



U.S. ARMY



**NEW
DIRECTOR OF RELIGIOUS EDUCATION
(DRE)
TRAINING - LESSON 4
“DRE ADVISORS TO THE CHAPLAIN”**

US Army Chaplain Center and School
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Instructional Lead In: Welcome to the New Director of Religious Education (DRE) training, Lesson 4 “DRE Advisors .”
This is a 2 hour lesson.



TERMINAL LEARNING OBJECTIVE



ACTION: Demonstrate the scope and tasks of advisement to Chaplains.

CONDITIONS: In a DL environment, given access to AR 25-50, AR 165-1, and religious assessment tools.

STANDARD: Understanding includes:

- Illustrate Army writing and briefing as tools for advisement.
- Explain the importance of Religious Accommodation and First Amendment.
- Show Running Estimate with MOP & MOEI.
- Classify issues of culture.

Instructor Note: Have students read the TLO.



ADMINISTRATIVE INFORMATION



SAFETY REQUIREMENTS: Students are leaders responsible to ensure the safety of their training environment for DL purposes. Instructors will ensure students are advised of safety requirements and take all necessary precautions, including the requirement for securing data such as their personally identifiable information, while completing course material.

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.



DRE ADVISORS TO THE CHAPLAIN

Take 5 minutes to write down what you plan to brief the Senior Chaplain on your plan as the DRE to increase religious education programming in your installation environment.



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Take 5 minutes to write down what you plan to brief the Senior Chaplain on your plan as the DRE to increase religious education programming in your installation environment.

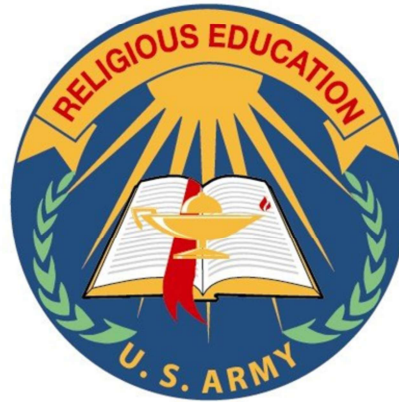
After 5 minutes, put your work to the side because it will come back up later in the lesson.

Not knowing how to write can't get you killed but it can definitely get you fired. By understanding Army Writing and being able to apply it's principles you not only set yourself up for success but also the people you are accountable to and the Soldiers & Families you are responsible for.



DRE ADVISORS TO THE CHAPLAIN

This lesson prepares students to function in the role of the chaplain's advisor.



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Instructor Note:


Review the lesson overview.

The learning exercises will allow you to illustrate Army writing as a tool for advisement. You will explore and explain Army religious accommodation as it relates to the First Amendment. Students will practice with measures of performance and measures of effectiveness indicators.

Go now to <https://armypubs.army.mil>.


Save this link as a favorite websites.

You will use this link to access Army documents during this lesson.




DRE ADVISORS TO THE CHAPLAIN

REVIEW ARMY WRITING PRINCIPLES



Clear, Concise & Effective

Short Sentences & Words



<https://armypubs.army.mil/ProductMaps/PubForm/AR.aspx>

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The materials on Army Writing are from the USACHCS Lesson Plan, "Army Writing," which is taught to Religious Affairs Specialists.

The first two Army Writing Principles we've identified are: "Clear, Concise & Effective" and "Short Sentences & Words." Let's discuss these...

What is clear?

- plain or evident to the mind; unmistakable

What is concise?

- expressing much in few words; brief and to the point

What is effective?

- productive of or capable of producing a result

Why do you think these three elements have been identified as principles when it comes to Army Writing?

- Per AR 25-50 Preparing and Managing Correspondence, Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making. Writing that is effective and efficient can be understood in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.

The next principle is short sentences and words. As a rule of thumb your range should be 12-20 words per sentence with the target being 15. Avoid repetition. Use synonyms with less syllables but always retain the original meaning of your message.

