



Hello and welcome. My name is \_\_\_\_\_ and I am the \_\_\_\_\_.

Thank you for having me today and selecting the training topic Curriculum and Resources. This is a favorite subject of almost every religious educator I know, including me! I am planning to enjoy myself today and hope that you will too. Over the course of the next 1.5 hours we will move from big picture ideas about curriculum down to a sharp focus on specific skills related to curriculum resource selection. You will have the opportunity to work through some activities with each other and then I will wrap things up with a reminder of ways that a religious educator can support your Chapel's ministry.

## Training Goal

- ▶ All Chapel UMTs, Contractors and Volunteers equipped to locate, evaluate, and select appropriate curriculum resources for a variety of Chapel faith groups.

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

The goal of today's training is to ensure that all Chapel UMTs, Contractors and Volunteers are better equipped to locate, evaluate, select and order appropriate curriculum resources for a variety of Chapel faith groups.

Depending on your role in the Chapel you will want to know more about some things than others, but having a general overview of the whole topic will make you a more valuable part of the garrison Chapel team.

# Training Objectives

- ▶ Describe the difference between curriculum and resources
- ▶ Identify curriculum resources for use by a variety of Chapel faith groups and special audiences
- ▶ Evaluate curriculum resources using a standard list of criteria

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Our objectives are as follows. By the end of this training you should be able to:

1. Describe the difference between curriculum and resources
2. Identify curriculum resources for use by a variety of Chapel faith groups and special audiences
3. Evaluate curriculum resources using a standard list of criteria

The activities I have planned will give you an opportunity to practice these skills and show what you know.

## Opening Activity



- ▶ **I Remember ..... What?**
  - Get a questionnaire and pencil.
  - Move around the room and ask a different person to answer each question.
  - Note the name of the responder and the response.
  - When I call **"STOP"** return to your seat.
  - We will use this information to introduce each other.

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Let's start with a warm-up activity that will introduce you to the breadth of what educators mean by the word "curriculum."

You will need the handout, "**I Remember**," and a pen/pencil to write down responses.

### **Activity Directions:**

1. Get a questionnaire and pencil.
2. Move around the room and ask a different person to answer each question.
3. Note the name of the responder and the response.
4. When I call "STOP" return to your seat.
5. We will use this information to introduce each other.

After everyone is re-seated go through your roll of participants and ask group members to call out information from the handout that they have learned about that person.



This media clip will continue to set the scene for our big picture discussion of curriculum before we sharpen our focus on specific skills related to curriculum resource selection.

**Show Clip.**

# Curriculum

▶ Curriculum ↔ *Currere*

- The course to be run
- The plan, design, layout of the course to be run in education
- American Standard Version  
*"I have fought the good fight, I have finished the course, I have kept the faith." ASV*

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

As an idea, the word **curriculum** comes from the Latin word "Currere" which originally meant to run/to proceed/to follow a course. Over time the curriculum came to mean the course of activities and experiences that children go through as they grow into mature adults.

In the religious education context the curriculum means the course of the life of faith from childhood through adulthood. We find this idea in the Christian New Testament. The Apostle Paul refers to "the course" in 2 Timothy 4:7 when he proclaims, "I have fought the good fight, I have finished the course, I have kept the faith." The course he is referring to is the course of the Christian life, or the "curriculum" of the Christian life.

If you think about it, you still hear "course" talk today. Some of you may be taking a course at the education center right now. Others of you have already followed a course of study, declared a major, and earned a degree.

As we saw in the video, any course, any curriculum, is shaped by the different people, events, challenges, barriers, and refueling points that we encounter along the way.

# Curriculum Plan

## ▶ The Plan

- For **KNOWLEDGE** to be covered and gained
  - *What knowledge? Why this knowledge?*
  - *How do we get it?*
- For **EXPERIENCES** to be included
  - *What experiences? Why these experiences?*
  - *Where and how do we have them?*
- Combined Into a **PLAN** for Learning

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

If any of you have ever set up a cross country course, or an obstacle course, or an orienteering course, you know that you need a good plan and a good map to follow, particularly if you want everyone to finish the race safely. The same is true with a curriculum. When educators create a plan and map out a curriculum there are always at least two types of ground they will plan to cover. All curricula, all courses, cover a particular body of knowledge and include a particular set of experiences to be planned by the teacher/leader.

