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Selecting and Organizing Christian Religious Education Learning Activities: Recontextualizing the Murray Print Framework for Elementary Education

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A B S T R A C T
Learning activities connect curriculum components such as objectives, content, and assessment (Pepin, 2021). Variation in methods alone does not guarantee meaningful learning (Gleßmer et al., 2024). This article examines Chapter 8, "Learning Activities," in Murray Print's *Curriculum Development and Design* and shows how its ideas can guide Christian Religious Education curriculum development in elementary education. The authors review Print's work and related research on curriculum development, learning experiences, and Christian Religious Education teaching, then examine its key ideas. The authors use this analysis to present three stages: Filter, Assemble, and Reflect. The authors set out four selection criteria as the authors' formulation, derived from the screening approach to learning activities in Chapter 8 of Print: alignment with learning objectives, student readiness, availability of resources, and implementation constraints. The Assemble stage uses Tyler's principles of continuity, sequence, and integration (Mesra & Salem, 2023). The Reflect stage adds a step: it links activities to understanding and asks how students apply Christian values. This framework is still conceptual and needs further testing.

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INTRODUCTION

Curriculum development does not end with setting goals and selecting materials. Its quality also depends on the learning experiences designed to help students achieve those goals (Collins, 2007). Research (Pepin, 2021) links learning activities to objectives, content, and evaluation. Thus, activities are not merely steps teachers take after choosing material. They shape what students do to understand it and reach the learning goals.

In Christian Religious Education, this choice matters because students need more than biblical knowledge. They also need room to explore meaning, make ethical choices, reflect on their experiences, and apply Christian values. Still, an engaging activity can distract students if it does not match the skills or content being addressed (Pasqualotto et al., 2022), just as a lecture or teacher explanation is not automatically a bad method (Cairns & Areepattamannil, 2021). Which activities fit the goal, students' readiness, and the school's practical conditions?

Research on Christian Religious Education in Indonesia covers curriculum and moral values (Hutagalung & Saragih, 2024), experiential learning to connect knowledge with lived faith (Lase, 2025), and active learning and interactive strategies within the Christian Religious Education context (Pandiangan & Pardede, 2026). Researchers also discuss how teachers use digital technology to implement the Independent Curriculum in Christian Religious Education (Samaloisa & Bilo, 2024). Outside the Christian Religious Education context, research on elementary school learning compares learning experiences inside and outside the classroom (Christian et al., 2024), while researchers study biblical fieldwork as a way to learn through experience in higher education (Austin, 2022). These studies offer several approaches to consider, but their different settings and goals mean the findings may not apply to every Christian Religious Education class.

These studies help explain active, reflective, contextual, and experiential learning, but their focus differs from the main question of this article. The articles on experiential and active learning primarily discuss specific approaches and what they can offer, while Chapter 8 of Print gives teachers a way to consider different activities before choosing and organizing them. Studies of experiential religious instruction in Indonesian and Malaysian secondary schools also suggest that teachers should adapt strategies to the setting where they use them (Kistoro et al., 2022). Why, then, use this framework? Several findings point to the same need: the right activities depend on the learning goals and stages, because activities use different thinking skills and serve different purposes (Sailer et al., 2021); students give higher ratings when teachers use a range of methods, though the study does not show whether the methods cause the higher ratings (Nguyen et al., 2021); and interaction with materials, teachers, and peers is among the aspects students value most (Armellini et al., 2021). Some studies on religious instruction suggest a possible link between teachers' views of subject goals and the methods they choose in class (Fancourt, 2016), while putting materials in a linear sequence does not, by itself, help students connect ideas (Pepin, 2021).

These findings show that activity choice matters. But they offer no way to choose among options that are equally well aligned or to decide the order in which the chosen activities should be arranged. Sequencing is itself a recognized issue: a study of program teams reports that sequencing of the curriculum appears to be a gap in the literature as well as in academic development practice (O'Neill et al., 2013). Here, the authors make three contributions. **First**, the authors set out four criteria for selecting activities that elementary school Christian Religious Education teachers can use to weigh alternatives before choosing. **Second**, the authors connect these selection criteria with the organizing principles of continuity, sequence, and integration into a single workflow, rather than two separate lists of considerations. **Third**, the authors add a Reflect stage, which the Print framework lacks. This stage fits value education in formal curricula, where learners are helped to reflect, understand, and implement their own values (Gamage et al., 2021). Taken together, these contributions do not imply that activity selection or reflection has never been discussed before; they offer a clear way to connect the two in elementary school Christian Religious Education. The authors' search was focused, so similar research may still exist.

