



Before Confidence

A full small-group curriculum for teaching evidence, alternatives, unknowns, and honest resurrection inquiry.

Curriculum	Small group	8 sessions	Teacher guide
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Course thesis

Young seekers need more than arguments. They need disciplined habits for asking what a claim means, what evidence would be required, what alternatives remain live, and how much confidence the evidence can responsibly carry.

This curriculum is designed for a dynamic teacher leading a small group of young, honest seekers. It uses the Resurrection Evidence Audit as the central lab instrument, but its deeper purpose is intellectual formation: precision, proportion, comparison, humility, and integrity.

<https://xhairs.com/apps/resurrection-evidence-audit/>

Curriculum Overview

Audience	A small group of young seekers who are willing to examine Christian resurrection claims without cynicism, defensiveness, or inherited certainty.
Teacher posture	Warm, exacting, creative, and emotionally aware. The teacher should make hard reasoning feel safe without making weak reasoning feel safe.
Course length	Eight 90-minute sessions, with optional extension labs and a final audit presentation.
Primary tool	Resurrection Evidence Audit, especially the teaching parallel, evidence contribution map, credence donut, audit pressure, and report.
Core result	Students can state a claim, assign a starting probability, compare explanations, weigh evidence, preserve unknowns, and explain their confidence.

By the end, students should be able to say:

I can state the claim precisely, assign a starting probability, compare live explanations, weigh evidence honestly, preserve room for unknowns, and explain why my confidence should rise, fall, or remain uncertain.

Core learning outcomes

- State resurrection and miracle claims precisely enough that they can be evaluated.
- Explain why possibility, sincerity, and emotional force are not the same as probability.
- Use starting probabilities honestly instead of hiding them behind religious or skeptical slogans.
- Compare the selected claim with known material alternatives and unconceived explanations.
- Identify which evidence items are actually doing the work in the result.
- Distinguish evidence that people believed something from evidence that what they believed was true.
- Reduce evidence weights when testimony, memory, texts, or communities are not independent.
- Treat negative evidence as real evidence rather than as an inconvenience.
- Use the app report and AI prompt as tools for critique, not as substitutes for judgment.

How to Use This Curriculum

This curriculum is built for a teacher who can improvise, but it should not feel improvised. Each session has a stable spine: a vivid case, a clear reasoning skill, hands-on use of the tool, and a short act of self-reporting.

Best group size	Six to twelve students. Small enough for candor, large enough for disagreement to become visible.
Room setup	A screen for the tool, a whiteboard for claim ladders, and chairs arranged so students can see one another.
Teacher preparation	Run the teaching parallel and resurrection preset before the first meeting. Know which settings make the largest changes.
Student preparation	No prior philosophy is required. Students need only a willingness to state claims clearly and follow evidence patiently.
Tone target	Serious but not severe. The room should feel intellectually brave rather than combative.
Output	Each student leaves with a final audit presentation and a written statement of what would change their confidence.

Materials

- Laptop or tablet with the Resurrection Evidence Audit open.
- Projector or shared screen.
- Printed copies of the workbook pages or a shared digital notes file.
- Index cards for exit tickets and anonymous questions.
- A visible parking-lot board for important issues that are real but off track.

Teaching rhythm

Open with a concrete case	Begin each meeting with a situation students can feel before naming the abstract principle.
Teach one move	Do not teach all of probability at once. Each session gives students one reusable reasoning move.
Run the tool slowly	Move one slider at a time. Ask students to predict the direction before showing the result.
Name discomfort	When numbers feel threatening, pause and ask what the number seems to imply emotionally.
End with articulation	Students should finish every meeting by saying what changed and why.

Facilitator warning

Do not let the tool become a scoreboard for a team identity. The tool is an assumption mirror. It shows what follows if the current assumptions are granted.

Tool Vocabulary and Lab Sequence

The teacher should translate every technical term into a plain classroom question. The goal is not to make students sound philosophical; the goal is to make their reasoning inspectable.

