

Unit Outline



DM320/DM520 Introduction to Church-based Children's Ministry

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This Unit outline contains information you will need to find your way around the Unit, **Introduction to Church-based Children's Ministry**. It attempts to provide a structure for your learning, giving details of the topics, and how they will be assessed.

UNIT OUTLINE **SEMESTER 2, 2015**

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this Unit

Unit description

The Unit, Introduction to Church-based Children's Ministry, firstly provides an overview of biblical perspectives on children, faith development in children, the history of children and the church, and contemporary influences on children. It then examines the essential issues involved in church-based children's ministry, including such factors as the integration of children in the worshipping community, the spiritual nurture of children, evangelism of children, and the safety and care of children.

Learning outcomes

After successfully completing this Unit, you will have a foundational understanding of the essential factors involved in ministry to children in church, and be equipped to evaluate the appropriateness of a number of approaches to church-based children's ministry. This Unit also provides an opportunity for you to integrate these objectives in supervised practical ministry to children in a church-based context.

How this Unit contributes to the course

The understanding of different faith development perspectives and the main issues involved in church-based children's ministry equips students to be more effective in their pastoral work with children. A critical understanding of the various approaches to children's ministry will assist students to be both more reflective and more assertive in their roles as Christian leaders and educators. The Education in Practice component will give students a supervised experience in which to integrate and apply what they have learned in a safe environment.

Pre-requisites and co-requisites

This Unit caters for students studying the following accredited Units: DM320 (DipTh, DipMin, AssocDegTh, BTh and BMin) & DM520 (GradDipDiv, GradCertDiv, MDiv).

There are no pre-requisites for this unit.

How this Unit is organised & what we expect of you

This Unit involves two hours of lectures per week throughout the semester.

You are also required to complete a minimum of **20 hours supervised field education** in one of the following areas: holiday and after-school programs; family ministry; camps; school religious education; church-based religious education; other work as approved by the course coordinator.

Lectures are supported by handouts, class discussion time and readings. You will gain most from the lectures if you read any material in advance.

This Unit is worth 4 credit points towards your Degree or Diploma. A 4 cp Unit is considered to require a total time commitment equivalent of 7–8 hrs per week. Please contact the

lecturer as a matter of urgency if you find that you are needing to spend significantly more time than this on DM320/520.

Students are required to attend all lectures, complete any set reading and complete any assessment tasks by the relevant due date. Non-compliance, without prior approval from authorised QTC staff, may result in a failing grade.

Teaching Staff

LECTURERS

Stuart Hoadley

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Unit timetable: topics & teaching & learning activities

Lecture Week	Lecture topic	LECTURERS
Week 1 14 July	Biblical perspectives on children: introduction to theology of childhood; implications for ministry.	Stuart Hoadley Fiona Millar
No Lectures	Don Carson Week	
Week 2 28 July	Human and child development; ages and stages of growth; introduction to developmental theories; implications for programs and relationships	Stuart Hoadley Fiona Millar
Week 3 4 August	Children and God; overview of moral and faith development; survey of a variety of perspectives such as Fowler, Westerhoff, Groom, Bridger, Buckland.	Stuart Hoadley Fiona Millar
Week 4 11 August	Children and the church; history of children in the church; recent trends.	Stuart Hoadley Fiona Millar
Week 5 18 August	Children and their culture; influences on children – school, friendships, family, media; introduction to multi-cultural/multi-faith issues.	Stuart Hoadley Fiona Millar
Week 6 25 August	An overview of children's ministry; a definition; exploration of the experience of participants; aims, philosophy and strategy; introduction to leadership – motivation, self care, integrity, leading teams; recruiting and training leaders and setting expectations.	Stuart Hoadley Fiona Millar
Week 7 1 September	An overview of children's ministry; a definition; exploration of the experience of participants; aims, philosophy and strategy; introduction to leadership – motivation, self care, integrity, leading teams; recruiting and training leaders and setting expectations.	Stuart Hoadley Fiona Millar
Week 8 8 September	Developing aims, philosophy, strategies, evaluation, vision; principles for good Organisation and planning; exploring a variety of models and sizes; choosing and adapting curriculum and materials.	Stuart Hoadley Fiona Millar
QTC MISSION & HOLIDAY	Break for QTC College Mission and Holidays	
Week 9 6 October	Nurturing faith and discipleship; encouraging parents, caregivers, and the church in nurture and discipleship of children.	Stuart Hoadley Fiona Millar

Week 10 13 October	Prayer for and with children; helping children read and understand the Bible; children and the Holy Spirit; training children for ministry; children and spiritual gifts	Stuart Hoadley Fiona Millar
Week 11 20 October	Children as part of the worshipping community; children's ministry as an integral part of the life of the church; all age worship; designing services that are all age friendly; learning together and separately; building an all age community; environment and facilities.	Stuart Hoadley Fiona Millar
Week 12 27 October	Evangelism and outreach; organisation and planning; structures and programs; liaison with other churches; evangelism and the family; evangelism and schools; evangelism and the community; relational work; assisting children to faith.	Stuart Hoadley Fiona Millar
Week 13 3 November	Safety and care for staff, parents and children; developing a safety policy; premises; insurance; legal issues.	Stuart Hoadley Fiona Millar

DM 320 Assessment

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASKS	DESCRIPTION
Assessment 1. Essay 1500 words 30% of Final Grade	An essay of 1,500 words critically reviewing the various faith development theories and their implications for ministry to children in a church.
Assessment 2 Essay 2000 words 50% of Final Grade	An essay of 2,000 words that sets out a one year program for your children's ministry and describes its underlying philosophy, its overall aims, and the strategies behind the different activities and events. [The use of tabular data and addenda is expected but will not be included in the word count.]
Assessment 3 Report 1200 words 20% of Final Grade	A report of 1,200 words describing your Ministry in Practice experience and which specifically reflects on the purpose and effectiveness of that ministry in relation to the children's faith development and their integration into church life.

