

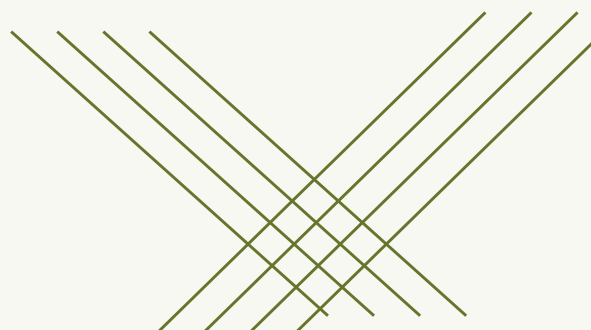
Deism- Theism Gradient Audit Curriculum

A 12-session course for young, honest seekers

A teacher-ready curriculum for small groups learning to map Christian claims with courage, charity, proportion, and rigor. Built around Confidence, Personal Substantiation, bridge premises, dependency tension, and belief repair.

Crosshairs Audit Lab

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Contents

Orientation	Course at a glance
1	Course identity and learning aims
2	The teacher's stance
3	Course architecture and pacing
4	Core concepts students must master
5	Assessment, safety, and group culture
6	Materials and room design
7	The 12-session scope and sequence
8	Session plans
Appendix A	Student worksheets
Appendix B	Facilitator prompts and Socratic moves
Appendix C	Rubrics and final portfolio
Appendix D	The 50-claim architecture
Appendix E	Adaptations, troubleshooting, and extensions

Design standard

This curriculum is built for a dynamic teacher who can hold rigor and warmth together. The goal is not to manufacture certainty. The goal is to help students become clearer, fairer, and more responsible with belief.

ORIENTATION

Course at a Glance

This one-page orientation is the teacher's quick-start view. Use it before the first meeting, during planning conversations with co-leaders, and whenever the group needs to remember the shape of the whole course.

Element	Recommendation	Reason
Group size	6-12 students	Small enough for trust, large enough for real disagreement.
Session length	75-100 minutes; 90 is ideal	Enough time for concept, lab, debrief, and portfolio work.
Teacher posture	Warm, rigorous, playful, non-coercive	Students need courage and safety, not pressure to perform certainty.
Privacy norm	Scores are private unless voluntarily shared	The course audits claims and reasoning, not personal worth.
Primary artifact	Personal Belief Audit Portfolio	Learning becomes durable when each session leaves a trace.

Course arc

Sessions	Movement	Teacher emphasis
1-4	Build posture and concepts: honesty, C/P, gradient, evidence types.	Make the room safe enough for precision.
5-8	Move across the gradient: source, design, personal agency, divine action, Christian specificity.	Name bridge premises before conclusions thicken.
9-12	Inspect tension, complete the audit, review Socratically, and present final maps.	Turn pressure into repair and next-study plans.

Pre-course teacher checklist
Read the tool manual, run your own 50-claim audit, choose privacy norms, prepare the claim deck, test the app on the room's devices, and write one example of a claim you are willing to repair publicly.

Course Identity and Learning Aims

This curriculum teaches the core contents of the Deism-Theism Gradient Audit to a small group of young, honest seekers. It assumes students may include sincere Christians, uncertain Christians, doubters, deists, agnostics, and intellectually serious skeptics. The classroom posture is neither apologetics combat nor deconversion theater. It is disciplined self-examination.

The course treats Christianity as a layered web of claims. Some claims are thin, such as the claim that the universe has an explanation beyond its internal events. Other claims are thick, such as the claim that the Christian God personally acts through Christ and the Spirit to save, guide, heal, and transform human beings. Students learn to ask what kind of support each layer requires.

<p>Core aim</p> <p>Students learn to distinguish what they believe, why they believe it, how strongly they believe it, and where their web of beliefs carries unresolved tension.</p>	<p>Audience</p> <p>Small groups of 6-12 older teens, college students, or young adults who are mature enough for honest religious and philosophical reflection.</p>
<p>Tone</p> <p>Warm, searching, rigorous, non-coercive, and emotionally safe without becoming intellectually soft.</p>	<p>Final product</p> <p>Each student leaves with a Personal Belief Audit Portfolio: scores, notes, revised claims, bridge premises, tensions, and a next-study plan.</p>

Learning outcomes

- Separate Confidence from Personal Substantiation in religious and nonreligious claims.
- Explain the five-band deism-to-Christian-theism gradient and why claims thicken across it.
- Identify bridge premises required to move from broad source claims to specific Christian claims.
- Recognize dependency tension when downstream claims outrun their prerequisite claims.
- Evaluate testimony, experience, scripture, inference, tradition, community trust, and rival explanations without flattening them into one category.
- Revise overstrong claims into more modest, better-supported claims without caricaturing Christianity or skepticism.
- Produce a final belief map that names current convictions, doubts, delegated trust, personal evidence, and next questions.