The important planning questions to ask about knowledge are:

1. What do people need to know?
2. Why do they need to know it?
3. How are they going to go about learning it?

The important planning questions to ask about experiences are:

1. What experiences do people need to have?
2. Why do they need to have these particular experiences?
3. Where and how will they get these experiences?

Let's quickly test our understanding of these ideas.

## Discussion

### ▶ 10 Commandments

- What do people need to know about the 10 Commandments?
- Why do people need to know this?
- How will they come to know it? Learn it?

### ▶ Worship

- What experiences will make people better worshippers?
- Why will these experiences make people better worshippers?
- Where and how will we provide these experiences for worshippers?

KNOWLEDGE

EXPERIENCES

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Quickly, let's have some fun and try out these curriculum questions. It won't hurt to think outside the box a little bit. Get creative! Let's go!

First Knowledge. I've picked the 10 Commandments as something valued by many people of faith. So, let's answer the knowledge questions one by one. Just call out your responses.

1. What do people need to know about the 10 Commandments?
2. Why do people need to know this?
3. How will they come to know it? Learn it?

Next Experiences. I've picked the experience of worship because people of many faiths value the experience of worship.

1. What experiences will make people better worshippers?
2. Why will these experiences make people better worshippers?
3. Where and how will we provide these experiences for worshippers?

Great job!



# Curriculum Types

## ► Types

- Explicit: we *INTEND* to teach
- Implicit: we teach *UNINTENTIONALLY*
- Null: we do *NOT* teach

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Next we will look at the different types of curriculum we need to keep in mind when we are laying out a course, whether it's a short course like a Bible study, or a long course like the Chapel's strategic plan for religious education. At any given time there are always three different types of curriculum to keep in mind.

The first is the explicit curriculum. The explicit curriculum is what we *INTEND* to teach. All we have to do is look at the name of a course or the title of a textbook and we have a pretty good idea of what the teacher is planning to teach. But as you know, that is not all the teaching and learning that goes on in a classroom or over the course of a life.

The second type of curriculum is the implicit curriculum. The implicit curriculum is what we teach *UNINTENTIONALLY* by the learning environment we create. For example, if what we intend to teach is "God Cares for You" but we do not prepare, arrive late, and speak harshly to students, then what we may unintentionally teach is "God probably cares as little about you as I do." Unintentional teaching happens in all sorts of ways, in the way we present ourselves, respond to others, arrange classroom space, and allocate resources.

Finally, is the Null curriculum. The null curriculum is what we do *NOT* teach. What does that mean, and who cares about it if we don't teach it. Well, think about it. What if you were raised in a Christian family, and went regularly to Sunday School, but never learned anything about the Psalms? What if you were taken prisoner by the enemy, but had never learned the Warriors Creed. On the one hand it would be no big deal because you wouldn't know what you didn't know. On the other hand you would not have in your heart, the very words that have kept many soldiers physically and spiritually alive under the gravest conditions.

Curriculum planners always need to be asking themselves, "What am I not teaching and what difference might that make."

# Curriculum Approaches

## ▶ Approaches

### ◦ Conversion

- *One day I read in the tenth chapter of Romans, "Faith cometh by hearing, and hearing by the Word of God." I had up to this time closed my Bible and prayed for faith. I now opened my Bible and began to study, and faith has been growing ever since. Dwight L. Moody*

### ◦ Nurture

- *"The child is to grow up a Christian and never know himself as being otherwise." Horace Bushnell*

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Historically and still today, there are two basic approaches to curriculum, to setting up the course to be run in a person's or a community's life of faith. These approaches have parallels in other forms of education, but we will keep our focus on religious education in general, and as an example, Christian religious education in particular.

These two approaches are: 1) religious education for the purpose of conversion, and 2) religious education for the purpose of nurture. Both of these approaches have deep roots in Christian communities back to their New Testament beginnings.

Religious education for conversion is described in this quotation from Dwight L. Moody. You see that for Moody, before he studied the Bible he had a lack of faith, a lack of a relationship with God. And after he studied the Bible (engaged in religious education) he had faith, a growing faith and a relationship with God.