Selected claim	The exact sentence being tested. It should be clear enough that a critic can say what would count for it or against it.
Starting point	The confidence you have before adding the case evidence. Refusing to name it usually hides a judgment rather than avoiding one.
Evidence lift	How much the evidence moves confidence after its strength, direction, and independence are considered.
Independence	How separate the evidence items are. Four reports are not four full supports if they come from the same stream.
Known material alternatives	Named non-miracle explanations that could account for some or all of the data.
Unknown reserve	Space left for causes not yet conceived or records not yet found. It is epistemic humility, not a new theory.
Cause credence	How the current probability is divided among the selected claim, known alternatives, and unknown reserve.
Audit pressure	A warning that the conclusion is leaning heavily on assumptions that may need more defense.
Contribution map	The chart that answers: which evidence items are doing the most work, and which ones are dragging confidence down?
Report	A readable record of the assumptions, result, warnings, and repair moves. It should be clear enough for a critic to inspect.

Six-part lab sequence

1	State the claim	Students rewrite the claim until it stops moving.
2	Name the starting point	Students give a rough baseline and explain what background knowledge shaped it.
3	Weigh evidence	Students adjust each evidence item for strength, direction, and independence.
4	Compare alternatives	Students give serious room to known alternatives and unknown reserve.
5	Interpret the result	Students read confidence, audit pressure, cause credence, and repair moves together.
6	Report honestly	Students explain what the result does and does not justify.

Course Architecture

Each session follows the same rhythm: opening provocation, concept teaching, concrete analogy, tool lab, group discussion, reflection journal, and take-home challenge. The repetition matters. Students are learning a habit of inquiry, not merely a set of ideas.

Session	Focus	Core question	Central insight
1	Honest inquiry	What does it mean to seek truth rather than protect identity?	Sincerity is not accuracy; possibility is not probability.
2	Claim precision	What exactly is being claimed?	A moving claim cannot be evaluated honestly.
3	Starting probability	Why must we name a prior?	Refusing to estimate hides a probability judgment.
4	Teaching parallel	How do we reason when the supernatural claim is not ours?	Use the same standard on cherished and non-cherished claims.
5	Evidence contribution	What is actually doing the work?	Evidence must be assessed by movement, independence, and direction.
6	Alternatives and unknowns	What else could explain the data?	Known alternatives and unknown reserve prevent premature closure.
7	Reading the result	What should we do when the result is uncomfortable?	Audit pressure is a warning, not an insult.
8	Report and virtue	How do we carry uncertainty honestly?	The goal is proportioned confidence and intellectual courage.

Teacher mantra

We are not here to win. We are here to see.

Session 1 - What Honest Inquiry Requires

Core question

What does it mean to seek truth rather than protect identity?

Learning objectives

- Distinguish sincerity from accuracy.
- Distinguish possible, plausible, probable, and well-supported.
- Name why emotionally important beliefs need more clarity, not less.

90-minute plan

0-10	Opening provocation: rank claims by required evidence.
10-25	Teach possibility, plausibility, probability, and support.
25-45	Activity: evidence requirement ladder.
45-65	Introduce the app as a lab instrument, not a verdict machine.
65-80	Small-group discussion: where do we feel defensive?
80-90	Journal and exit ticket.

Teacher moves and lab work

Tool lab	Show the top of the Resurrection Evidence Audit without running the resurrection preset. Point out selected claim, starting point, evidence, alternatives, result, report.
Signature activity	Students compare four claims: a friend is trustworthy, a stranger won the lottery twice, a demon caused a car crash, and Jesus bodily rose from the dead. They explain what kind of evidence each would require.
Teacher move	Use humor and speed in the opening, then slow down when discomfort appears. Name discomfort as data, not danger.
Take-home challenge	Write one belief you care about and list what evidence would count for it, against it, and as unclear.
Checkpoint	Students can explain why 'possible' is weaker than 'probable' without sounding dismissive.

Session 2 - State the Claim Precisely

Core question

What exactly are we asking the evidence to support?

Learning objectives

- Identify claim inflation and moving targets.
- Separate minimal historical claims from theological conclusions.
- Rewrite vague religious claims into auditable propositions.

90-minute plan

0-10	Warm-up: 'Jesus rose' can mean how many things?
10-30	Teach the ladder of claims.
30-55	Claim surgery workshop.
55-70	Tool lab: Step 1, claim preset and selected claim display.
70-85	Pair critique: make your partner's claim more precise.
85-90	Exit ticket.

