

The following questions are taken from Mary Boys, *Educating in Faith: Maps and Visions* (Sheed & Ward, 1989). They can be a helpful lens through which to consider curricular materials, and the questions listed below are meant to be a spur for your imagination in that direction.

What does it mean to be religious?

Revelation

How is God revealed? What is the significance of worship? How does this curriculum help teachers to reveal Jesus Christ to the learners engaged with it?

Conversion

What constitutes the experience of conversion in this curriculum? Does it intend directly to foster conversion, or does it attend to experiences of conversion through deepening spiritual practices?

Faith and belief

What is faith? How important is assent to a creed? What kinds of doctrinal issues are presented, if any? How is religious experience understood?

Theology

What is theology's significance in this curriculum? To what extent can you identify a particular theological commitment or perspective in the materials to be shared?

What does it mean to educate in faith?

Goal of education

Why educate in faith? What constitutes an educated person? What goals does this curriculum have? What kinds of action steps does it use in pursuit of those goals?

Knowledge

What does it mean to know? What is the relation between knowing and doing? Does this curriculum take seriously multiple intelligences, or diverse learning styles?

Social sciences

How formative a role should the social sciences play? Which ones are most influential in these materials (eg. psychology, sociology, anthropology, cultural studies, ritual studies)?

Curriculum and teaching

What does the curriculum look like? How is teaching understood? What materials are provided to support teaching with this curriculum?

Education as a political term

Toward what view of society is this curriculum educating? Does it promote intentional action of any kind?