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- Require Bethel College Students sign-in to view this form.
- Automatically collect respondent's Bethel College Students username.

**Sunday School Curriculum Survey**

1. Please answer the following demographics questions about yourself and your congregation:

Gender \*

Female

Age \*

Under 19

In your congregation, what is your role in Christian Education/Formation?

Size of congregation \*

Approximate number of children in Sunday School (twos through senior high)

Church setting (rural, small town, urban, etc.) \*

2. If you have a background in education, which of the following describe your background (please choose all that apply):

- No formal training
- 2-year degree
- 4-year degree
- More than 4 years of training
- Classroom teaching experience

3. Please answer the following about the Jubilee: God's Good News curriculum

My congregation used the Jubilee curriculum

- Yes
- No

I taught the Jubilee curriculum \*

- Yes  
 No

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After page 3 [Continue to next page](#)Note: "Go to page" selections will override this navigation. [Learn more.](#)

#### 4. Please rate the strength of the following areas in terms of the Jubilee curriculum

|   | Very Weak             | Weak                  | Neither Weak<br>Nor Strong | Strong                | Very Strong           |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Anabaptist Theology   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Lesson content  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Inclusiveness (in terms of including all children)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Ability to facilitate student growth                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Ability to invite students to follow Jesus                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Educational principles  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Lessons being taught through story                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Teacher instructions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Ease of lesson planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Flexible grouping options                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Visibility of worship, community, and mission in the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Story figures   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Student materials   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Number of choices in activities                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Fun activities  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Engaging activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Age-appropriateness of stories                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Age-appropriateness of activities                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Parent involvement  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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#### 5. Please answer the following about the Gather 'Round: Hearing and Sharing God's Good News

**My congregation is using the Gather 'Round curriculum**

- Yes  
 No

**My congregation used the Gather 'Round curriculum but is no longer**

- Yes

No

I teach/have taught the Gather 'Round curriculum

- Yes  
 No

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After page 5 [Continue to next page](#)Note: "Go to page" selections will override this navigation. [Learn more.](#)

## 6. Please share about your Gather 'Round teaching experience by answering the following:

What age group(s) or groupings have you taught? \*

Do you use the Story Cards when telling the Bible Story? If so, how often? \*

Do you use the wonder questions after sharing the Bible Story? \*

- Yes  
 No  
 N/A

Have you ever filled out and submitted the Gather 'Round evaluation form in the back of the Teacher's Guide? \*

- Yes  
 No

How would you rate the cost of the Gather 'Round materials?

Please skip if you personally have not purchased and/or do not know the costs associated with the curriculum

1 2 3 4 5

Cheap for the amount of materials and resources      Much too expensive

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## 7. Please rate the strengths of the Gather 'Round Curriculum in the following areas

|   | Very Weak             | Weak                  | Neither Weak<br>Nor Strong | Strong                | Very Strong           |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Anabaptist Theology                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Lesson content  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Inclusiveness (in terms of<br>including all children) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Ability to facilitate student growth                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Ability to invite students to follow<br>Jesus         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Educational principles                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Lessons being taught through story                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Story Pictures  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher instructions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ease of lesson planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flexible grouping options                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visibility of worship, community, and mission in the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student materials   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Number of choices in activities                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fun activities  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engaging activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Age-appropriateness of stories                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Age-appropriateness of activities                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent involvement  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flexibility   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology Integration  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Existence of Talkabouts   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talkabout content   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multiage unit materials   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Global perspective  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**8. If your congregation used the Gather 'Round curriculum, but is no longer, please explain why the decision was made to stop using the curriculum.**

If your congregation currently uses the Gather 'Round curriculum, please skip to page 10

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**9. If your church uses a curriculum other than Gather 'Round, how was that curriculum selected?**

If your congregation currently uses the Gather 'Round curriculum, please skip to page 10 (the following page)

**Did the congregation/education committee/the decision-making group use the MennoLens tool in making that decision?**

MennoLens is a free downloadable resource to help church leaders evaluate curriculum from a Mennonite perspective that can be found at <http://www.faithandliferesources.org/Curriculum/MennoLens.pdf>

What are the benefits of the curriculum selected over others your committee reviewed?

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10. When selecting children's Sunday School curriculum for your congregation, how important is the following? \*

|  | Very unimportant      | Unimportant           | Neither important or unimportant | Important             | Very important        |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| Anabaptist Theology                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Flexibility in age groupings             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Technology Integration                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Based on strong educational theories     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Global perspective                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Multicultural appreciation               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Inclusive God language                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |
| Options for parent/caregiver connections | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> |

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11. What would you most like to see in the next denominational curriculum and/or what would have to be in the next denominational curriculum for you to recommend its use in your congregation? (Please answer freely with as many recommendations as you might have) \*

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### Thank you so much for completing the survey!

Please email me at [jenniferwar@students.bethelks.edu](mailto:jenniferwar@students.bethelks.edu) to tell me which congregation you represent. I do not even need your name, just the congregation so I can track which congregations my data represents.

Thanks!  
Jennie