Why is using short sentences and words important?

With short sentences, the listener gets the whole thing in one go. Easy to remember. Easy to understand. More powerful communication.

What is Active Voice?

- The verb form or voice in which the subject of the sentence performs or causes the action expressed by the verb. Opposite with passive voice.

Active writing emphasizes the doer of the action. It shows who or what does the action in the sentence, or puts the doer before the verb. It also creates shorter sentences. Eliminating the passive voice reduces the number of words in a sentence.

Here is a formula that you can use to remember and ensure you're practicing active voice. Active = Doer + Verb + Receiver. There are times however when the Passive Voice may be more effective and that is:

- when you don't know who the doer is
- when the receiver is more important than the doer
- when the passive voice is more conversational

Stop now and go to the Army Publishing Directorate. Under the "publications" tab, hover over the word "administrative." Click on the subtab "Army Regulations."

- <https://armypubs.army.mil/ProductMaps/PubForm/AR.aspx>
- Scroll down to "AR 25-50, Preparing and Managing Correspondence."
- Click on the word "download" on the right of that row. When the PDF appears, save it to your computer. This is a reference which you will use in this course and in your career as an Army DRE.



DRE ADVISORS TO THE CHAPLAIN ARMY WRITING CHECK ON LEARNING



What are the Army Writing Principles we discussed?


Why are the first two principles important?

What is the difference between active and passive voice?


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Now take out your briefing notes from earlier in the lesson. Let's see what you've learned. Use what we just covered to edit your brief.

- Take 5 minutes to edit your notes.




DRE ADVISORS TO THE CHAPLAIN PREPARE A MILITARY BRIEFING



Types

Steps

- Analyze
- Construct
- Deliver
- Follow-Up



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There are four types of briefings.

- Information
- Decision
- Mission
- Staff



- An information briefing provides information in a form the audience can understand.
- A decision briefing obtains an answer to a question or a decision on a course of action.
- The mission briefing is an information briefing presented under tactical or operational conditions.
- The purpose of a staff briefing is to coordinate unit efforts by informing the commander and staff of the current situation.

These are four types of briefings you may encounter throughout your career, so it's important that you be familiar with them.

Most frequently, you will provide information briefings. With the Information Briefing, the briefer begins an information briefing by addressing the audience, identifying themselves and the organization, and gives the classification of the briefing.

There are 4 steps in preparing/delivering each type of briefing. This is similar to writing a good lesson plan.

Chaplains and Religious Affairs Specialists have been trained on Army Briefing by USACHCS. Your training as a Religious Educator has taught you how to communicate in front of a group. Attend a briefing with your chaplain supervisor this week.

DRE ADVISORS TO THE CHAPLAIN PREPARE A MILITARY BRIEFING

INTRODUCTION:	SUPERIOR	SATISFACTORY	UNSATISFACTORY	TOTAL
Greeting (name/topic)	Student clearly identified his or her name and clearly identified the topic being presented. 5 or 4	Student identified either his or her name or the topic being presented "only" but both elements were not identified. 3 or 2	Student did not identify his or her name and did not identify the topic being presented. 1 or 0	
Classification	Briefing classification was clearly stated. 5 or 4	Some elements of the classification were given but not all. 3 or 2	The classification was not stated. 1 or 0	
Purpose (main point)	The purpose for the briefing was clearly stated. 5 or 4	The purpose of the briefing was not clearly stated. 3 or 2	The purpose of the briefing was not stated. 1 or 0	
Benefits	The benefits for the briefing were clearly stated. 5 or 4	The benefits for the briefing were not clearly stated. 3 or 2	There were no benefits stated for the briefing. 1 or 0	
Outline or Procedures	The main points were clearly identified. 5 or 4	The main points were partially identified. 3 or 2	The main points were not identified. 1 or 0	
MAIN BODY:				
Ideas arranged logically	All ideas were arranged logically and thoroughly covered main points. 5 or 4	Ideas were partially arranged logically but could have been developed more. 3 or 2	Ideas were not arranged logically and main points were not developed. 1 or 0	
Transitions (smooth/useful)	Transitions were fully developed to transition from each main point each time. 5 or 4	Transitions were not used throughout the briefing between main points. 3 or 2	Transitions were not used. 1 or 0	
Sequence for best results	The briefing flowed flawlessly. 5 or 4	The flow of the briefing could have been better. 3 or 2	The briefing did not flow. 1 or 0	
Knowledge of subject	Student is clearly the subject matter expert on the topic. 5 or 4	Student displayed some knowledge of the topic. 3 or 2	Student displayed little to no knowledge of the topic. 1 or 0	
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Chaplains and Religious Affairs Specialists have been trained on Army Briefing by USACHCS. In their training, they were evaluated using the chart on this slide.