DM520 Assessment

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ASSESSMENT TASKS	DESCRIPTION
Assessment 1 Essay 1800 words 30% of Final Grade	An essay of 1,800 words critically examining and contrasting the various faith development theories and their implications for ministry to children in a church.
Assessment 2 Essay 2700 words 45% of Final Grade	An essay of 2,700 words that sets out a one year program for a local church children's ministry and presents a cogent argument for the philosophy, aims and strategies that you propose. [The use of tabular data and addenda is expected but will not be included in the word count.]
Assessment 3 Report 1500 words 25% of Final Grade	A report of 1,500 words describing your Ministry in Practice experience and critically evaluating the philosophy and effectiveness of the ministry in relation to the children's faith development and their integration into church life.

Guide to Assessments:

Each assessment in this unit, including the report on your ministry in practice, requires that you present a *sustained, persuasive argument*. This involves several factors.

First, you must *articulate a clear answer to the question*. (One helpful tip is that you should be able to express a summary of your answer in one or two sentences before you begin writing your assessment piece). You should clearly state your answer in the essay - often in the introduction, but certainly in the conclusion. Well written essays will demonstrate: •that you grasp the essence of the key issues; •that you have a understanding of a range of scriptural and scholarly perspectives on those issues; •that you possess an understanding of the subject matter beyond that of an introductory level; •and that you have an understanding of the implications of your answer for ministry or life.

Second, you are required to *offer evidence* for your answer. You must supply information in your essay that is relevant to the question and which supports your answer. To achieve a higher result, you may also discuss evidence that could be used to undermine your answer and then demonstrate why it doesn't actually do so when understood correctly.

Third, you should *demonstrate how* the evidence you use actually does support your answer. A common mistake is to include information - quotes, Scriptural passages, etc - and simply assume that their significance for your answer is self-evident. Although it may be obvious to you, it almost never obvious to your reader. Indeed, your assessor will not simply assume that you know the significance of the material for your answer. Therefore, use explicit commentary to guide your reader and explain how the information supports the case you are making.

Fourth, you must *attempt to persuade* your reader that your answer is the correct one. Good essays don't treat the subject matter as a case of 'show and tell' - i.e. where you simply present all the ideas and information you've discovered. Instead, you should carefully consider how to organise the material so you build a case for your answer in the most persuasive manner possible.

Finally, you should seek to *engage with Scripture, authors, scholars and theologians*. Ideally you should be able to argue that you arrived at your answer because you are convinced that is what Scripture teaches. It should also be evident that you are "standing on the shoulders of others" - modern authors and scholars, and modern and ancient theologians - to help you understand Scripture and think through the subject matter better than you could do on your own.

Your assessment will be marked on:

- the clarity of your argument;
- your answer's relevance to the assessment question;
- your grasp of the key features of the discipline;
- your engagement with &/or analysis of primary sources;
- the range of secondary sources you utilise (including journals);
- your interaction with &/or critical evaluation of different viewpoints;
- whether you provided the assessment on or before the due date (or approved extension);
- whether the length is within 10% of the required words;
- whether you used appropriate grammar, layout & SBL referencing.

Learning resources

Textbook:

Bridger, Francis. *Children Finding Faith: Exploring a Child's Response to God*. London: Scripture Union, 2000.

Reference Texts:

It is not essential to purchase these texts. Some are listed here as useful starting points for the essays, others contain readings that will be used at points in class.

Beckwith, Ivy. *Formational Children's Ministry: Shepherding Children Using Story, Ritual, and Relationship Emersion*. Grand Rapids, MI: Baker Books, 2010.

Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. El Cajon, CA: Youth Specialties, 2004.

Allen, Holly C., ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene: Cascade Books, 2008.

Bunge, Marcia J., ed. *The Child in Christian Thought*. Grand Rapids, MI.: Eerdmans, 2001.

Cliff, Paul, ed. *The Endless Playground: Celebrating Australian Childhood*. Canberra: National Library of Australia, 2000.

Fosarelli, Patricia D. *ASAP: Ages, Stages, and Phases: from Infancy to Adolescence: Integrating Physical, Social, Moral, Emotional, Intellectual, and Spiritual Development*. Liguori, Missouri: Liguori, 2006.

Klumpenhouwer, Jack. *Show them Jesus: Teaching the Gospel to Kids*. Greensboro, NC.: New Growth Press, 2014.

Strachan, Wendy and Hood, Simon, eds. "Evangelisation of Children." *Lausanne Occasional Paper Issue Group 18* (October, 2004). Cited 12 June 2014. Online: http://www.lausanne.org/docs/2004forum/LOP47_IG18.pdf

May, Scottie. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI.: Eerdmans, 2005.

Mercer, J. *Welcoming Children: A Practical Theology of Childhood*. St. Louis: Chalice Press, 2005.

Roehlkepartain, Eugene C., and King, Pamela E., eds. *The Handbook of Spiritual Development in Childhood and Adolescence*. Thousand Oaks, CA: Sage, 2005.

Shier-Jones, Angela, ed. *Children of God: Towards a Theology of Childhood*. Peterborough: Epworth, 2007.

Veron, Zachary, ed. *Children's Ministry on the Front Foot*. Sydney: Youthworks, 2013.

Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Grand Rapids, MI.: Zondervan, 2006.

ACT Standards

Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass Plus (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4