Teacher moves and lab work

Tool lab	Open Step 1. Compare the resurrection preset, answered prayer, and teaching parallel. Ask what each exact selected claim commits the user to.
Signature activity	Students rewrite 'Christianity is true,' 'the disciples saw Jesus,' and 'God raised Jesus' into narrower and broader versions.
Teacher move	Do not let the class drift into theology too early. Keep asking: which exact sentence is on trial?
Take-home challenge	Create a claim ladder with at least six rungs from thin historical claim to thick Christian conclusion.
Checkpoint	Students can explain why evidence for one rung does not automatically prove every higher rung.

Session 3 - The Starting Point Problem

Core question

Why must we assign a starting probability?

Learning objectives

- Explain a prior in plain English.
- Recognize hidden priors in apologetic and skeptical rhetoric.
- Distinguish 'God can do X' from 'X is likely in this case.'

90-minute plan

0-10	Opening: choose a rough baseline for ordinary and extraordinary claims.
10-30	Teach starting confidence and burden of specificity.
30-50	Probability confession exercise.
50-70	Tool lab: Step 2 starting point.
70-82	Discuss why numbers feel threatening.
82-90	Journal: what prior was I hiding?

Teacher moves and lab work

Tool lab	Use Step 2 and the top summary row. Move baseline confidence and watch how much evidence lift is needed for high confidence.
Signature activity	Students assign rough baselines to fainting, legend, sincere misinterpretation, and bodily resurrection by divine action.
Teacher move	Keep the numbers rough. The point is transparency, not fake precision.
Take-home challenge	Find three phrases that hide probability: 'it could happen,' 'God can do anything,' 'science cannot explain it,' or similar.
Checkpoint	Students can say why refusing a prior hides rather than removes probability.

Session 4 - The Teaching Parallel

Core question

How do we reason when the supernatural claim is not ours?

Learning objectives

- Use the demon-caused car crash scenario to lower defensiveness.
- Compare supernatural and ordinary explanations in the same frame.
- Notice when 'no obvious cause' becomes an illicit shortcut.

90-minute plan

0-8	Story hook: the car crash and the pulled wheel.
8-25	Teach why analogies help us see standards.
25-60	Tool lab: run the teaching parallel completely.
60-75	Alternative storm: what else could explain the crash?
75-85	Compare emotional force and evidential force.
85-90	Exit ticket.

Teacher moves and lab work

Tool lab	Load Teaching parallel: demon turned the wheel. Run all steps. Emphasize ordinary alternatives and unknown reserve.
Signature activity	Students argue for the demon claim for three minutes, then argue against it for three minutes using the same evidence.
Teacher move	Be theatrical in the scenario but disciplined in the analysis. The point is not to mock demons. The point is to compare explanations.
Take-home challenge	Write a paragraph: which move in the demon case would feel unfair if used in the resurrection case?
Checkpoint	Students can explain why a dramatic report does not automatically defeat ordinary alternatives.

Session 5 - Evidence That Moves the Result

Core question

What is actually doing the work?

Learning objectives

- Read the evidence contribution map.
- Separate impressive evidence from evidence that strongly changes probability.
- Identify positive, near-neutral, and negative contributions.

90-minute plan

0-10	Opening: what evidence sounds strongest before calculation?
10-25	Teach movement, direction, and contribution share.
25-55	Tool lab: evidence sliders and contribution map.
55-72	Independence map exercise.
72-84	Discuss delayed records and external silence as negative evidence.
84-90	Exit ticket.

Teacher moves and lab work

Tool lab	Use Step 3 and the Evidence Contribution Map. Move an evidence item from weak to strong, then lower its independence weight.
Signature activity	Students sort evidence into supports strongly, supports weakly, neutral, counts against, unclear.
Teacher move	Ask repeatedly: is this evidence for belief, or evidence for the belief being accurate?
Take-home challenge	Choose one resurrection evidence item and write what it would look like if the claim were true and if the claim were false.
Checkpoint	Students can name the item carrying the most result movement and explain why that matters.

Session 6 - Alternatives and Unknowns

Core question

What else could explain the data?

Learning objectives

- Name known material alternatives fairly.
- Explain unknown reserve as epistemic humility.
- Avoid forcing all unexplained probability into the preferred claim.