Your training as a Religious Educator has taught you how to communicate in front of a group.

Schedule to attend a briefing with your chaplain supervisor **this week** to observe an experienced Army leader. Schedule a time when your Chaplain Supervisor will observe you providing a real or mock briefing **within the coming 6 weeks**.

Send your Course Instructors the dates of these 2 briefings.

If you would like assistance in preparing your briefing, your Course Instructors or other experienced member of the Army Chaplain Corps can mentor you in the process.

 **DRE ADVISORS TO THE CHAPLAIN** 

PREPARE CORRESPONDENCE

**Preparing and Managing
Correspondence**

AR 25-50



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Use AR 25-50 to answer the following questions.

What are the objectives of AR 25-50?

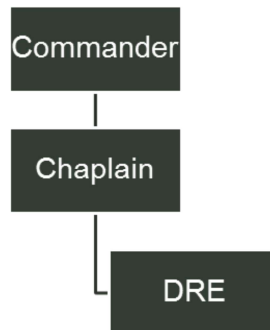
What is a Memorandum for Record (MFR)? Which figure shows the correct format for an MFR?

Send your Course Instructors your answers with appropriate citation for each answer.



DRE ADVISORS TO THE CHAPLAIN

The First Amendment to the U.S. Constitution prohibits enactment of any law “respecting an establishment of religion” or “prohibiting the free exercise thereof.” Congress recognizes the necessity of the Chaplain Corps in striking a balance between the Establishment and Free Exercise Clauses.
(AR 165-1, para. 1-6.a)



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**Briefings and correspondence are HOW the advisement portion of DRE work is done.
The First Amendment is the WHY the advisement portion of DRE work is done.**

The following slides are from USACHCS lesson plans created to train Chaplains and Religious Affairs Specialists. These lesson plans are “Advise Command on Religious Accommodations,” “Introduction to Culture,” and “Role of the Installation Chaplain.”

The Garrison Chaplain is the “principal advisor to the Garrison Commander for religious support.” (AR 165-1, para 1-9.r.7.a.)

The DRE’s first primary duty as listed in the GS-1701-11 PD is “advises the Garrison Chaplain on multiple faith groups for medium size installation. Provide guidance in matters of religious education, youth ministry, administers, and coordination of the program.”

Download and save AR 165-1 from the Army Publishing Directorate
(<https://armypubs.army.mil/ProductMaps/PubForm/AR.aspx>)

Find the responsibilities of Garrison Chaplains (AR 165-1, para. 1-9.r.7.)

What are the benefits to the Garrison Chaplain if the DRE fulfills her/his advisement duties?

Have a 10 minute discussion with your Garrison Chaplain about this topic.

Send your Course Instructors the date/time of that conversation.



DRE ADVISORS TO THE CHAPLAIN









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The most frequent briefing and correspondence work that a DRE will do concerns the accommodations that the Commander can provide Soldiers, Civilians and Families through Religious Education as an Essential Element of Religion.



We know that taking care of soldiers,* Supporting and contributing to the mission,* And ensuring religious freedom means that we will be called upon to help our commanders deal with accommodating religious needs.

