

Stress Free Guide To
Using Enlighten Education Co-op (EEC) Religion Curriculum by
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The curriculum is divided into three parts, 1) Survey of Comparative Religions, 2) Survey of Biblical Old Testament Literature, and 3) Survey of Biblical New Testament Literature.

Let me emphasize at the outset that neither teachers nor students need to have any knowledge of the material. We are not asking teachers to “teach” the material and being an elective course, we do not want the students to be tested on the material. So everyone can relax and have a good time letting the texts speak for themselves while teachers encourage polite discussions of the texts among the students.

The Comparative Religion section just lays out the various religions and their key ideas and origins without making any value judgments about them. The teacher is encouraged to just project this section of the material on a screen and read it to the students, allowing for discussion on any points where students raise their hands. All discussions should be polite and any value judgments by students should be minimized.

The surveys of the Old and New Testaments should be approached in a similar manner. No attempt should be made to evaluate or interpret the texts. Simply project them on a screen and have the teacher read the text and then allow the students to raise their hands if they have any questions or things they want to discuss. Students may want to bring their own Bibles to class but it is not necessary.

Students should be told that they are not required to read in class. Much stress can be avoided because students have large differences in reading ability, however if a student wants to read, she or he may raise their hand to do so. If the teacher or student has trouble pronouncing certain names, places, or words, teachers should use this opportunity to give a brief explanation of how using phonics can help resolve any difficulty.

There are many online versions of the Bible such as Bible Gateway. What particular version is used is not important and the teacher might project various translations such as the King James Version (KJV), the New King James Version (NKJV), The New International Bible (NIV), The English Standard Bible (ESV), etc. Comparing the various different versions of the texts may be interesting but not necessary. Discussion of doctrinal issues that may be raised in doing so is not encouraged. The object of this curriculum is simply to place as much of the text as possible before students and let them discuss or simply reflect on the material allowing the material to speak for itself.

Tables of Contents in all Bibles simply list the books beginning with the first book, Genesis, and ending with the last book, Revelation. Sometimes they are also listed alphabetically. The texts are all enumerated by chapter and verse, so it is easy to find them. Online Bibles make it simple to go to a particular text by entering in the search bar the name of the book and chapter or chapter and verse. It is often useful to read all or parts of chapters to avoid getting fixated on a particular verse. Context is important.

Teachers and also students may want to simply go to the Google search page and enter book, chapter, and verse, and it will appear. Also, verses may be found by entering a particular name, or place, or part of the verse someone may remember.

The point is to keep it simple and fun. Arguments are discouraged, just polite discussions are allowed.

Teachers may jump in at any point in the curriculum. Some may want to start in the Gospels which relate the life of Jesus. Others may want to go to the book of Acts which is the history of the early church. Some may want to jump to the end with the Book of Revelation and see how the Bible story ends. Others may want to go to the beginning and read in Genesis of how the world began according to Moses, the assumed author of the first five books of the Bible. Just let students discover the Bible and make of it what they will. Have fun!