Course refrain

This is not a loyalty test. It is a clarity exercise. Honest uncertainty is not failure; dishonest certainty is not faithfulness.

The Teacher's Stance

The teacher is dynamic and creative, but the performance serves the students' clarity. The best facilitator can make the room feel alive while refusing to manipulate students toward a predetermined score. The teacher protects both intellectual seriousness and personal vulnerability.

Virtue	Teacher behavior	Classroom danger it resists
Courage	Welcomes difficult questions without rushing to close them.	Fear-based agreement or performative doubt.
Charity	States Christian and skeptical views in forms their best advocates would recognize.	Caricature, dunking, and tribal shortcuts.
Proportion	Asks whether confidence is scaled to available support.	Inflated certainty and false precision.
Integration	Helps students see how claims depend on each other.	Disconnected slogans that never meet their prerequisites.

Facilitator commitments

- Do not shame students for low scores, high scores, doubt, faith, emotion, or confusion.
- Do not let vague claims hide from follow-up questions.
- Do not treat the tool's scores as verdicts about truth, spirituality, or moral worth.
- Do ask repeatedly: what exactly would need to be true for this stronger claim to be responsibly held?
- Do model revision. Let students watch an adult make a claim more modest without embarrassment.

Course Architecture and Pacing

The standard version is twelve sessions of 75-100 minutes. A strong rhythm is 90 minutes: opening prompt, concept teaching, active lab, reflective debrief, and a small assignment. The course can also be compressed into an eight-week format or expanded into a semester with reading and student presentations.

Format	Best use	Adjustment
12 sessions	Best default for small groups.	Use every session plan as written.
8 sessions	Short-term group or school module.	Combine sessions 5-6, 7-8, and 10-11; keep final portfolio.
Weekend retreat	Immersive workshop for motivated students.	Teach concepts briefly; spend most time in labs and portfolio work.
Semester	Classroom, campus ministry, or reading group.	Add readings, student-led case studies, and peer portfolio review.

Repeated session rhythm

1. Opening temperature check: one honest sentence or anonymous index card.
2. Concept input: a short, vivid explanation of one core distinction.
3. Active lab: students sort, rate, map, question, or revise claims.
4. Socratic debrief: students name what became clearer or harder.
5. Portfolio move: each student records one score, note, bridge premise, or revised claim.

Core Concepts Students Must Master

Concept	Student-friendly definition	Mastery evidence
Confidence	How credible the claim currently seems to me.	Student can rate a claim without turning the score into an identity badge.
Personal Substantiation	How well I can personally explain, defend, qualify, and revise the claim under fair questioning.	Student can distinguish personal mastery from borrowed trust.
Gradient	A sequence from broad source claims to thick Christian claims.	Student can locate a claim in one of the five bands.
Bridge Premise	A premise that licenses movement from a thinner claim to a thicker one.	Student can write the missing premise between two claims.
Dependency Tension	Pressure created when a downstream claim is rated higher than the claims it depends on.	Student can identify which upstream claim needs repair.
Rival Explanation	A competing account of the same data or experience.	Student can name a non-dismissive alternative without pretending it wins automatically.
Modest Repair	Restating a claim at the strength the evidence can actually carry.	Student can revise an overstrong claim without making it trivial.

The central distinction

A student may say: I still believe this, but I now see that my Personal Substantiation is lower than my Confidence. That sentence is not a defeat. It is intellectual honesty becoming audible.

Assessment, Safety, and Group Culture

Assessment should reward honesty, precision, charity, and growth rather than apologetic performance. Students should never be graded for becoming more Christian, less Christian, more skeptical, or less skeptical. They can be assessed on whether they use the tool's distinctions responsibly.

Group covenant

- We will not weaponize another person's scores.
- We will not confuse emotional intensity with evidence.
- We will not treat private experience as worthless or as automatically public proof.
- We will state opposing views in strong, fair terms before criticizing them.
- We will allow claims to become more modest when the evidence requires it.
- We will keep personal disclosures confidential unless someone is unsafe.

Assessment artifacts

<p>Concept checks</p> <p>Short written explanations of Confidence, Personal Substantiation, bridge premises, and dependency tension.</p>	<p>Lab worksheets</p> <p>Evidence grids, claim-sorting sheets, rival-explanation sheets, and dependency maps.</p>
<p>Portfolio notes</p> <p>Personal scores, caveats, revisions, and questions gathered across the course.</p>	<p>Final map</p> <p>A concise public presentation of what the student can share without exposing private scores.</p>

Materials and Room Design

Physical materials

- Printed 50-claim deck, preferably color-coded by the five gradient bands.
- Large five-band wall chart or floor line from Minimal Deism to Specific Christian Theism.
- Two-slider rating sheets for students who need paper before using the app.
- Bridge premise cards: because, therefore, unless, rival explanation, defeater, scope limit.
- Private journals or folders for each student's audit portfolio.
- Sticky notes in two colors: one for confidence, one for personal substantiation.

