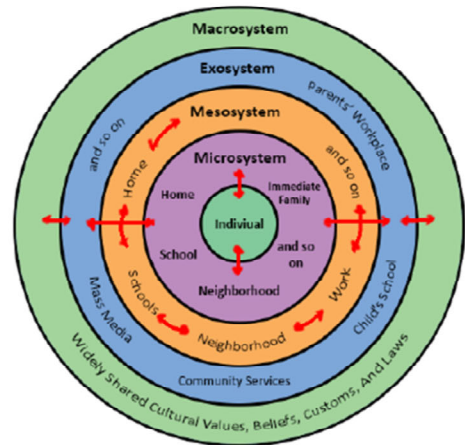
SAMPLE SPIRITUAL READINESS ASSESSMENT FACTORS

- Personhood (Identity)
- Identity (Worldview)
- Growth Orientation (Mindset)
- Personal Agency (Awareness, Control, EQ)
- Coping Strategies (Experience hardship)
- Connection (Relationship and Fellowship)

FM 7-22, Ch 10, table 10-1, 8 October 2020

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



Urie Bronfenbrenner, Ecological Systems Theory

These key questions about small groups helped me clarify where we will go with today's class, "Teaching for Resilient Faith."

In case you missed it during Dr Lowin's lesson, take a moment and photograph this slide and diagram from FM 7-22.

The lessons that we teach connect the individuals with their selected religion's values, beliefs, customs, and laws.

As we teach, we lead a pilgrimage through these concentric circles.

The diagram is from Urie Bronfenbrenner, one of my favorite educational theorists.

Bronfenbrenner's most often said statement is:

- **"Every child needs** at least one adult who is irrationally crazy about him or her."
- This is soooooooooo very true for children and teens, but it is also true for adults.
- Each one of us also needs at least 1 leader/mentor who is irrationally crazy about us.
- Often, it is that volunteer teaching a scripture study who is that 1 person.

Oh my, I could talk about this topic for HOURS. I have written volumes and taught other lessons on the topics of resilience, religiosity, and flourishing. I am going to rein my talking in and give you time to apply in this hour.

Has everyone photographed this slide?

Teaching Toolkit



Your Army DRE and the CARE Center have resources and programs to support flourishing and resilience.

Know Learners

Know the Content

Gather the Resources

Teach the Class

Clean up the Room

Contact Learners

Adjust Plans Based on Learners & Content.

As we teach for resilience – the relationships are important. But the content is equally important. We need to be ready!

Take out your Journals and write the “Teaching Toolkit.”

Journaling is a great thing for your own faith, but it is significant for teachers.

As you teach, you integrate what you are learning yourself.

On the screen, you see the hands, glasses, and JOURNAL of a chapel volunteer teacher.

This volunteer takes classes to learn and grow in his faith and chapel abilities.

He teaches teenagers. His own habits teach as much as the content teaches.

Raise your hand once you have finished copying these 7 points.

(Now turn off screenshare.) Everyone turn on your cameras. Let’s talk about this toolkit.

Teaching Toolkit



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Adjust Plans Based on Learners & Content.

(Now turn off screenshare.) Everyone turn on your cameras. Let's talk about this toolkit.

- Know Learners – How can you get to know your learners? WHY would you get to know your learners?
 - Registrations & Attendance List
 - Special Needs
 - No Photo
- Know the content – think of the content as another “person in the room” So How can you get to know your content? WHY would you get to know your content?
 - Review Book (introduction, table of contents, lesson plan key)
 - Review larger curriculum (which lesson themes are before? After?)
 - Read Teacher notes
- Gather the resources – Where do you get resources from? What are your favorite teaching tools?
 - Religious Education Resource Center
 - Chapel Supply cabinets
 - Stock your Class Suitcase or classroom cabinet
 - Signs on classroom doors
- Teach the Class – Yes – this is basic, but there are times when you get “thrown in the room” at the last minute. Here is a quick outline that will give you a 1 hour lesson for your group – regardless of learners or content.
 - Lesson Plan in your Pocket
 - Welcome & Introductions & Take attendance
 - Prayer
 - Food or community building activity
 - Read/Review content
 - Discuss/Explore content
 - Apply content to daily life or Craft
 - Homework or other tasks to reinforce the lesson through the week
 - Think about the class that you attend/teach. What would this outline look like?

Now let's look at the rest of the Teaching for Resilience Story.