The authors examine Chapter 8, "Learning Activities," in Print's *Curriculum Development and Design* and adapt its ideas for elementary Christian Religious Education. The authors focus on three areas: criteria for selecting activities, a variety of teaching and learning strategies, and the principles of organizing activities through continuity, *sequence*, and *integration*. The authors read Print's framework as more than a list of teaching methods. It helps teachers choose and organize activities responsibly. The authors summarize this structure in the "Filter–Assemble–Reflect" framework. The authors add reflection and review for Christian Religious Education; Print does not name them as categories.

LITERATURE REVIEW

Learning Activities in Curriculum Development

Learning activities are an essential component of curriculum development because they connect learning objectives, instructional content, and assessment. They are not merely classroom procedures implemented after teachers select the subject matter; rather, they represent planned experiences through which students engage with knowledge, develop skills, and achieve intended learning outcomes (Pepin, 2021). The selection of learning activities therefore needs to consider what students are expected to learn and how particular activities can facilitate the achievement of those expectations.

Learning activities should also be distinguished from learning opportunities and learning experiences. Learning opportunities refer to the possibilities provided by teachers or the learning environment, whereas activities involve what teachers plan or what students actually do during instruction. Learning experiences emerge through students' interactions with these activities, instructional materials, teachers, peers, and the broader learning environment (Reinhold et al., 2024; Montesinos et al., 2023). This distinction indicates that teachers can design and facilitate activities, but students' actual experiences and

understanding may differ depending on their participation and learning conditions.

The relationship between learning objectives and activities is particularly important. Different objectives require different forms of learning engagement. Activities designed to develop factual knowledge, for example, may differ from those intended to strengthen analytical thinking, practical skills, or ethical decision-making (Sailer et al., 2021). Consequently, instructional activities should be selected based on their relevance to the intended learning outcomes rather than simply their attractiveness or novelty.

Selecting Appropriate Learning Activities

Selecting learning activities requires teachers to consider several factors that influence the suitability and feasibility of classroom instruction. An activity may appear engaging but may not effectively support the intended learning objectives or match students' developmental readiness. Similarly, an activity may be pedagogically appropriate but difficult to implement because of limited resources, time, facilities, or other classroom constraints (Pasqualotto et al., 2022). In elementary education, students' characteristics and readiness are important considerations in instructional planning. Activities should correspond to students' abilities, prior knowledge, interests, and developmental needs. Teachers also need to consider the availability of learning resources and the practical conditions of the school. These considerations help ensure that selected activities are not only educationally relevant but also realistic to implement.

The literature suggests that the use of varied instructional methods can contribute to students' learning experiences. Students value interactions with learning materials, teachers, and peers, while different instructional approaches can provide opportunities for different forms of engagement (Armellini et al., 2021; Nguyen et al., 2021). However, instructional variation alone does not guarantee meaningful learning. Each activity needs to have a clear relationship with the learning objectives and the competencies students are expected to develop.

Based on these considerations, four criteria can be used to guide the selection of learning activities: alignment with learning objectives, appropriateness for students' readiness, availability of learning resources, and practical implementation constraints. These criteria provide a basis for comparing alternative activities before teachers decide which activities are most suitable for a particular instructional context.

Organizing Learning Activities: Continuity, Sequence, and Integration

After selecting appropriate activities, teachers need to organize them into a coherent learning experience. Curriculum organization concerns how learning experiences are arranged so that students can develop knowledge and competencies progressively. Tyler's principles of continuity, sequence, and integration provide a theoretical foundation for organizing learning experiences (Tyler, 1969; Mesra & Salem, 2023).