Digital materials

- The Deism-Theism Gradient Audit app.
- The manual PDF for individual reference.
- The curriculum PDF for teachers and group leaders.
- Export/import JSON backups for students who want to preserve their work.
- Optional AI prompt use for students ready for second-stage Socratic review.

Room design principle

Make movement visible. Students should physically move claims, bridge cards, and rival explanations. The course lands better when belief becomes a map students can walk around.

The 12-Session Scope and Sequence

Session	Focus	Primary artifact
1	The Honest Seeker's Posture How can we inspect belief without panic, shame, or performative certainty?	Group covenant plus personal baseline reflection.
2	Confidence vs. Personal Substantiation What is the difference between believing a claim and being able to personally carry its case?	Two-slider worksheet with at least five scored claims.
3	The Five-Band Gradient How do Christian claims thicken as they move from source claims to specifically Christian divine-action claims?	Sorted claim deck and personal band notes.
4	Evidence Types and Their Limits What kinds of support can different kinds of Christian claims responsibly use?	Evidence grid plus rival-explanation notes.
5	Minimal and Design Deism What licenses movement from explanation to purpose or design?	Bridge premise worksheet for bands 1 to 2.
6	Personal Theism What would justify treating the source of reality as a personal agent rather than an impersonal explanation?	Agency criteria sheet.
7	Interventionist Theism When are claims about divine action more than coincidence, suggestion, social reinforcement, or retrospective interpretation?	Divine-action evaluation sheet.
8	Specific Christian Theism What extra support is needed for specifically Christian claims about Jesus, scripture, salvation, the Spirit, and the church?	Specificity and dependency worksheet.
9	Dependency Tension and Belief Repair What do we do when a downstream belief is stronger than the beliefs that support it?	High-pressure claim repair sheet.
10	Running the Full Audit What does my current belief map look like when I rate all 50 claims honestly?	Completed audit profile or paper equivalent.
11	Socratic Review and AI Prompt Analysis How can a second-stage review sharpen my questions without outsourcing my judgment?	Socratic review output or manual equivalent.
12	Final Belief Map and Next Study Plan What can I honestly say now, and what should I study next?	Personal Belief Audit Portfolio.

The teacher's recurring question

What exactly would need to be true for this stronger claim to be responsibly held?

Session Plans

Each session below is written for 90 minutes. For a 75-minute group, shorten the opening prompt and closing round. For a 100-minute group, expand the lab and give students more time to write portfolio notes.

<p>Before the room opens</p> <p>Choose the claims, print or load the worksheets, decide what must remain private, and prepare one example you are willing to revise in front of the group.</p>	<p>During the lab</p> <p>Let students move, sort, write, and argue, but keep asking for definitions, bridge premises, rival explanations, and scope limits.</p>
<p>During the debrief</p> <p>Ask for patterns rather than private scores. Students can share a claim, a question, a repair, or a tension without exposing their full profile.</p>	<p>After the session</p> <p>Have students add one artifact to the portfolio. The course works because every meeting leaves a trace.</p>

Adaptation rule

If time runs short, protect the active lab and portfolio move. Shorten lecture first. The curriculum teaches best when students practice the distinction rather than merely hear it explained.

The Honest Seeker's Posture

Essential question
How can we inspect belief without panic, shame, or performative certainty?

Core concepts	Learning targets
<ul style="list-style-type: none"> - intellectual humility - motivated reasoning - fear of doubt - clarity versus loyalty 	<ul style="list-style-type: none"> - Students can explain why the audit is a mirror rather than a verdict. - Students can name one fear that distorts belief assessment. - Students can practice asking a hard question without turning it into an accusation.

90-minute plan

- 0-10: Silent card prompt: one question I am afraid to ask about Christianity.
- 10-25: Teacher frames the four virtues: courage, charity, proportion, integration.
- 25-45: Group covenant construction. Students convert vague norms into observable behaviors.
- 45-65: Mini-lab: compare three postures toward doubt - avoidance, attack, and inquiry.
- 65-82: Portfolio start: write a private baseline paragraph titled What I hope this course will clarify.
- 82-90: Closing sentence round: clarity I want, pressure I feel, or question I am carrying.

Signature activity	Teacher move
Fear-to-question alchemy. Students rewrite an emotionally loaded doubt into a precise question that could be investigated.	Normalize ambiguity while refusing vagueness. Say often: the question is welcome; now let's make it precise enough to examine.
Assignment	Portfolio artifact
Write three claims you currently hold with different levels of confidence: one strong, one uncertain, one inherited.	Group covenant plus personal baseline reflection.