Religious education for nurture is described in this quotation from Horace Bushnell. You see that for Bushnell a child's faith, a child's relationship with God, precedes that child's knowledge of God. God is the initiator of the relationship. The child does not need to be converted to faith, just to grow into the faith that has already been implanted in his/her heart by God.

Whether a curriculum has been planned for the conversion of students or the nurture of students can usually be determined by the stated goals and objectives of the types of curriculum resources that are developed or chosen to follow along the course.

And that gets us to curriculum resources!

# Curriculum Resources

## ► Points Along the Course

- Faith Practices
  - *Worship, Prayer, Daily Discipleship, Pilgrimage, etc.*
- Life Cycle
  - *Baptism, Communion, Confirmation, Parenting, etc.*
- “School”
  - *Bible Study, Faith History, Theology, etc.*

## ► Sources – see handout

- Denominations
- Independent Publishers



Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Curriculum resources are like the different people, directions, challenges, barriers, and refueling points that a runner meets along a marathon course. In religious education, curriculum resources include:

1. people like mentors and teachers
2. knowledge bringers like Scripture, other books and guides, the internet and movies
3. experience givers like retreats and fellowship programs, and
4. re-fueling points like participation in spiritual practices and/or the rites, ordinances and sacraments of a faith community

As we continue to focus in on specific skills related to curriculum resource selection. I want to highlight item #2, knowledge bringers. Along with foundational knowledge bringers like Scripture (for Christians the Bible, for Jews the Torah, for Muslims the Koran, etc.), there are other knowledge bringers, other resources, that you can provide at various points. For example, at various points you will want to provide resources that develop specific faith practices like worship, prayer, or daily discipleship. You will also want to provide resources that prepare people to participate in specific rites, ordinances and/or sacraments. Finally, you will want to provide resources that support faith schooling both in the Chapel and at home.

Sources for these curriculum resources include denominational and independent curriculum resource publishers.

### **Hand out “Religious Education Curriculum Publishers.”**

This list of curriculum resource publishers does not represent an endorsement of any particular publishers. It does represent some of the more widely used curriculum resources in Army garrison Chapels.

This list of publishers gives you some idea, a very small idea, of the wealth of curriculum resources out there and available to you. Finding resources is not a problem. Knowing what to look for in a resource is more of a challenge. Just because something has been published does not necessarily mean that it’s particularly good or particularly right for your needs. That is where curriculum evaluation comes in!

# Resource Evaluation

## ► Evaluation Questions

- What are the goals & objectives of the resource?
- How are planning and evaluation done by the resource?
  - *Lesson plans? Discussion Questions? Fill-in-the-blank?*
- What are some of the biblical & theological assumptions of the resource?
  - *Conversion? Nurture? Bible to life? Life to Bible?*
- What are some of the educational assumptions of the resource?
  - *Multiple intelligences? Learning Styles?*
- What are the material characteristics & features of the resource?
  - *Dated? Reusable? On-line, downloadable? Media? Cost?*
- What kinds of leader/teacher development and support does the resource offer or require?
  - *User-friendly? Training provided?*

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

Here is a list of some of the questions you should ask of any curriculum resource. Let's go through the questions.

1. What are the goals & objectives of the resource?
2. How are planning and evaluation done by the resource?  
**Lesson plans? Discussion Questions? Fill-in-the-blank?**
3. What are some of the biblical & theological assumptions of the resource?  
**Conversion? Nurture? Bible to life? Life to Bible?**
4. What are some of the educational assumptions of the resource?  
**Multiple intelligences? Learning Styles?**
5. What are the material characteristics & features of the resource?  
**Dated or Undated? On-line, downloadable? Media? Cost?**
6. What kinds of leader/teacher development and support does the resource offer or require?  
**User-friendly? Training provided?**

# Learning Activity

## ▶ Curriculum Resource Scavenger Hunt

- Divide into groups of 2-3.
- Draw a card from your envelope.
- Find an example of the type of resource noted on your card.
- Role your die.
- On the back of your card answer the question that corresponds to the number you have rolled.
  - 1. Who is the publisher of this resource?
  - 2. How many units of study are in this resource?
  - 3. What is the goal and/or objectives of this resource?
  - 4. What types of learning activities are included in this resource?
  - 5. What helps, if any, are provided for the teacher/leader?
  - 6. Where or when might you use this resource in your Chapel?
- REPEAT steps above. **One more time.....with FEELING!** 😊

Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

### **Read Script and conduct activities.**

Let's take a break from talk and try out your curriculum evaluation knowledge and newly developing skill set. You will need an envelope with curriculum cards, a die, and a pen/pencil to write down your findings. Before we start let's read through the directions for this activity.