Continuity refers to the recurring provision of important learning experiences so that students have opportunities to strengthen and develop previously acquired knowledge and skills. Sequence concerns the arrangement of learning experiences in a progressive order, moving from simpler to more complex forms of learning. Integration emphasizes the connection of different learning experiences and subject matter so that students can develop a more comprehensive understanding rather than treating knowledge as isolated components.

These principles are important because selecting appropriate activities does not automatically produce an effective learning sequence. Activities need to be arranged in a way that supports the development of understanding and connections between concepts. A collection of activities may be relevant individually but may not provide a coherent learning experience when their order and relationships are not carefully considered.

Therefore, curriculum planning should integrate the process of selecting activities with the process of organizing them. The selection process determines which activities are appropriate, while the organizing process determines how those activities can be arranged to support students' learning development.

Learning Activities in Elementary Christian Religious Education

Christian Religious Education (CRE) in elementary schools involves more than the acquisition of biblical knowledge. It also provides opportunities for students to understand Christian teachings, reflect on moral values, develop ethical awareness, and apply Christian principles in everyday life. Accordingly, learning activities should connect religious knowledge with students' experiences and social environments.

Research on Christian Religious Education has discussed curriculum implementation, moral values, experiential learning, and active instructional strategies (Hutagalung & Saragih, 2024; Lase, 2025; Pandiangan & Pardede, 2026). Experiential learning, for example, provides opportunities for students to connect religious knowledge with lived experiences and expressions of faith. Active and interactive approaches can also encourage participation and engagement during learning. In addition, the use of digital technology has been discussed in relation to the implementation of the Independent Curriculum in Christian Religious Education (Samaloisa & Bilo, 2024).

Nevertheless, these approaches do not establish that one particular teaching strategy is appropriate for every learning objective or classroom situation. Teachers need to consider the purpose of instruction, students' readiness, available resources, and the conditions in which learning takes place. In this context, learning activities should provide opportunities not only to understand biblical narratives but also to interpret their meanings and relate Christian values to everyday situations.

Reflection is particularly relevant because religious education is concerned with the development and application of values. Students need opportunities to consider the meaning of what they learn and how it can guide their attitudes and actions. Reflection can therefore connect classroom activities

with students' personal experiences and practical expressions of Christian values (Gamage et al., 2021).

Conceptual Basis for the Filter–Assemble–Reflect Framework

The literature on curriculum development provides a foundation for understanding the selection and organization of learning activities. Murray Print's discussion of learning activities in *Curriculum Development and Design* provides a basis for examining how teachers select and organize instructional experiences (Print, 2020). Meanwhile, Tyler's principles of continuity, sequence, and integration offer guidance for arranging selected activities into a coherent learning process (Tyler, 1969).

Although the literature discusses instructional strategies, experiential learning, and curriculum organization, teachers still need a practical way to connect the selection of activities with their organization and subsequent reflection. This need provides the conceptual basis for the Filter–Assemble–Reflect framework proposed in this article.

The **Filter** stage involves evaluating alternative learning activities according to four criteria: alignment with learning objectives, student readiness, resource availability, and implementation constraints. The **Assemble** stage involves organizing selected activities by applying the principles of continuity, sequence, and integration. The **Reflect** stage adds an opportunity to review students' understanding and consider how the learning activities support the application of Christian values in everyday life.

The framework combines curriculum selection and organization with reflection as a connected instructional process. The Filter and Assemble stages are informed by the discussion of learning activities and curriculum organization in Print and Tyler, while Reflect is an additional component proposed by the authors for the context of elementary Christian Religious Education. Thus, the framework should be understood as a conceptual proposal that requires further examination and empirical testing in actual classroom settings.

METHODOLOGY

The authors use a critical literature review and conceptual analysis. The authors chose this approach to interpret, compare, and combine ideas into a framework, rather than report an experiment or test a classroom method. Snyder (Snyder, 2019) explains that a literature review can serve as a research method for integrating scattered knowledge and developing a research agenda, but the quality of the review still depends on transparency in how sources are selected and interpreted. Therefore, the authors present this as a focused critical review, not a systematic review or meta-analysis. It does not claim to cover every relevant publication.