90-minute plan

0-10	Opening: the explanation you forgot.
10-30	Teach alternatives, unknowns, and premature closure.
30-55	Tool lab: Step 4 alternatives and unknown reserve.
55-70	Alternative storm for resurrection claims.
70-82	Unknown reserve reflection.
82-90	Group debrief.

Teacher moves and lab work

Tool lab	Move known alternatives from set aside to strong. Move unknown reserve and watch cause credence change without treating unknown as a theory.
Signature activity	Students generate ordinary explanations: grief-shaped experience, visionary experience, story development, source dependence, theological shaping, memory distortion, social reinforcement.
Teacher move	Protect students from cynicism and from premature closure. Unknown reserve is humility, not a trick.
Take-home challenge	List three explanations you had not considered before this session and why each deserves at least some room.
Checkpoint	Students can distinguish an unknown reserve from a named alternative explanation.

Session 7 - Reading the Result Without Flinching

Core question

What should we do when the result is uncomfortable?

Learning objectives

- Read revised confidence, audit pressure, cause credence, and repair moves.
- Compare believer-friendly, seeker, and stricter settings.
- Treat a low result as information rather than personal attack.

90-minute plan

0-10	Opening: what result would you secretly prefer?
10-25	Teach result interpretation and audit pressure.
25-60	Tool lab: compare all three settings profiles.
60-75	One assumption challenge.
75-85	Discuss repair moves.
85-90	Journal.

Teacher moves and lab work

Tool lab	Run believer-friendly settings, seeker settings, and stricter settings. Record what changes and which assumptions control the movement.
Signature activity	Students identify the one assumption that most changes the outcome: prior, independence, alternatives, unknown reserve, or evidence likelihood.
Teacher move	Do not let students use a setting profile as a team jersey. Profiles are stress tests.
Take-home challenge	Write a result interpretation that begins: 'If these assumptions are accepted, then...'
Checkpoint	Students can explain why audit pressure is a warning score, not an accusation.

Session 8 - Report, AI Critique, and Intellectual Virtue

Core question

How do we carry uncertainty honestly?

Learning objectives

- Use the generated report as an assumption ledger.
- Use the AI prompt as a critique tool without outsourcing judgment.
- Present a final audit summary with courage and proportion.

90-minute plan

0-10	Opening: what would change your mind?
10-25	Teach reportability and intellectual virtues.
25-45	Tool lab: generate report and AI prompt.
45-75	Final audit presentations.
75-85	Group reflection: what did honesty cost?
85-90	Closing charge.

Teacher moves and lab work

Tool lab	Use Step 6 report and AI prompt. Ask how a critic might challenge the user's priors, evidence weights, independence assumptions, alternatives, and unknown reserve.
Signature activity	Each student presents exact claim, starting probability, strongest evidence, strongest alternative, unknown reserve, current confidence, and what would change the result.
Teacher move	Honor courage, not certainty. The best presentations may end in 'I do not yet know.'
Take-home challenge	Write a one-page reflection on how your standards changed during the course.
Checkpoint	Students can present a proportioned confidence judgment without hiding uncertainty.

Reusable Mini-Lessons

These modules can be inserted wherever the group needs more practice. They also work as make-up lessons for absent students.

Possibility is cheap	Could have happened opens the door; probability decides how far the door should open. Students practice replacing 'possible' language with graded confidence language.
The ladder of claims	Something happened, people had experiences, they interpreted those experiences religiously, the interpretation was sincere, the interpretation was accurate, the event was supernatural, the cause was the Christian God, and the larger system follows. Each rung needs support.
Independence is not repetition	Four reports are not four independent reports if they share sources, communities, memories, texts, or theology. Repetition can amplify a common source instead of adding fresh evidence.
Sincerity and costly commitment	Sincerity can show that people believed something. Costly commitment can show depth of conviction. Neither automatically shows that the belief was accurate.
Negative evidence is evidence	Record latency, external silence, source dependence, discrepancies, ordinary psychology, cultural expectation, and theological shaping should be counted rather than hidden.
Unknown reserve and humility	Unknown reserve says the current list of explanations may be incomplete. It is not a new theory; it is a restraint against pretending that the options are exhausted.