Confidence vs. Personal Substantiation

Essential question
What is the difference between believing a claim and being able to personally carry its case?

Core concepts	Learning targets
<ul style="list-style-type: none"> - Confidence - Personal Substantiation - delegated trust - substantiation gap 	<ul style="list-style-type: none"> - Students can define C and P in their own words. - Students can rate nonreligious sample claims on both sliders. - Students can describe when delegated trust is reasonable and when it is being hidden.

90-minute plan

- 0-8: Warm-up: rate three harmless claims on Confidence only.
- 8-25: Introduce the second slider: Personal Substantiation.
- 25-45: Two-slider practice with everyday claims: nutrition, history, medicine, family memory.
- 45-65: Transfer to religious claims: God answers prayer, scripture conveys truth, Jesus rose.
- 65-80: Discuss trust without pretense: experts, pastors, parents, tradition, memory.
- 80-90: Portfolio move: choose one claim where C is higher than P and write why.

Signature activity	Teacher move
The borrowed-case test. Students mark which parts of their reasons are personally understood and which are borrowed from another authority.	Keep low P from feeling humiliating. The point is not to despise trust; it is to label trust accurately.
Assignment	Portfolio artifact
Bring one claim next week that you believe largely by personal experience, and one largely by testimony.	Two-slider worksheet with at least five scored claims.

The Five-Band Gradient

Essential question
How do Christian claims thicken as they move from source claims to specifically Christian divine-action claims?

Core concepts	Learning targets
<ul style="list-style-type: none"> - Minimal Deism - Design Deism - Personal Theism - Interventionist Theism - Specific Christian Theism 	<ul style="list-style-type: none"> - Students can place claims into the five gradient bands. - Students can explain why psychological order and logical support order can differ. - Students can identify which band a claim belongs to without treating all God-claims as equivalent.

90-minute plan

- 0-10: Physical line on the floor: students stand where they think a sample claim belongs.
- 10-25: Teach the five bands with one vivid example each.
- 25-55: Claim-sort lab using selected cards from the 50-claim deck.
- 55-72: Debate ambiguous cards: prayer, morality, creation, resurrection, healing.
- 72-85: Introduce the idea of a bridge between bands.
- 85-90: Exit ticket: one claim is thinner than I thought; one claim is thicker than I thought.

Signature activity	Teacher move
Human gradient. Students physically move across the room as claims become more specific.	Use movement and humor, but require reasons. The student must say what makes the claim thinner or thicker.
Assignment	Portfolio artifact
Choose three claims from different bands and write what evidence would be relevant to each.	Sorted claim deck and personal band notes.

Evidence Types and Their Limits

Essential question
What kinds of support can different kinds of Christian claims responsibly use?

Core concepts	Learning targets
<ul style="list-style-type: none"> - argument - testimony - experience - scripture - community trust - rival explanation 	<ul style="list-style-type: none"> - Students can distinguish evidence types without reducing them to one hierarchy. - Students can name what each evidence type can and cannot support. - Students can identify when evidence is being asked to do too much.

90-minute plan

- 0-10: Evidence inventory: students list reasons people believe Christian claims.
- 10-25: Teach evidence types and their normal strengths and limits.
- 25-55: Evidence lab. Groups receive one claim and build a support map.
- 55-72: Rival explanation pass. Another group names alternate accounts.
- 72-84: Repair pass. Original group restates the claim at a better-supported level.
- 84-90: Portfolio note: one evidence type I overuse or undervalue.

Signature activity	Teacher move
Evidence toolbench. Each group must label whether a reason is direct support, background support, testimony, experience, inference, or community trust.	Prevent cheap skepticism and cheap assurance. Make every team state the strongest version of the other side.
Assignment	Portfolio artifact
Write a one-page evidence map for one personal claim from your portfolio.	Evidence grid plus rival-explanation notes.

Minimal and Design Deism

Essential question
What licenses movement from explanation to purpose or design?

Core concepts	Learning targets
<ul style="list-style-type: none"> - contingency - cosmological explanation - fine-tuning - purpose - scope control 	<ul style="list-style-type: none"> - Students can distinguish a source claim from a design claim. - Students can write a bridge premise between Minimal Deism and Design Deism. - Students can identify rival accounts without pretending the topic is simple.

90-minute plan

- 0-12: Claim contrast: the universe has an explanation versus the universe reflects purpose.
- 12-30: Teach how broad explanatory claims can be thinner than design claims.
- 30-55: Bridge premise clinic: students write the missing premise.
- 55-72: Rival explanation round: brute fact, multiverse, necessity, unknown physics, design.
- 72-84: Modest repair: rewrite an overconfident design claim.
- 84-90: Exit ticket: what would need to be true for the stronger claim?