The authors examine curriculum development in elementary Christian Religious Education and use Murray Print's ideas to revisit how educators select and organize learning activities. The primary source is Chapter 8, “Learning Activities” (pp. 164–186), in *Curriculum Development and Design* (Print, 2020). Supporting sources include secondary studies on Dewey's view of experience

and curriculum organization (Achkovska-Leshkovska & Spaseva, 2016), literature review methodology articles (Snyder, 2019), and journal articles on Christian Religious Education (CRE), experiential learning, and learning in elementary education. The authors searched official journal, publisher, and DOI pages using keywords such as "learning activities," "curriculum development," "Christian Religious Education," "experiential learning," "active learning," and "CRE curriculum." The authors chose sources that fit the authors' questions and whose publication details the authors could verify. The authors also used classic sources to ground the discussion.

The authors analyzed the material in three stages. First, they examined Chapter 8 and identified its central topics: the definition of learning activities, teaching strategies, models for selecting activities, and approaches to organizing them. Second, they organized these topics into three themes: the four criteria for selecting activities, the diversity of teaching strategies, and the principles of *continuity*, *sequence*, and *integration*. Third, they compared these themes with the supporting literature and synthesized them into the Filter–Assemble–Reflect framework. Throughout this process, the authors distinguished ideas drawn directly from Print's work from their own proposals. The story of the Good Samaritan (Luke 10:25–37) serves only to illustrate the framework; it is neither empirical data nor evidence of the framework's effectiveness.

RESEARCH RESULT

Learning Activities as Curricular Decisions

The source (Müller, 2025) describes learning activities as the parts of a digital learning environment, such as reading an article, contributing to an interactive forum, or taking an online test. Classroom researchers distinguish learning opportunities from the activities students actually do, because students may not take up every opportunity (Reinhold et al., 2024). Activities are what teachers plan or students do, and a typical sequence of learning activities is called a teaching strategy (Müller, 2025). Learning experiences are what students encounter as they interact with the activities and their learning environment (Montesinos et al., 2023). This distinction is important because teachers can design activities, but cannot directly guarantee what each student will experience or understand (Sailer et al., 2021).

In higher education, the activities teachers choose shape how students interact with the material, their teacher, peers, and learning environment (Fabriz et al., 2021); students rate interactions with peers, tutors, and materials as particularly valuable in both face-to-face and online settings (Armellini et al., 2021). Ornstein & Hunkins also discuss how choosing learning experiences is part of curriculum development, while objectives, learning experiences, organization, and evaluation work together (Sun & Chen, 2016; Tyler, 1969). Therefore, choose activities based not only on the topic but also on what students should learn. Different learning objectives, such as learning facts and building skills, require different types of activities (Sailer et al., 2021).

The same principle applies to CRE in elementary education: teachers can plan lessons by first setting learning outcomes and then selecting activities that

support them (Liu et al., 2023). If the objective is limited to recognizing characters and the plot of a biblical narrative, reading or listening to a text with comprehension questions may be sufficient. If the objective includes the ability to consider acts of love or responsibility, teachers can add discussions of real-life situations, role-playing, reflection, and simple action plans. This does not mean that one strategy is always better. Teachers need to explain how each activity supports an objective and how students can show what they have learned.

Four Criteria for Selecting Learning Activities

Use four criteria to choose and assess activities: learning objectives, appropriateness for students, resource availability, and practical limits. These criteria help teachers explain why they chose an activity. Use them as a guide, not a strict rule. The criteria can affect one another, so teachers should use their judgment.

Table 1. Four Criteria for Selecting Learning Activities and Their Application in CRE

Selection criteria	**Guiding questions**	**Illustration of application in Christian Religious Education**
Learning objectives	What results should students achieve through this activity?	If the goal is to understand the meaning of love, choose activities that guide students to understand the text and give examples of loving actions.
Student suitability	Are the activities appropriate to the age, abilities, needs, language, and experience of the learners?	Lower grades can use picture stories and guided questions; higher grades can evaluate situations and provide reasons.
Resources	Are the necessary materials, time, space, technology, and people available?	Use a Bible, situation cards, drawing paper, or a simple reflection journal; do not rely on unavailable resources.
Constraint	Could time, cost, school rules, safety, or teacher readiness make this activity difficult to implement?	If field visits are not possible, use observations of the school environment or case scenarios that are safe and serve the same purpose.