Activity Bank

Claim surgery	Students turn vague claims into precise, auditable claims. Rule: no claim may contain a word that can quietly expand during debate.
Probability confession	Students name the probability they were already assuming before the app asked for one. The teacher normalizes discomfort without letting students hide.
Alternative storm	For three minutes the group lists ordinary alternatives before anyone defends the supernatural claim.
Evidence sorting	Students sort each evidence item into strongly supports, weakly supports, neutral, counts against, or unclear.
Independence map	Students draw lines between evidence items that may share source streams, memories, communities, or retellings.
One assumption challenge	Students change exactly one setting and record how much the final result moves.
Steelman swap	Pairs defend the strongest version of the view they do not prefer, then report what they learned.
Report defense	Students explain their generated report to a friendly critic who asks only clarification questions for five minutes.

Facilitation rule

Every activity should end with the same question: what changed in your confidence, and why?

Student Workbook Pages

Worksheet 1 - Claim Surgery

Vague claim	Write the broad claim as you first heard it.
Precise claim	Rewrite it as one clear sentence that could be tested.
Thinner version	What weaker claim might the evidence actually support?
Stronger version	What stronger claim is sometimes smuggled in?

Worksheet 2 - Probability Confession

Before evidence	What starting confidence was I tempted to assume?
Why that number	What background beliefs, emotions, or standards pushed me there?
Fair challenge	What would a sincere critic say about my starting point?

Worksheet 3 - Evidence Ledger

Evidence item	Direction	Why it should move confidence up, down, or not much

Worksheet 4 - Alternatives and Unknowns

Known alternatives	List ordinary explanations that could account for some or all of the data.
Best alternative	Which alternative deserves the most weight right now?
Unknown reserve	What kind of missing information could matter?
Humility statement	Write one sentence that admits what you do not know.

Worksheet 5 - Final Audit Presentation

Exact claim	
Starting probability	
Strongest positive evidence	
Strongest negative evidence	
Strongest alternative	
Unknown reserve	
Current confidence	
What would change my mind	

Assessment and Group Covenant

Final audit presentation rubric

Claim precision	Names the exact claim and avoids sliding between weaker and stronger claims.
Probability honesty	States a rough prior and can explain why it was chosen.
Evidence discipline	Separates evidential movement from emotional impressiveness.
Alternative fairness	Names serious alternatives without caricature.
Unknown humility	Uses unknown reserve as restraint, not as evasion.
Interpretive courage	Can accept an uncomfortable result without panic or spin.
Reportability	Settings and conclusions can be inspected by another careful person.

Discussion covenant

- We will not mock belief.
- We will not protect belief from fair questions.
- We will distinguish people from arguments.
- We will not pretend certainty we do not have.
- We will not punish honest uncertainty.
- We will use the same standards across claims.
- We will treat discomfort as information, not danger.

Teacher's closing standard

The highest achievement is not forced belief or forced disbelief. It is being able to say exactly what the evidence currently justifies and what remains uncertain.

Common Misunderstandings and Teacher Repairs

These moments are predictable. Treat them as learning opportunities, not interruptions. The teacher's task is to keep the student in the inquiry without letting the reasoning blur.

If a student says: 'God can do miracles, so the prior should not matter.'	Reply: Ability and probability are different questions. The audit asks not merely whether God could do it, but whether this evidence makes this claim more likely than its live alternatives.
If a student says: 'You cannot put numbers on sacred things.'	Reply: The number is not measuring sacredness. It is making an already-existing confidence judgment visible so others can inspect it.
If a student says: 'The disciples were sincere, so the claim is true.'	Reply: Sincerity is evidence about belief. The next question is whether the belief was accurate, mistaken, embellished, or shaped by expectation.
If a student says: 'No alternative explains everything.'	Reply: A selected claim also must explain the evidence without special pleading. Competing explanations are compared by total fit, background plausibility, and evidential cost.
If a student says: 'Unknown reserve is just skepticism.'	Reply: Unknown reserve is humility about incomplete information. It should not be inflated to avoid a conclusion, but it should not be erased to force one.
If a student says: 'The app says the answer, so we are done.'	Reply: The app gives a conditional result: if these assumptions are accepted, this is the movement. The real work is defending the assumptions.