Signature activity	Teacher move
Bridge card chain. Students build a chain from C1 to a design claim, then mark which links are strong, weak, or assumed.	Keep the class from rushing to God-language before the bridge has been named.
Assignment	Portfolio artifact
Use the app to rate the Minimal Deism and Design Deism categories; add notes to two claims.	Bridge premise worksheet for bands 1 to 2.

Personal Theism

Essential question

What would justify treating the source of reality as a personal agent rather than an impersonal explanation?

Core concepts

- agency
- mind
- moral concern
- communication
- personal God

Learning targets

- Students can compare source, designer, and personal agent claims.
- Students can name evidence that would support or weaken personal theism.
- Students can spot when personality is imported without argument.

90-minute plan

- 0-10: Three chairs: source, designer, personal agent. Students assign sample claims.
- 10-28: Teach the difference between explanation, intention, and relationship.
- 28-52: Agency lab: what signs distinguish agency from pattern or projection?
- 52-70: Moral concern and communication: what would count as support?
- 70-84: App work: rate Personal Theism claims and inspect gaps.
- 84-90: Portfolio note: where do I infer personhood, and why?

Signature activity

Agency detective. Students compare cases of accident, pattern, animal agency, human agency, and alleged divine agency.

Teacher move

Invite imagination, then demand criteria. Students need more than vibes and more than dismissal.

Assignment

Write the strongest bridge premise you can for moving from design to personal agency.

Portfolio artifact

Agency criteria sheet.

Interventionist Theism

Essential question
When are claims about divine action more than coincidence, suggestion, social reinforcement, or retrospective interpretation?

Core concepts	Learning targets
<ul style="list-style-type: none"> - healing - answered prayer - guidance - foreknowledge - spiritual gifts - discernment 	<ul style="list-style-type: none"> - Students can distinguish possibility, plausibility, personal persuasiveness, and public substantiation. - Students can evaluate miracle and guidance claims without mockery or gullibility. - Students can name what evidence would raise or lower confidence responsibly.

90-minute plan

- 0-10: Four labels on the wall: possible, plausible, personally persuasive, publicly substantiated.
- 10-25: Teach why divine-action claims require careful criteria.
- 25-60: Case-study court: healing, guidance, or answered prayer.
- 60-75: Judges ask what would count as confirmation, coincidence, or defeater.
- 75-85: App work: rate Interventionist Theism claims and add notes.
- 85-90: Exit sentence: one claim I can make more carefully now.

Signature activity	Teacher move
Case-study court. Teams argue for divine action, rival explanation, and careful judgment.	Keep testimonies protected but claims inspectable. A student's story deserves care; a public claim still needs criteria.
Assignment	Portfolio artifact
Prepare a brief analysis of one divine-action claim using support, rival explanation, and scope limit.	Divine-action evaluation sheet.

Specific Christian Theism

Essential question
What extra support is needed for specifically Christian claims about Jesus, scripture, salvation, the Spirit, and the church?

Core concepts	Learning targets
<ul style="list-style-type: none"> - revelation - scripture - resurrection - salvation - Holy Spirit - Christian specificity 	<ul style="list-style-type: none"> - Students can distinguish generic theism from Christian theism. - Students can identify which Christian claims depend on earlier bands. - Students can write modest versions of Christian claims that preserve seriousness without overstatement.

90-minute plan

- 0-12: Thin-to-thick ladder: God exists, God is personal, God acts, Jesus reveals God.
- 12-30: Teach specificity inflation and why stronger claims need added support.
- 30-55: Dependency map: connect Specific Christian Theism claims to prerequisites.
- 55-72: Scripture and resurrection mini-lab: what evidence is doing what work?
- 72-84: App work: rate Specific Christian Theism claims.
- 84-90: Portfolio note: one Christian claim I hold strongly, and what it depends on.

Signature activity	Teacher move
Specificity audit. Students mark which parts of a claim are generic theism and which are distinctively Christian.	Be fair to Christian tradition without allowing tradition to erase the need for bridge premises.
Assignment	Portfolio artifact
Choose one specific Christian claim and write its dependency chain.	Specificity and dependency worksheet.

Dependency Tension and Belief Repair

Essential question
What do we do when a downstream belief is stronger than the beliefs that support it?

Core concepts	Learning targets
<ul style="list-style-type: none"> - dependency tension - upstream support - modest repair - scope limits - bridge repair 	<ul style="list-style-type: none"> - Students can identify a high-pressure claim in their own profile. - Students can decide whether to lower Confidence, raise Personal Substantiation, or revise wording. - Students can write a repaired claim that is neither evasive nor inflated.

90-minute plan

- 0-10: Teacher models a repaired claim using a nonreligious example.
- 10-25: Teach three repair paths: lower C, raise P, or revise the claim.
- 25-55: Students inspect their app alerts or paper maps for dependency tension.
- 55-72: Peer clinic: one student reads only the claim and bridge, not private scores.
- 72-84: Rewrite three claims: stronger, weaker, and more precise.
- 84-90: Exit ticket: the repair that would most reduce my current tension.