Source: compiled by the authors, drawing on a curriculum framework that covers learning activities (Print, 2020). I *developed the four criteria. The examples illustrate ideas; they do not report classroom observations.*

First, identify the learning objective, then choose activities that help students meet it. If the objective is about understanding information, brief explanations accompanied by questions may be helpful. If the objective involves moral reasoning, empathy, social skills, or application of knowledge, small-group discussions, guided inquiry, simulations, or reflection may be more appropriate (Andersson et al., 2022). Once teachers set clear objectives, they can choose methods that fit the situation (Honebein & Reigeluth, 2021).

Second, teachers need to choose activities that fit their students. They should consider age, prior knowledge, language skills, attention span, support needs, interests, accessibility, and different abilities. For lower grades, objects, images, games, and simple language can help students stay engaged (Nurasiah et al., 2022); younger children require more play and movement, as well as more frequent changes in activities and work formats due to their short attention spans (Marchlik et al., 2021). However, age should not be the sole determinant. Teachers need to see what students are ready to do and offer support or other ways to respond to make activities accessible to students with different needs.

Third, teachers should check what resources they have before choosing activities. They should ensure that the necessary teaching materials, media, space, technology, facilitators, preparation time, and support are actually available. Learning resources do not have to be expensive or digital: Bible texts, teacher-drawn illustrations, safe objects, the school environment, and oral stories can be used if they support the objectives. That said, digital technology can enrich options, but its effect depends on how it is used rather than on the tool itself (Wu, 2023). Samaloisa & Bilo (Samaloisa & Bilo, 2024) discuss the integration of technology into the Christian Religious Education curriculum, while (Sailer et al., 2021) notes that digital devices are needed, but they do not guarantee learning.

Fourth, teachers need to consider what may limit a lesson. Time, cost, and teachers' readiness can shape what happens in class (Abildinova et al., 2024). When planning, teachers need to ask whether the activity will support instruction, fit the situation, and work with the time and resources available (Bombaerts et al., 2021). Constraints need to be recognized for what they are, but teachers should not use them as an excuse to reject active learning. For example, a discussion that has the potential to become lively can be simplified into pair work with clear roles and time limits. Teachers should also separate limits they cannot change from habits that feel more comfortable.

Teachers need to consider all four criteria together. An activity may fit the objectives but not the learners' readiness. It may suit the learners but require resources that are unavailable. And even ample resources may not address time or safety constraints. Therefore, teachers must use their judgment to weigh these options. Studies on implementing experience-based religious learning in Indonesian and Malaysian senior high schools suggest that implementation depends not only on expected benefits but also on what implementers know and can do and, on the conditions, they face (Kistoro et al., 2022).

Print also summarises the principles of learning that Wheeler set out, including active engagement, clarity about what is to be learned, the importance of feedback, the influence of the group atmosphere, individual differences, and the recognition that a single activity can produce more than one kind of learning. These principles widen the questions teachers ask about an activity. It is not enough to ask whether the activity serves the objective; teachers also ask whether students are engaged, whether they receive feedback while they are still working, and whether the group atmosphere supports them. Research on learning points in the same direction: a complete lack of feedback or guidance tends to produce poor outcomes for most students, and instruction should not impose

unwarranted cognitive demands (Markant et al., 2016). Peer groups also shape academic behaviour (Gamage et al., 2021). Here, the authors rely on Print's account of Wheeler's work, not on Wheeler's original text.

Variety of Teaching Strategies According to Print: Not a Hierarchy of Methods

In Print's curriculum development model, learning activities appear as one of the elements of the curriculum alongside situational analysis, intent, content, and evaluation (Print, 2020). Within this element, Print describes a number of teaching and learning strategies, including expository, interactive, small group, inquiry, individualisation, reality modelling, and real-life experiences**.** Expository strategies convey information from a source to students, while interactive strategies add exchanges such as question-and-answer sessions. Small groups give students space to work together, and inquiry guides them in investigating a question or problem. Individualisation adapts tasks to each student's abilities and pace. Reality modelling uses simulations, games, or role-play, and real-life experiences engage students in activities outside the educational setting. Print also discusses practice and repetition as a means of reinforcement once initial understanding has been established.