### **Activity Directions:**

1. Divide into groups of 2-3.
  2. Draw a card from your envelope.
  3. Find an example of the type of resource noted on your card.
  4. Role your die.
  5. On the back of your card answer the question that corresponds to the number you have rolled.
    1. Who is the publisher of this resource?
    2. How many units of study are in this resource?
    3. What is the goal and/or objectives of this resource?
    4. What types of learning activities are included in this resource?
    5. What helps, if any, are provided for the teacher/leader?
    6. Where or when might you use this resource in your Chapel?
- REPEAT steps above. **One more time.....with FEELING!** 😊

After every group has looked at two curriculum resources and responded to the evaluation questions, ask them to be re-seated. Close the activity with these words.

### **Read Script**

You have tried out just a few of the evaluation questions that an experienced educator would ask of a curriculum resource, but hopefully you have a better idea of how curriculum evaluation is done.

# Religious Educator Support

- ▶ Review Purchase Orders
- ▶ Select & Loan Resources
- ▶ Evaluate, Identify & Recommend
- ▶ Produce Custom Resources for Particular Programs & Events
- ▶ Support short and long range curriculum planning efforts



Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

So, we started with the big picture view of curriculum, the currere, the course to be run. Then we slowly, but surely, tightened our focus in on curriculum resources, where to find them and how to evaluate them. Now that we are up close, let's get personal. I want to share with you some of the ways that a professional religious educator, like me, can help you with curriculum and resources in your garrison Chapel.

1. Quick and easy helps that are a phone call or email away include:
  - reviewing and/or making recommendations about purchase orders that you have already prepared.
  - sharing resources with you from our professional collection.
2. Bigger helps that may require a meeting and some ongoing consultation include:
  - evaluating a particular program you have and/or want to develop, then identifying and recommending resources for you to incorporate into that program.
  - producing custom resources for particular programs & events that you would like to do. I have some samples here of the types of custom resources I have produced in the past.

## Show Samples

3. The biggest help I mention last actually brings us back to the big picture of envisioning the entire course to be run BEFORE you even think about what resources you will need along the way. I can help you with any short and long range curriculum planning you do for your Chapel. That could take a number of forms. Think about where we might be able to go together!

## The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim  
Because it was grassy and wanted wear;  
Though as for that, the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I marked the first for another day!  
Yet knowing how way leads on to way  
I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I,  
I took the one less traveled by,  
And that has made all the difference.



Dr. Grace C. Yeuell,  
Religious Education Program Director,  
IMCOM-E RSO

In closing I would like to share with you a poem that, for me, sums up our commitment to do our best work with curriculum planning and resource evaluation in the Chapel.

### The Road Not Taken

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim  
Because it was grassy and wanted wear,  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I,  
I took the one less traveled by,  
And that has made all the difference

What this poem says to me is that the curriculum/the courses/ the roads we plan and the resources we select can make **all the difference** in the life of a Soldier, a spouse, or a child.

Let's all make a positive difference every day!

## Supporting Resources

- ▶ Believe in the Run  
<http://www.youtube.com/watch?v=6DUnOup4tVY>
- ▶ Running Motivation  
<http://www.youtube.com/watch?v=3AmP3NNjpvM>
- ▶ Cully, Iris. Planning and Selecting Curriculum for Christian Education. Reprint, 2005.
- ▶ Eisner, Elliot. The Educational Imagination. New York: MacMillan Press, 1979.
- ▶ Harris, Maria. Fashion Me a People: Curriculum in the Church. Louisville: Westminster/John Knox Press, 1989.

If you are interested in learning more about the topics we covered today, please check out the resources listed on the last slide.

Thank you for your attention and involvement today. I sincerely appreciate your service and all you do for our Army chapels!