“How does Accommodating Religious Needs contribute to the success of the mission?”

- Raise morale
- give inner spiritual strength
- advise command as to Religious Holidays in deployed AO

Napoleon Bonaparte wrote “A soldier’s most important weapon is their spirit” and chaplains are responsible for the soldier’s spiritual welfare.

Commanders value our advisory role and we are capable of providing religious support through a wide range of operations; one among many is advising commanders on accommodating religious needs.

DRE ADVISORS TO THE CHAPLAIN ANALYZING CULTURE

PMESII-PT

- Political
- Military-Security
- Economic
- Social
- Infrastructure
- Information
- Physical Terrain
- Time

Cultural analysis requires an expansion of this framework to capture the significance of seminal events and the effects on culture

<https://usachcstraining.army.mil>

Religious accommodation may require an understanding of the home cultures that our Soldiers, Civilians, and Families. It will also require understanding the Army culture as well as the culture of the community outside our gates.

The Chaplains and Religious Affairs Specialists have been trained in cultural analysis.

One of the Army tools for this is PMESII-PT. Knowing this tool will help as you advise the Garrison Chaplain and accomplish the other duties of your position as a DRE.

TRADOC G-2 identifies the PMESII-PT framework as the primary tool to identify critical considerations and understand the operational environment. (*Reference: FM 3-0, TRADOC G2. Strategic Environmental Assessment. 2028*)

We will not go into detail about PMESII-PT as you can continue this conversation with your CH/RAS colleagues. You may also be familiar with other frameworks, such as ASCOPE or METT-TC, SEARCH, Air Force Culture Domains, etc. that can be used in the same manner as we will use PMESII-PT during this lesson.

We are going to explore how to **expand the PMESII-PT tool** to better support a more in-depth analysis of cultural considerations.

This expansion involves representing PMESII-PT factors as **dynamic, as opposed to static**. All too often, we encounter information that is outdated and not representative of the latest changes and events in a particular area or culture. Additionally, the framework itself is more conducive to a static representation and lacks in encouraging consideration of the implications of that information.

To capture the dynamic nature of this information, **especially in the usually unstable situations in which military operations are occurring**, we should examine how to conduct a **seminal event analysis**.

Go to the USACHCS Training Portal (<https://usachcstraining.army.mil>). Resources are posted there to assist you in analyzing religious groups and culture. This is part of your role as advisor to the Garrison Chaplain. You may save these to your computer.

To document that you are learning to classify issues of culture, select 2 resources from the Portal, and email them to your Course Instructors.



DRE ADVISORS TO THE CHAPLAIN

IMPACT OF PLURALISM ON RELIGIOUS EDUCATION

Religious educators will also assist chaplains and other individuals who request advice or support in securing educational resources needed for the practice of specific religious groups.

AR 165-1, para 5-2.c.

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As a DRE, you are hired by the Army to provide religious support to ALL authorized and assigned soldiers, civilians, and families. This does not mean that you must compromise your principles or beliefs. Rather, it is an opportunity to help them find or continue in their chosen religion.

Webster's Dictionary defines pluralism as, "A state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization"

DREs work within AR 165-1. You have already saved that document to your computer. Send the Course Instructors a 2 sentence paraphrase of AR 165-1, para. 1-6.b.