These strategies can be understood as tools with different uses and limits, not steps from "old" to "modern" methods. Teachers can explain new ideas first, leaving class time for students to apply them (Schwartz et al., 2011), while discussions or simulations can expand opportunities for reasoning and experimenting with responses. However, active strategies can be undermined if students receive no feedback or guidance, or if instruction imposes unwarranted cognitive demands (Markant et al., 2016). Therefore, varying methods helps only when each activity has a clear purpose in the lesson.

The Christian Religious Education literature supports the need for a range of teaching methods but emphasizes different aspects. Kolb describes a four-step learning cycle: having an experience, reflecting on it, making sense of it, and testing it (Morris, 2019). Rangga (Rangga, 2024) highlights life narratives as a way to connect faith experience and reflection, while another study (Okta et al., 2024) discusses an interactive model that uses biblical wisdom in a digital learning context. Kaak & LaPorte (Kaak & LaPorte, 2022) develop an experiential learning model that integrates faith with service-learning in Christian higher education, and a separate study (Austin, 2022) examines biblical field studies as experiential pedagogy. These works are useful for comparison, but come from different approaches and contexts. Instructors set clear goals, choose content and methods, and guide students toward the expected outcomes (Bajracharya, 2019).

When planning Christian Religious Education, teachers can combine strategies and give each a clear purpose. Learning can begin with a brief explanation of the context of the biblical text, followed by small-group discussions, an examination of a simple case, and then individual reflection or action plans. Some studies find higher student ratings when teachers use more varied methods, but the data cannot show whether ratings reflect the number of methods or their variety (Nguyen et al., 2021), so each activity should support the goals and connect with what comes before and after. In primary education,

active learning faces challenges such as limited time, teaching materials, teacher training, and facilities (Melaku et al., 2025).

Continuity, Sequence, and Integration in Organizing Activities

Once teachers choose activities, they need to link them into a clear learning path. Tyler's three organizing principles (Tyler, 1949) are *continuity*, *sequence*, and *integration*. *Continuity* means that essential elements of the curriculum appear again in different learning activities; *sequence* means that activities develop gradually and build on previous understanding; *integration* means that learning experiences within a theme or period are interconnected. Print discusses learning activities as one element in his curriculum development model (Print, 2020). Earlier curriculum studies also discuss organizing in stages (Taba, 1962).

These three principles help distinguish useful repetition from repetition for its own sake. Continuity does not mean copying the same activities every session; core skills such as listening to text, asking questions, reasoning, or reflecting on actions can return as students take on more. Sequencing does not mean learning must always move from easy to difficult. Teachers still need to consider what students know and what they are ready to learn. Integration is also not simply combining multiple subjects into one project; activities need a shared purpose or idea.

Each learning experience should prepare students for the next stage, because past experiences influence those that follow (Rodilosso, 2024). Not all experiences support learning: some better prepare students to continue, while others make it more difficult. An engaging activity is not enough on its own. Students also need time to reflect, draw on what they know, and use what they learn (Cheng et al., 2021). Dewey's ideas offer another way to think about learning (Rodilosso, 2024). They differ from Print's framework.

Table 2. Principles of Organizing Learning Activities and Examples of Their Application in CRE

Principle	**Meaning in curriculum organization**	**Example of a series of Christian Religious Education (CRE) activities**
Continuity	Core elements or skills appear again in different activities.	Students repeatedly practice reading or listening to texts, identifying values, giving reasons, and reflecting on their application.
Sequence	Later activities build on earlier ones and become more complex.	Activities progress from recognizing the actions of characters in a story to explaining the reasons, considering everyday cases, and then designing simple responses.
Integration	Activities in a theme connect to create one complete learning experience.	Students connect text reading, discussion, reflective writing, and concrete actions through one shared goal instead of doing them as separate tasks.