Signature activity	Teacher move
Claim repair workshop. Students turn inflated claims into defensible claims while preserving what evidence can still support.	Praise precision over victory. The best repair is often quieter and stronger.
Assignment	Portfolio artifact
Complete a three-claim repair sheet for your portfolio.	High-pressure claim repair sheet.

Running the Full Audit

Essential question
What does my current belief map look like when I rate all 50 claims honestly?

Core concepts	Learning targets
<ul style="list-style-type: none"> - full profile - category profile - claim scatter - substantiation gap - notes 	<ul style="list-style-type: none"> - Students can complete the 50-claim audit privately. - Students can interpret dashboard patterns without treating them as grades. - Students can export or preserve their profile responsibly.

90-minute plan

- 0-8: Quiet setup and reminder of privacy norms.
- 8-55: Silent full-audit work. Teacher circulates for technical help only.
- 55-70: Dashboard reading: what patterns appear, without public disclosure.
- 70-82: Students write top five confidence claims and top five high-gap claims.
- 82-90: Optional pair share: one pattern I noticed, one question I want to study.

Signature activity	Teacher move
Silent audit studio. The room becomes focused and private; students work at their own pace.	Do not hover over scores. Protect privacy and make the room feel calm.
Assignment	Portfolio artifact
Finish any unrated claims and export your profile or write a summary if working on paper.	Completed audit profile or paper equivalent.

Socratic Review and AI Prompt Analysis

Essential question
How can a second-stage review sharpen my questions without outsourcing my judgment?

Core concepts	Learning targets
<ul style="list-style-type: none"> - Socratic audit - AI prompt - top tensions - follow-up questions - repair options 	<ul style="list-style-type: none"> - Students can use the final report or AI prompt as a disciplined review aid. - Students can identify their top three tensions. - Students can ask targeted follow-up questions instead of seeking reassurance.

90-minute plan

- 0-12: Teach the difference between reassurance prompts and audit prompts.
- 12-30: Read sample AI prompt structure from the app and identify its rigor.
- 30-55: Students generate or draft their own Socratic review prompt.
- 55-75: Manual or AI-assisted review: top tensions, differentiators, repair options.
- 75-86: Portfolio move: write one question that would genuinely change your view.
- 86-90: Closing: what I need next is not an answer but a better investigation.

Signature activity	Teacher move
Prompt surgery. Students improve weak prompts by adding data, tension, required format, and anti-flattery instructions.	Treat AI as a mirror with limitations, not an oracle. Require students to judge the output.
Assignment	Portfolio artifact
Create your final portfolio draft: claims, tensions, bridge premises, revised claims, next study plan.	Socratic review output or manual equivalent.

Final Belief Map and Next Study Plan

Essential question
What can I honestly say now, and what should I study next?

Core concepts	Learning targets
<ul style="list-style-type: none"> - belief map - open questions - integrated reflection - next study plan 	<ul style="list-style-type: none"> - Students can present a non-coercive summary of their current map. - Students can distinguish private scores from public reflection. - Students can name next steps for study, conversation, and practice.

90-minute plan

- 0-10: Set presentation norms: no one has to reveal private numbers.
- 10-60: Student presentations: current map, strongest claim, top tension, repaired claim, next question.
- 60-75: Group affirmation: clarity noticed, courage witnessed, question worth pursuing.
- 75-84: Final reflection: how my understanding of belief changed.
- 84-90: Closing ritual: one sentence of courage, charity, proportion, or integration.

<p>Signature activity</p> <p>Belief map gallery. Students display selected nonprivate artifacts: a bridge premise, a revised claim, an open question, or a study plan.</p>	<p>Teacher move</p> <p>Honor movement without demanding a dramatic story. Quiet clarity is a serious outcome.</p>
<p>Assignment</p> <p>Optional follow-up: repeat the audit in three months and compare the profile.</p>	<p>Portfolio artifact</p> <p>Personal Belief Audit Portfolio.</p>

Appendix A: Student Worksheets

Two-Slider Rating Sheet

- Claim: _____
- Confidence: 0 10 20 30 40 50 60 70 80 90 100
- Personal Substantiation: 0 10 20 30 40 50 60 70 80 90 100
- What makes this seem credible?
- What can I personally explain?
- What am I borrowing from testimony, authority, community, or tradition?
- What would lower or raise either score?

