

Use this grid to evaluate 3 curricula:
 your current SS materials [or VBS] publisher and two others.

12-Point Criteria to Critique Curriculum
 [a tool for Sunday School Department Superintendents]

E G F P

- | | |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Does it provide information about the age group you teach? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Does it provide hints for using various teaching methods? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Is it reasonably attractive? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Does it have clear lesson aims - something students can apply next week? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Does it have a strong family emphasis? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Does it present salvation briefly in every lesson? or very often? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Is it always sound and clear on doctrine? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Does it suggest homework or out-of-class assignments? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. Does it provide cross references for the teacher's own study? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. Does it hit most situations your students may face? or is it too idealistic [generic]? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 11. Does the writer understand the pressures your students face in the work place/school/home? |
| | 12. Does it avoid lopsidedness on : |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | social issues |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | political issues |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | church doctrines |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | theological divisiveness |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Christian maturity |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | apologetics |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | creationism |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | prophecy |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | historical perspectives |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | too little emphasis on reaching the lost |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | too little emphasis on holy living |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | too little emphasis on proper hermeneutics |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | too little or too much _____ |

E = excellent
 G = good
 F = fair
 P = poor or non-existent

Newer teacher more often have a desire to change curricula, perhaps because they have used different material at another church or perhaps because they have heard a sister-in-law tell how much she enjoys the publisher they use at her church. It would be my suggestion that you don't entertain any ideas coming from teachers who haven't given the present material at least 2 years to get used to it.

When you show an "itchy" teachers the above chart they may realize how much there is to know about choosing curricula and may be much less likely to change horses mid-stream.

Besides, I have had to deal with "itchy" teachers who got their way and only stuck around a year or so before quitting, going to another church, or realizing the new stuff had weaknesses also.