Source: the principle of organization was put forward by (Tyler, 1949) *and described again in* (Mesra & Salem, 2023)*; the example is an illustration by the authors.*

These three principles help structure Christian Religious Education (CRE) learning from one session to the next and from one level to the next. For example, the theme of love can be developed in stages: students first identify the actions of characters in Bible stories, then explain the reasons behind the actions, consider everyday situations, and plan simple responses. This helps students use what they know, reflect on it, and act in everyday life. One meeting provides only an initial indication; by itself, it cannot show a student's depth of faith or lasting change in character.

Conceptual Synthesis: Filter–Assemble–Reflect Framework

This article brings together Chapter 8 and related research to create the Filter–Assemble–Reflect framework. This framework is not a model directly proposed by Print (Print, 2020), but instead brings together two main ideas from Chapter 8: how to choose activities and put them in order. It gives Christian Religious Education teachers a practical way to turn curriculum theory into learning plans.

The first stage, Filter, checks possible activities against four criteria drawn from Chapter 8: suitability to learning objectives, student characteristics, resource availability, and practical limits. The second stage, Assemble, puts activities that meet these criteria in a clear order. It links them through continuity, sequence, and integration (Mesra & Salem, 2023). The authors add a third stage: Reflect. Here, the teacher checks whether the activities provide students with opportunities to understand the content, explain their thinking, connect learning to daily life, and consider how to apply values. The teacher uses the results of the review to improve the next design, not to claim that certain activities guarantee a change of faith.

The framework's main contribution is that it organizes existing ideas rather than introducing new ones. It gives teachers a clear way to choose and organize activities, explain their choices, and check that each step supports the learning goals. Before teachers use the framework widely, curriculum experts and Christian Religious Education practitioners should review it. Researchers should also test it by analyzing teaching modules or studying classroom use.

Illustration of the Use of the Framework in Learning Design

The authors can illustrate the framework with the theme of compassion in the story of the Good Samaritan (Luke 10:25–37). This illustration does not report a classroom trial or prove that the framework works. Instead, it shows how goals, activities, resources, and learning steps fit together. The scenario and reflection method should be age-appropriate and safe, and should not force students to share personal experiences.

Table 3. Illustration of CRE Activity Design with the Filter–Assemble–Reflect Framework

Stage	**Activity**	**Reason for selection**	**What students can show**
1. Set the goal	The teacher reads Luke 10:25–37 or asks	Guided questions help students understand the	Students retell the story and

	students to read it, using vocabulary support and pictures.	story. The materials are easy to understand and suit students' ages.	recognize the characters' actions.
2. Discuss	Small groups discuss who helped, what needs they noticed, and what choices the characters made.	In small groups, students can explain their reasons.	Students give reasons based on the story and listen to peers' opinions.
3. Apply the story	Students respond to a simple scenario about a friend who needs help at school.	This scenario connects the story to a familiar situation, without assuming that all students' experiences are the same.	Students suggest actions that are safe, concrete, and respectful of others.
4. Reflect	Students write or draw one helpful action they can take; the teacher invites students to share if they wish.	Students reflect on the story and connect it to daily life. They do not need to share personal experiences.	Students explain the values in the story and choose actions they can take.

Source: authors' conceptual illustration. The indicators in the table represent observable evidence of understanding and reasoning, not direct measures of the quality of faith or long-term character change.

Teachers can reach one goal in different ways, and each activity serves a different purpose. Stories and guided questions build initial understanding, discussions help students reason, case scenarios connect values to familiar issues, and reflections provide space for considering actions. Teachers should adapt the time, language, difficulty, and ways students respond to each class. If group work is not possible, teachers can use pairs or class discussion without altering the primary goal.

But a list of behaviors from one meeting cannot establish CRE's purpose. Activities give students chances to understand, consider, and practice values. However, attitudes and character take shape over time and across many settings: the formation of religious character requires long-term planning and programming (Ridwan & Diantimala, 2021), while schools are not the only parties that influence the values, attitudes, and personal qualities of students because families, communities, and other institutions also shape them (Gamage et al., 2021). These activities offer one way to plan learning. They do not prove that a single activity changes students' faith.