Repair drills

One-sentence repair	Each student rewrites one weak claim into a stronger, clearer claim.
Hidden prior hunt	Students underline phrases that smuggle in a probability judgment without naming it.
Alternative fairness test	Students must state the best version of an alternative before criticizing it.
Direction check	For each evidence item, students say whether it supports, weakly supports, is neutral, or counts against the selected claim.
Independence discount	Students explain why overlapping sources should lower the combined evidential force.

Mastery Ladder

Use this ladder for feedback after Session 4, after Session 7, and after the final presentation. It lets students see that the course is not grading belief or disbelief; it is grading clarity, fairness, and proportion.

Emerging	Student can use the tool with help, but may still confuse possibility with probability or evidence for belief with evidence for truth.
Developing	Student can state a precise claim, name a starting point, and identify at least one serious alternative.
Competent	Student can explain how evidence strength, independence, negative evidence, and unknown reserve affect the result.
Strong	Student can defend a complete audit report, revise assumptions when challenged, and avoid overstating the conclusion.
Excellent	Student can apply the same standard to cherished and non-cherished claims, name what would change their mind, and hold uncertainty without evasive language.

Teacher checks

Precision check	Can the student state the exact claim without switching to a broader or safer claim under pressure?
Comparison check	Can the student explain why the selected claim beats or fails to beat the best alternatives?
Proportion check	Does the student's final confidence match the actual evidence movement rather than personal preference?
Humility check	Does the student preserve unknowns without using them as a fog machine?
Transfer check	Can the student apply the same method to a non-Christian claim, a secular claim, or an everyday claim?

Facilitation Scripts and Final Questions

A dynamic teacher does not need to sound scripted. Still, having precise language ready prevents the class from sliding into slogans when the pressure rises.

When the room gets defensive	Pause the calculation. Say: 'Something important is being touched. Before we defend it, let's name exactly what claim is at stake.'
When a student refuses a prior	Say: 'You do not need a perfect number. Give me a rough range. If you refuse every range, you are still making a comparison, but no one can inspect it.'
When someone treats alternatives as hostile	Say: 'A fair alternative is not an attack. It is part of the price of claiming that one explanation is better than the others.'
When the result is very low	Say: 'This is not a verdict on your worth or sincerity. It is a sign that the current assumptions are not doing enough work.'
When the result is very high	Say: 'High confidence is allowed, but it must be reportable. Which assumptions would a careful critic challenge first?'
When students want certainty too quickly	Say: 'The point is not to escape uncertainty. The point is to deserve whatever confidence we keep.'

Questions every final presentation should answer

- What exact claim are you now willing to defend?
- Which evidence item is doing the most work?
- Which evidence item counts against the selected claim?
- Which alternative deserves the most respect?
- How much room are you leaving for what you have not yet considered?
- What would lower your confidence?
- What would raise your confidence?

Teacher Notes for a Dynamic Facilitator

Energy	Use vivid stories, movement, whiteboards, role play, quick polls, and paired challenges. Keep the room alive without letting the reasoning become loose.
Emotional pacing	Pause when students show defensiveness. Ask what feels threatened. Then return gently to the claim, the evidence, and the alternatives.
Precision refrain	When discussion blurs, ask: which exact claim is on the table? What would we expect if it were true? What would we expect if it were false?
Creative tension	Let students feel the pull of both sides. A good class should make simplistic belief and simplistic dismissal both feel less satisfying.
Use of humor	Humor should lower fear, not belittle anyone. Laugh at sloppy reasoning patterns, not at people.
Handling certainty	When a student is certain, ask what evidence could lower confidence. When a student is dismissive, ask what evidence could raise confidence.
Handling silence	Do not rush silence after hard questions. Silence often means the class is doing real work.

The deep structure

Precision	What exactly is being claimed?
Proportion	How much confidence does the evidence justify?
Comparison	What explains the evidence best?
Humility	What might I be missing?
Integrity	Would I use the same standard if the claim were not mine?

Final Charge

This curriculum is not designed to make young seekers suspicious of everything. It is designed to help them become the kind of people who can love truth more than comfort, clarity more than slogans, and proportion more than pressure.

The Resurrection Evidence Audit is the lab instrument. The curriculum is the apprenticeship. Students practice the same discipline again and again until it becomes natural: state the claim, name the starting point, compare explanations, weigh evidence, reserve humility, and report the result without flinching.

We are not here to win. We are here to see.