P260 Children's Ministry

3 credits. Prerequisites: none.

March 2-6, 2020   Darlene Klassen, MDiv
Module D   darlene@lakeviewchurch.com
Monday-Friday, 9am-4pm

Please note: This course includes reading before the module
and a class presentation during module.

Course Content and Goals

Course Description
The course helps students learn and engage in best practices and programing skills for developing and overseeing a healthy children's ministry that supports the discipleship and care of children.

Relationship to Horizon's Mission
Students will grow as a competent Christian leader by giving primary focus to the ministry development competency along with the skilled communication competency. More specifically, this course engages the student in the building blocks and systems of children's ministry, giving them tools to apply their passion and skills in the church.

Core Competencies and Learning Outcomes:

To demonstrate competency in *Ministry Development*, students will:

1. Compare their own faith journey and milestones to a target set of competencies for children to gain through faith formation.
- *Assessment:* Self-Reflection
- *Assessment:* Core Competencies Document (see template in DeVries and Safstrom)
2. Develop a one-year Children's Ministry plan, including a training calendar and a system for evaluation
- *Assessment:* Programming and Training Calendar
- *Assessment:* Evaluation System
3. Evaluate key strengths and skills student brings to a children's ministry position
- *Assessment:* Analysis of Key Strengths and Skills
- *Assessment:* Self-Reflection

To demonstrate competency in *Skilled Communication*, students will

> 4. Create a one-hour lesson plan for a specific age group of children
>   - *Assessment:* Lesson Plan (including Classroom Presentation).

Course Work

Required Readings

DeVries, Mark and Annette Safstrom. *Sustainable Children's Ministry from Last-minute Scrambling to Long-term Solutions.* Downer's Grove, IL: InterVarsity Press, 2018. (ISBN: 978-0-8308-4522-4)

Fitch, David E. *Seven Practices for the Church on Mission*. Downer's Grove, IL: InterVarsity Press, 2018. (On reserve) Chapter 5 Being with Children (p 77-94). (ISBN: 978-0-8308-4142-4)

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Program and Training Calendar*. This assignment must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

Portfolio Components. *Lesson Plan*. This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

1. *Core Competencies.*
Choose one of the core competencies samples from text book by DeVries & Safstrom, page 212-213, Appendix D. Become familiar with it, and make minor adjustments if needed, so that it resonates with you. This will be an important matrix for several assignments. You will hand in your list by the end of Monday, March 2.
   - Related learning outcomes*: #1
   - **Assignment Length**: see Appendix D. **Due date:** March 2, 2020.

2. *Lesson Plan.*
a) Select one target age group for your lesson plan.
   - Preschool (3-5 years)
   - Elementary (K-Grade 3)
   - Pre-teen (Grade 4-6)

b) Find and download sample lessons, and scope & sequence for curriculum from 3 online sources listed in bibliography for this age group.

Download sample lessons before module begins.

Write a persuasive ½ page rationale for choosing one of these curriculums. Include factors that influenced your decision, i.e., lesson format, artwork, storytelling methods, activities, cost, scope and sequence, alignment with your identified core competencies.

Complete rationale before you attend class on Monday. Students will engage in conversation with classmates during module, to come to consensus on one curriculum.

c) Develop a lesson plan.
Using the outlines of this curriculum as a guide, design your own lesson. Your lesson may include components of drama, storytelling, memory verse activity, crafts, music, take home papers, etc. Give clear instructions so that you could give this lesson plan to your classmates, and they could teach it to a class.

d) Using the Bible story part of the lesson plan (part c), teach a 10-minute lesson to the class.

- Related learning outcome: #4
- **Assignment Length**: 6-8 pages. **Due date**: In class lesson assignment (d) due during module week. Sign-ups will occur once class begins. The completed assignment (c) is due March 13, 2020.

3.   Attend the Saskatoon CNET Children's Ministry Conference, March 7, 9am-4:30pm. Register here: https://cnetsaskatoon.ca/. Please confirm you have attended the conference on Populi under the assignment "CNET Attendance."