DRE ADVISORS TO THE CHAPLAIN IMPACT OF PLURALISM ON RELIGIOUS EDUCATION

U.S. ARMY CHAPLAINCY RELIGIOUS EDUCATION QUARTERLY PROFILE Annual - Running Total FY 2018

Installation Name and Location:								
Attendance	Faith Group	Number of	Number of	Number of	Number of	Number of	Total \$	Total \$
Totals	Categories	RE Programs	RE Events	Educational Hours	Volunteers	Participants	AF Spent	NAF Spent
2,073	Protestant	14	171	359	49	391	1,030	
1,160	Catholic	14	107	248	44	260	971	
	Islamic							
	Wiccan							
35	Jewish	1	5	5	2	9		
	Orthodox							
	Buddhism							
1,107	LDS	2	47	48	3	30		
169	Joint Faith Activities	3	11	25	3	96		
	NFE							
	Other Faiths							
4,544	Sub Totals	34	341	685	101	786	\$2,001	

Best RE Practice

Please write a descriptive narratives about your best RE program practice that has been exceptionally successful, unique in design, targeted a unique group or addressed a specific RE need.
"Be Proud...Tell Their Story"

Left Click Below to Type

Best Practice

USAG [redacted] held a joint faith family religious event on 2 December 2017. This intergenerational program had 77 attending to learn about the season of Advent.

DRE advisement briefings and written communications are enhanced through providing specific and measurable information.

Each quarter, IMCOM collects the Religious Education Report (RER).

The RER provides a Measure of Performance (MOP) on the entire installation's execution of Religious Education.

The data collected and summarized on the RER are helpful in the Garrison Chaplain advisement to the Commander, particularly in the "running estimate."

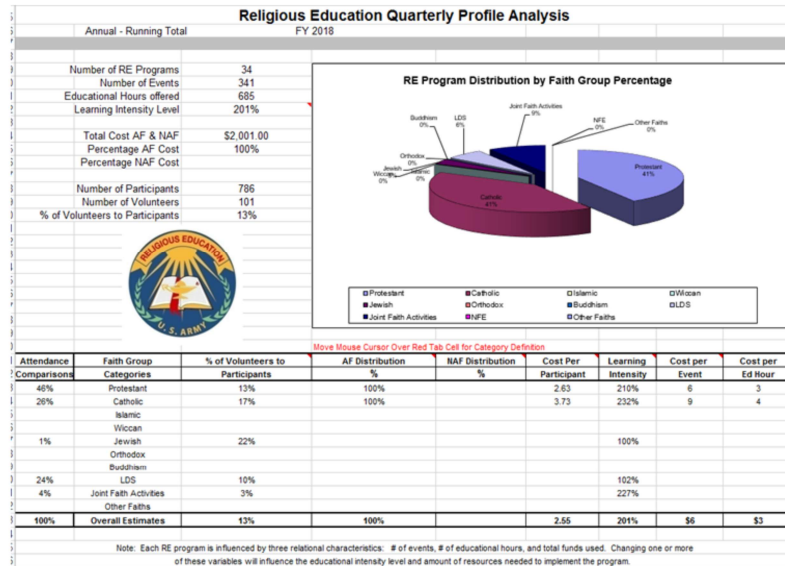
"A running estimate is the continuous assessment of the current situation used to determine if the current operation is proceeding according to the commander's intent and if future operations are supportable (ADP 5-0). Each staff section maintains a running estimate focused on how their specific areas of expertise are postured to support future operations." (ATP 1-05.04, para E-1)

Send the Course Instructors you answers to the following questions.

- Imagine that the RER is for your installation. Garrison Chaplain data for a running estimate of Essential Elements of Religion.
- Based on this sample RER, what is the religious group with the greatest number of events?
- What is the total attendance at all Religious Education events?



DRE ADVISORS TO THE CHAPLAIN IMPACT OF PLURALISM ON RELIGIOUS EDUCATION



The RER can also provide Measures of Effectiveness Indicators (MOEI).

If MOPs show that anything was done. MOEIs can show how well things were done.