Teaching Toolkit



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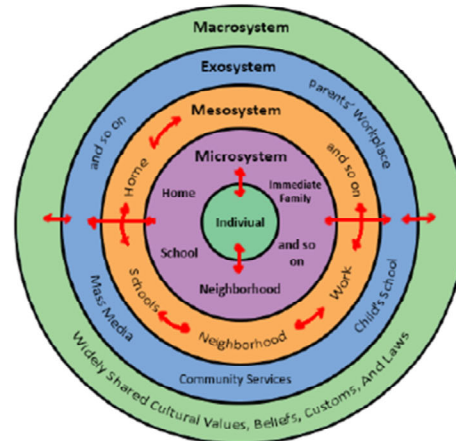
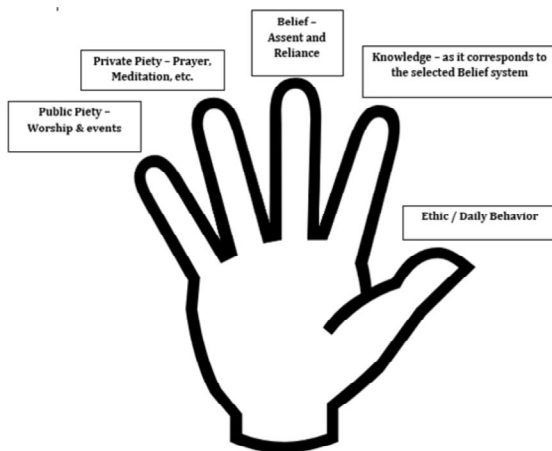
Adjust Plans Based on Learners & Content.

Teaching for Resilience means that what we do AFTER the lesson is as important as what we do BEFORE and DURING the lesson!

- Clean up the room – leave it better than you found it. Let's get specific.
 - Put away signs
 - Turn in any information to pastor or DRE
 - Put away supplies
 - Clean floors and furniture
 - Remove trash
 - Disinfect
 - INCLUDE THE LEARNERS IN THESE TASKS.
 - HOW DO THESE TASKS and INCLUDING LEARNERS REINFORCE RESILIENCE?
- Contact Learners – Why is this just as important as the rest?
 - Call or email absentees (“We missed you.” “Here is what you missed.”)
 - Remind class members of coming events
- Adjust future weeks based on needs of learners and content. What is your experience here?
 - This demonstrates the intent to care for the learners of individuals – their unique needs.
 - This adjustment allows you to identify which parts of religiosity that your learners have MASTERED, which they are working on, and which are completely new.
 - Adjustment also demonstrates that God is hearing and seeing the learners – their unique needs.

Now based on these Toolkit ideas, let do so activities:

CASE STUDY – ECOLOGICAL SYSTEMS THEORY



Urie Bronfenbrenner, Ecological Systems Theory

You have the plans.

In the chapels our content is religiosity.

Keep your journals out.

How can we demonstrate to our learners that there are a chapel and a god who are “crazy about them?”

How can we practice the religiosity facets in our lesson?

How can we link our class hours with the larger systems of our lives.

Think about your religion/lesson content. What are specific activities/actions from each facet of religiosity?

Who/what person/institution on each circle can reinforce the lesson content?

How can each facet of religiosity be demonstrated in that person/institution?



Questions?

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

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

A reference page is available for you at the end of this slide deck.

TERMINAL LEARNING OBJECTIVE

ACTION: Apply Army information about resilience/flourishing to teaching practices in Army Chapel programs.

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REFERENCES

Army FM 7-22, Holistic Health and Fitness

Bronfenbrenner, Urie; Influences on Human Development, 1975

Brown, Brené; Rising Strong as a Spiritual Practice, 2017

Buber, Martin; I and Thou, 1958 (translation)

Lowin, Clinton; Leading Revitalization Through Small Group Ministries, 2021

Miller, Lisa; The Spiritual Child, 2015

Powell, Rebecca; A Friend Who Teaches Me, 2007

<https://www2.baylor.edu/baylorproud/2021/11/largest-research-project-in-baylor-history-to-study-human-flourishing-around-the-world/>

The references on the screen are critical for today's lesson.

There are so many exciting possibilities for your teaching and learning in each of these resources. Again – make a list or take a photo of the screen and take time to enjoy.

ACTIVITY CHOICES FOR ADDITIONAL 1.0 CLP

1. Read any of the books listed on the reference slide.
2. Create a lesson plan that includes religiosity practices & ecological systems theory with your normal content.

Note that this week, there 1.0 CLP available for any of the activities on the screen.

Normally, we just offer 0.5 CLP.

Send an email with your activity to Rebecca.A.Powell16.Civ@Army.Mil