4. Programming and Training Calendar.
Develop a one-year programming and training calendar for distribution to congregation.

a) Create a calendar and populate the Sundays and other dates with your events. Format effectively so that you have a clear and attractive document that would be handed out to families in your congregation. Events to include: weekly Sunday mornings, all volunteer training sessions, mile-stone events, and any other large events tied to the calendar (Christmas, Easter, summer programming). Do not create weekly mid-week programs for this assignment. Your large events could occasionally fall mid-week, however.
b) Construct a budget for the year. Excel template will be provided.

Use the following resources:
  i.   Your **core competencies** document
  ii.   Incorporate the **scope and sequence** from the curriculum of your choice (please state source) – include monthly themes, and specific lesson topics as available from curriculum.

      iii.   Pay attention to the **church calendar**, and seasonal opportunities (Christmas, Easter, summer programming)

      iv.   DeVries & Safstrom, Ch 5, p 58-60 and Ch 7 p 92-96.

- Related learning outcome: #2
- **Assignment Length**: 2 pages, double sided. Excel sheet as provided. **Due date:** March 20, 2020.

5. *Evaluation System.*

Design a system for evaluating your ministry using one of the following evaluation tools:

      i. SMART goals

      ii. 3-year goals and annual benchmarks

Clearly articulate 2 goals, with measurable benchmarks/ indicators for each goal for your calendar year. Incorporate DeVries & Safstrom's measurement strategies, paying particular attention to your core competency list. Also integrate Fitch's chapter, "Being with Children".

- Related learning outcome: #2
- **Assignment Length:** 1 page**. Due date:** March 24, 2020.

6. *Self-Reflection*

Reflect on your own spiritual formation through early childhood elementary years, youth and young adulthood.
- Identify formative relationships (family/parents, teachers, coaches, friends, camp counsellors, mentors), events, places and routines.
- Describe the stories, images and prayers that demonstrate your early understandings and relationship with God.
- Reflect on how these have contributed to your current knowledge and commitment to God.

Submit an adjusted core competencies list after reflecting on your own faith journey.
- What competencies were reached, or not reached in your own life?

- **Related learning outcomes**: #1 and #3.
- **Assignment Length:** Reflection: 3 pages; Core Competencies: ½ - 1 page. **Due date:** April 3, 2020.

7. *Analysis of Key Strengths and Skills.*

a) Briefly outline your key strengths as you understand them from (2 pg)

      i.   Strengths-finders

      ii.   Meyers Briggs

      iii.   Pertinent experience in children's ministry contexts

b) Compare them with the description of jobs on page 13 of DeVries and Safstrom. (1 pg)

      i.   What are your top 5 skills?

      ii.   What are the bottom 5 (tasks you do not enjoy, or are not skilled in)?

c) Identify the ways that you would apply these strengths and personality to building a team of volunteers. Apply principles and strategies from both texts. (2-3 pg)

d) Describe your dream children's ministry team. (1 pg)

- Related learning outcomes: #3
- **Assignment Length**: 6 pages, double spaced. **Due date:** April 8, 2020.

Estimate of Time Investment (individual time investments may vary)

Readings: DV&S, F	18 hrs	N/A
Classroom time	30 hrs	N/A
CNET Conference	7.5 hrs	March 7
1. Core Competencies	.5 hr	March 2
2. Lesson Plan	12 hrs	March 13
3. Programming and Training Calendar	8 hrs	March 20
4. Evaluation System	3 hrs	March 24
5. Self-Reflection	6 hrs	April 3
6. Analysis of Key Strengths and Skills	12 hrs	April 8
Total =	97 hr	

Assessment Rubrics
Rubrics will be available on Populi under the Lesson "P260 Assessment Rubrics."