Implications, Limitations, and Research Agenda

This article treats choosing activities as part of Christian Religious Education curriculum design, not just a task teachers complete when preparing modules. Four selection criteria help teachers see why each activity fits. The principles of continuity, sequence, and integration *help* teachers structure

interconnected activities. They guide teachers in choosing activities that work on their own and fit together across the learning sequence.

In practice, Christian Religious Education teachers can use the questions in Table 1 and the principles in Table 2 when developing teaching modules. They set objectives, list possible activities, check which activities fit their students, resources, and limits, then sequence and connect the activities. Finally, they ensure students have time to understand, discuss, reflect, and consider how to live out these values. Teachers can prepare backup activities in case the schedule, class size, facilities, or students' accommodation needs change.

This study has five main limitations. **First**, the authors chose sources selectively rather than using a systematic process to review the literature; a literature review is stronger when readers can see how sources were chosen and interpreted (Snyder, 2019), and this limitation is stated in the methods section. **Second**, this study did not observe classrooms, interview participants, or measure learning outcomes, so all examples in Tables 1 and 3 are conceptual illustrations, not evidence of effectiveness. **Third**, the authors draw on only one Print chapter and several classic works, so their reading may be selective, and the authors still need to check the four criteria against the chapter before others use them widely. **Fourth**, this framework is designed for the context of Christian Religious Education for Elementary Education in Indonesia and has not been tested at other levels or in other contexts, including classrooms with limited access to digital devices. **Fifth**, the indicators in Table 3 show what students understand and how they reason during one learning sequence, but they do not measure depth of faith or character change, since attitudes form over time and are shaped by life outside school (Gamage et al., 2021; Ridwan & Diantimala, 2021); implementation in practice also depends on factors that can help or hinder it, including teacher support and practical obstacles (Kistoro et al., 2022).

This framework also has two limitations. The indicators in Table 3 show what students understand and how they reason during one learning sequence, but they do not measure depth of faith or character change, since attitudes form over time and are shaped by life outside school (Gamage et al., 2021; Ridwan & Diantimala, 2021). In practice, teachers face factors that can help or hinder implementation, including teacher support and practical obstacles (Kistoro et al., 2022).

Next, the authors can: (1) ask curriculum experts and Christian Religious Education teachers to assess the clarity and usability of the framework, while also checking the formulation of the four criteria against the text in Chapter 8; (2) use this framework to analyze existing Christian Religious Education teaching modules to see whether the selection and sequencing of activities within them can be explained by it; (3) test the framework through design research in several elementary school contexts with different student characteristics and resources. These steps will help us check whether the framework is clear and its criteria fit the source text before the authors use it to assess practice.

CONCLUSIONS AND RECOMMENDATIONS

This review examines Chapter 8, "Learning Activities," in Print's *Curriculum Development and Design*, where learning activities appear as one of the elements of the curriculum alongside situational analysis, intent, content, and evaluation (Print, 2020). The authors read the chapter as offering two things that this article brings together: a way of screening possible activities before they are chosen, and a way of organizing those selected. For the organizing stage, the authors use the three principles Tyler set out — continuity, sequence, and integration (Mesra & Salem, 2023) — which require essential elements to appear again in later activities, to develop gradually, and to connect within a theme. The authors also read Print's treatment of teaching and learning strategies as a set of options with different functions, not as steps from old methods to modern ones.

The authors set out four selection criteria as their own formulation, derived from the screening approach in the chapter: alignment with learning objectives, student readiness, availability of resources, and implementation constraints. Together with the three organizing principles, they form the Filter–Assemble–Reflect framework. The framework links the choice of an activity to the place it takes in the sequence, and it adds a review stage that asks whether students had the opportunity to understand the content, to explain their reasoning, and to consider how to apply Christian values in their own setting; such a stage fits formal curricula that help children reflect on, understand, and implement their own values (Gamage et al., 2021). The framework is conceptual and has not been tested. Curriculum experts and Christian Religious Education teachers still need to review it, and classroom research is needed to establish whether it is usable and effective in practice.

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