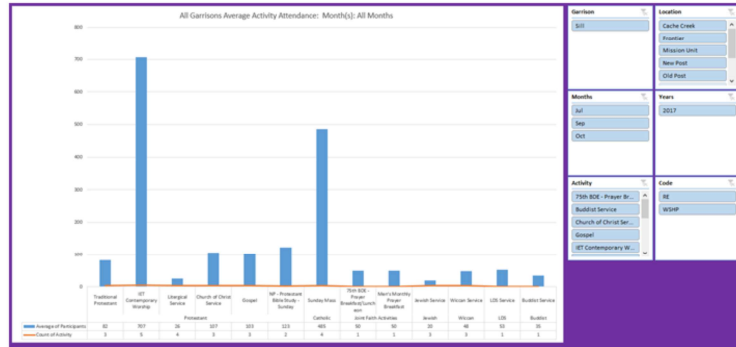
- MOEIs show how well are the Commander's Religious Education programs supporting all persons' free exercise of religion.

As seen on this slide, the RER has built in charts which provide initial MOEI.

- The Ratio of Volunteers to participants shows the strength of the volunteer base.
- The comparison of programming for various religious groups can be used to show chapel response to the pluralistic setting.



DRE ADVISORS TO THE CHAPLAIN IMPACT OF PLURALISM ON RELIGIOUS EDUCATION



ASIP Population Extract	Army MIL	Other MIL	EST. US MIL TOTAL	MIL DEPND	MIL-CIV TDY / Transient Pn / Reserve Comp	EST. TOTAL ASSIGNED AUTH SPT
Grand Total	24,000	4,000	28,000	40,000	10,000	78,000

Many garrisons have started to use a SharePoint based tool to improve data gathering. The various reports that DREs can create from RE data make possible granular analysis of individual activities and time periods. These MOEIs can also demonstrate the volunteers' value to the Commander's religious support mission.

Your Garrison Chaplain can introduce you to the Plans, Analysis and Integration Office (PAIO) to get a copy of the garrison's "Army Stationing and Installation Plan (ASIP) Population Extract." The sample ASIP provided is not from any location. It is only to give you an example of the data which you can look for in an ASIP report. In OCONUS locations, the ASIP includes civilians, contractors, and CIV dependents.

Once you know your "Total Assigned Authorized Support" population number you can have a glimpse at the % of your population by religious preference.

Your DHR provide a copy of the Army Religious Preference report from the "Office of Army Demographics" and the Soldiers' denomination breakdown of your installation.

You can also view American religious preferences from the Pew Forum on Religion and Public Life. <http://religions.pewforum.org/pdf/affiliations-all-traditions.pdf>



DRE ADVISORS TO THE CHAPLAIN

Take 5 minutes to write down what you plan to brief the Senior Chaplain on your plan as the DRE to increase religious education programming in your installation environment.



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Return to your original assignment for this lesson.

Take 5 minutes to improve your brief to the Senior Chaplain on your plan as the DRE to increase religious education programming in your installation environment.

You do not need to insert your installation MOP or MOEI numbers right now, but make note of what reports would help your written or verbal advisement.

Not knowing how to write can't get you killed but it can definitely get you fired. By understanding Army Writing and being able to apply it's principles you not only set yourself up for success but also the people you are accountable to and the Soldiers & Families you are responsible for.

- This is an activity which you can build upon and use in your regular duties.

Send your notes to the Course Instructors.



TERMINAL LEARNING OBJECTIVE



ACTION: Demonstrate the scope and tasks of advisement to Chaplains.

CONDITIONS: In a DL environment, given access to AR 25-50, AR 165-1, and religious assessment tools.

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- Show Running Estimate with MOP & MOEI.
- Classify issues of culture.

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Instructor Note: Have students silently read the TLO.

Say:

This is the end of Lesson 4, "DRE Advisors to the Chaplain."

For more information about Army Religious Education, see the USACHCS Training Directorate Portal at <https://usachcstraining.army.mil/religious-education>.

If you are taking this course using Blackboard, then Lesson 5 will now be available.

If you have accessed this course in a different way, then email the Course Manager and Instructors your completed assignments. Once they have graded your results, they will provide further support to understand this lesson or will document your completion of Lesson 4.

All Lessons must be documented as complete by the Course Manager/Instructors to receive course credit.