Course Outline / Class Schedule
1. **Monday – looking back**
   a. **Scripture's kids**
   b. **History of Children's ministry**
   c. **Storytelling**
   d. **Training storytellers**
2. **Tuesday – building blocks**
   a. **Developmental theories**
   b. **Curriculum**
   c. **Spiritual Formation**
   d. **Pastoral care**
   e. **Behavior management strategies**
3. **Wednesday -simple machines**
   a. **Data Base**
   b. **Calendars**
   c. **Volunteering recruiting and equipping**
4. **Thursday – moving forward**
   a. **Planning**
   b. **Communication**
   c. **Policies**
   d. **Prayer**
5. **Friday – Compass bearings**

   a. **Class presentations**
   b. **Case studies**
   c. **Team building**
   d. **Trends**

- First submissions of assignments will not be accepted after <u>Friday, April 10.</u>

Date	Revisions Due
Monday, April 13	Resubmissions of *Core Competencies* and *Lesson Plan* (as necessary)
Tuesday, April 14	Resubmissions of *Programming and Training Calendar* and *Evaluation System* (as necessary)
Wednesday, April 15	Resubmissions of *Self-Reflection* and *Analysis of Key Strengths and Skills* (as necessary)
Thursday, April 16	Secondary Resubmission (as necessary)

- No resubmission of assignments will be accepted after <u>Thursday, April 16.</u>

Academic Policies

General Assignment Guidelines
Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions
Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *[Assignment Extension Request Form](#) online* and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments
Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work
The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student **exceeded competency requirements for some** learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was **beginning to meet competency requirements for any one or more** learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was **not yet meeting competency requirements for one or more** learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are

drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance
Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology
Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:
- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

General Resources

Barna, George. *Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority.* Ventura, California: Regal Books, 2003.

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

———. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. Grand Rapids: Youth Specialties, 2004.

Black, Thom. *Born to Fly*. Grand Rapids: Zondervan, 1994.

Chromey, Rick. *Energizing Children's Ministry in the Smaller Church.* Cincinnati: Standard Publishing, 2008.

DeVries, Mark and Annette Safstrom. *Sustainable Children's Ministry from Last-minute Scrambling to Long-term Solutions.* Downer's Grove, Ill: InterVarsity Press, 2018.

Fitch, David E. *Seven Practices for the Church on Mission*. Downer's Grove, Il: InterVarsity Press, 2018.

Frisk, Natalie. *Raising Disciples.* Harrisonburg, VG: Herald Press, 2019.

Fowler, James W. *Faith Development and Pastoral Care.* 1987. Theology and Pastoral Care Series. Ed. Don S. Browning. 4 vols. Philadelphia: Fortress Press, 1989.

James, Steven. *30 Old Testament Quickskits for Kids.* Cincinnati, Ohio: Standard, 2004.

James, Steven. *The Creative Storytelling Guide for Children's Ministry*. Cincinnati, Ohio: Standard, 2002.

Jutila, Craig. *The Growing Leader: Healthy Essentials for Children's Ministry*. Loveland, CO: Group Pub., 2004.

May, Scottie, Posterski, Beth, Stonehouse, Catherine, and Cannell, Linda. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids/Cambridge: Eerdmans, 2005.

Neufeld, Gordon and Gabor Maté. *How to Hold on to Your Kids*. Toronto: Vintage Canada, 2004.

Roehlkepartain, Jolene L. *Children's Ministry That Works: The Basics & Beyond.* Loveland, CO: Group Books, 1991.

Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup Press, 2007.

Rupp, Anne Neufeld. *Growing Together: Understanding and Nurturing Your Child's Faith Journey.* Winnipeg: Faith & Life Press, 1996.

Smith, Gordon T. *Beginning Well: Christian Conversion and Authentic Transformation*. Downer's Grove, Il: InterVarsity Press, 2001.

Wideman, Jim. *Children's Ministry Leadership : The You-Can-Do-It Guide*. Loveland, CO: Group Pub., 2003.

———. *Children's Ministry Volunteers That Stick.* Loveland, Colo.: Group, 2004.

Bibles for Children

The Beginner's Bible. Zonderkidz, Revised edition 2016.

The Action Bible. Sergio Cariello. David C. Cook, 2010.

DeYoung, Kevin. Don Clark, Illus. *The Biggest Story: How the Snake Crusher Brings Us Back to the Garden.* Wheaton, Ill: Crossway, 2015.

Gr 4-5 The Adventure Bible, NIrV

Online resource destinations:

Curriculum:

thinkorange.com/
davidccook.org/
themeetinghouse.com/kids-and-youth
group.com/
hillsong.com/kids/

Additional resources:
illustratedministry.com/
childrensbulletins.com/
christianbook.com/page/vbs
athletesinaction.ca/sport-camps/