Bridge Premise Worksheet

- Thinner claim I accept: _____
- Thicker claim I want to reach: _____
- Missing bridge premise: _____
- Independent support for the bridge:
- Possible rival explanations:
- Defeaters or scope limits:
- Repaired claim if the bridge remains weak:

Rival Explanation Lab

- Claim or experience under review:
- Christian interpretation:
- Naturalistic or psychological interpretation:
- Community or social interpretation:
- Coincidence or selection-bias interpretation:
- What evidence would distinguish these accounts?
- Most charitable conclusion at this stage:

Dependency Map

- Downstream claim:
- Prerequisite claims:
- Which prerequisite is weakest?
- Is the downstream confidence higher than its supports?
- Repair option: lower C, raise P, revise wording, or study bridge premise.
- Next action:

Appendix B: Facilitator Prompts and Socratic Moves

<p>Clarify</p> <p>What exactly is the claim? Which word is doing the most work? Is this a thin claim or a thick one?</p>	<p>Scale</p> <p>What would a 30, 60, or 90 version of this confidence look like? What changes between those versions?</p>
<p>Bridge</p> <p>What premise licenses the move from the earlier claim to the later claim? Is that premise independently supported?</p>	<p>Rival</p> <p>What is the strongest rival explanation that a fair critic would offer? What would distinguish it from your interpretation?</p>
<p>Scope</p> <p>Does the evidence support this whole claim, or only a narrower version? Where does the claim drift beyond its warrant?</p>	<p>Repair</p> <p>Can you make the claim more modest while preserving the real evidence you have?</p>
<p>Integrate</p> <p>If this claim changes, which other claims in your web of belief would feel pressure?</p>	<p>Humanize</p> <p>What fear, hope, loyalty, or experience makes this claim emotionally important to you?</p>

When discussion heats up

- Slow the pace. Ask students to write before responding aloud.
- Separate the person from the claim: the student is not on trial; the claim is under review.
- Require steelmanning before critique.
- Let students pass on personal disclosure while still practicing the concept on a public example.
- Return to the two sliders when the conversation becomes too global.

Appendix C: Rubrics and Final Portfolio

Skill	Emerging	Developing	Strong
C/P distinction	Uses the sliders as mood ratings.	Can define both but sometimes merges them.	Consistently separates belief-strength from personal defensibility.
Bridge premises	Jumps between claims without naming the move.	Can identify some missing premises.	Writes clear, independently assessable bridge premises.
Rival explanations	Dismisses rivals quickly.	Names rivals but weakly.	States rivals charitably and tests what would distinguish them.
Claim repair	Equates repair with surrender.	Can soften claims but loses precision.	Rewrites claims modestly while preserving meaningful content.

Final portfolio checklist

- Completed 50-claim profile or paper equivalent.
- Top five high-confidence claims with notes.
- Top five high-gap claims with notes.
- At least three bridge premises, including one weak bridge that needs study.
- At least three repaired claims.
- A fair rival explanation for one important claim.
- A one-page final reflection: what I currently affirm, doubt, need to study, and can state more modestly.
- A next-study plan with books, conversations, questions, practices, or research tasks.

Appendix D: The 50-Claim Architecture

Use the claim architecture as a teacher reference when building card decks, selecting examples, or assigning app work. The claims are grouped by gradient band.

Minimal Deism

ID	Claim
C1	The physical universe has some explanation beyond merely describing its internal events.
C2	The universe is not ultimately self-explanatory.
C3	The universe depends on something that is not identical to the universe.
C4	The existence of physical reality is not a brute fact.
C5	The beginning or finite past of the universe points to a cause beyond ordinary physical events.
C6	The totality of physical reality requires an explanation not contained within that totality.
C7	The regularity of nature requires an explanation beyond simply naming physical laws.
C8	The initial conditions of the universe were not merely accidental or unexplained.
C9	The existence of contingent things points to some non-contingent explanatory ground.
C10	A minimal creator or source of the universe exists, even if nothing else is known about it.

Design Deism

ID	Claim
C11	The universe was intentionally caused rather than accidentally caused.
C12	The universe was caused by something with goal-directed features.
C13	The structure of the universe is better explained by design than by chance, necessity, or unknown impersonal processes.
C14	The apparent fine-tuning of physical constants is evidence of purposeful calibration.
C15	The universe was created for the emergence of life.
C16	The universe was created for the emergence of conscious beings.
C17	The creator had some preference for order over chaos.
C18	The creator had some preference for life-permitting conditions over non-life-permitting conditions.
C19	The creator is more like an intelligent agent than an impersonal force.

ID	Claim
C20	The creator intentionally established a stable order that could support meaningful interaction with conscious beings.

Personal Theism

ID	Claim
C21	The creator has something analogous to mind, intention, or awareness.
C22	The creator is aware of the universe after creating it.
C23	The creator is aware of conscious creatures within the universe.
C24	The creator is capable of choosing between alternative possible actions.
C25	The creator has purposes related to human beings.
C26	The creator cares about whether humans understand reality accurately.
C27	The creator can act within the universe after its initial creation.
C28	The creator can communicate information to human beings.
C29	The creator can respond differently to different human actions, prayers, or requests.
C30	The creator is not merely the source of the universe but an ongoing personal agent.

Interventionist Theism

ID	Claim
C31	The Christian God actively responds to human persons rather than only sustaining the universe impersonally.
C32	The Christian God sometimes answers petitionary prayer in ways not reducible to chance, coincidence, or ordinary causation.
C33	The Christian God sometimes miraculously heals physical or psychological conditions.
C34	The Christian God sometimes provides guidance or wisdom that improves human judgment beyond ordinary reflection.
C35	The Christian God sometimes gives people morally corrective conviction or discernment.
C36	The Christian God sometimes provides foreknowledge, warnings, or prophetic insight about future events.
C37	The Christian God sometimes communicates through dreams, impressions, visions, or other experiences without those experiences being merely psychological.
C38	The Christian God sometimes protects, delivers, or redirects people through providential events.
C39	The Christian God sometimes brings durable moral or spiritual transformation that exceeds ordinary social or psychological explanation.

ID	Claim
C40	Some Christian claims of divine action can be responsibly distinguished from ordinary coincidence, suggestion, or social reinforcement.

Specific Christian Theism

ID	Claim
C41	The Christian God reveals truth about himself to humans rather than leaving humans to infer everything from nature alone.
C42	Christian scripture reliably conveys core truths that the Christian God wants humans to know.
C43	Jesus is the central and uniquely authoritative revelation of the Christian God's character and purposes.
C44	Jesus' resurrection is a substantiable miracle that vindicates Christian claims about God.
C45	The Christian God forgives sins and reconciles humans to himself through Jesus Christ.
C46	The Holy Spirit is an active divine agent who guides, teaches, empowers, and comforts believers.
C47	The Christian God can give spiritual gifts such as prophecy, healing, wisdom, discernment, or tongues.
C48	Christian prayer, worship, and obedience can become real channels of interaction with God rather than only human ritual.
C49	The Christian God can guide communities as well as individuals toward truth, repentance, and moral correction.
C50	The core Christian picture is true: God personally acts through Christ and the Spirit to save, guide, heal, and transform human beings.

Appendix E: Adaptations, Troubleshooting, and Extensions

The same curriculum can behave very differently in a devout youth group, a mixed campus group, a skeptical study circle, or a room of students carrying religious hurt. Adapt the pressure without lowering the standard of honesty.

Adaptation matrix

Group condition	Likely risk	Teacher adjustment
Highly devout	Students may treat high Confidence as loyalty.	Emphasize that low Personal Substantiation can be a study invitation rather than betrayal.
Highly skeptical	Students may treat low Confidence as sophistication.	Require charitable repair of Christian claims before critique.
Mixed maturity	Some students disclose too much or argue performatively.	Use anonymous cards, written reflection, and opt-in sharing.
Time-constrained	The course becomes lecture-heavy.	Cut teacher talk first; preserve labs, debriefs, and portfolio artifacts.
Emotionally tender	Claims may feel fused with family, trauma, or belonging.	Separate claim inspection from personal disclosure and offer private follow-up.

Troubleshooting common moments

<p>A student wants certainty now</p> <p>Ask what the next honest question is. Do not let urgency force a premature verdict.</p>	<p>A student hides behind vagueness</p> <p>Invite a one-sentence claim, a slider score, and one reason. Precision is kindness here.</p>
<p>A debate becomes tribal</p> <p>Pause for steelmanning. Each side must state the other side's strongest version before continuing.</p>	<p>A testimony enters the room</p> <p>Protect the person, then distinguish private meaning from public evidential force.</p>
<p>Scores become competitive</p> <p>Return to the privacy norm. The goal is a truer map, not a better-looking profile.</p>	<p>The group gets discouraged</p> <p>Name repair as progress. A modest claim honestly held is stronger than an inflated claim defended by pressure.</p>

Optional extensions

- Three-month follow-up audit: students repeat the 50-claim profile and compare which scores, gaps, and notes changed.
- Claim research brief: each student chooses one high-gap claim and writes a two-page evidence map with rival explanations.
- Bridge premise debate: teams defend or critique a single bridge premise rather than debating Christianity as a whole.
- Testimony analysis night: students practice honoring testimony while asking what it can and cannot establish.
- Public presentation option: students present only revised claims and next questions, keeping private scores private.

Healthy ending

A successful group does not require every student to land in the same place. It requires students to leave with clearer claims, fairer questions, named tensions, and less need to pretend.

90-day follow-up protocol

- Repeat the audit without looking at the old scores first.
- Compare only three things: largest Confidence changes, largest Personal Substantiation changes, and claims that became more modest.
- Ask which study, conversation, practice, or experience actually changed the profile.
- Choose one bridge premise for the next round of study.
- Write a five-sentence update: what is clearer, what is still tense, what is more modest, what deserves more evidence, and what I will do next.