



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P370 Youth Ministry

3 credits. Prerequisites: none.

October 26-30, 2020
Fall Reading Week Module
Monday-Friday, 9am-4pm

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Please note: This course includes reading and assignments before and during the module.

Course Content and Goals

Course Description

This course is designed for those who might lead a youth ministry and for those who see themselves volunteering in various student ministries. Students will develop their own biblically-based philosophy of youth ministry, various programming and counseling strategies, as well as a deeper understanding of today's youth culture. Students will also learn how to build effective relationships with students, parents, and volunteer leaders.

Relationship to Horizon's Mission

This course prepares students to engage with and minister to youth in a manner that is empowered by the Holy Spirit. They will grow in the competencies of Ministry Development and Contextual Awareness.

Core Competencies and Learning Outcomes

To demonstrate competency in *Contextual Awareness*, students will:

1. Identify key cultural trends shaping the mindset and values of students today.
 - *Assessment:* Field Trip Report, Ethnographic Report

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

2. Develop a theologically and biblically informed philosophy for youth ministry in the local church and parachurch organizations.
 - *Assessment:* Robbins Reading Review, Field Trip Report, McGarry Reflections Paper, Plan One Month of Youth Ministry
3. Examine the programming strategies and counselling methods used in a variety of youth ministries.
 - *Assessment:* Robbins Reading Review, Field Trip Report, Ethnographic Report.

4. Plan a month of student ministry, including a calendar, budget, leaders meeting, and a key event.
 - *Assessment:* Plan One Month of Youth Ministry
5. Construct an outline for a youth talk.
 - *Assessment:* Plan One Month of Youth Ministry

Course Work

Required Readings

McGarry, Michael. *A Biblical Theology of Youth Ministry: Teenagers in the Life of the Church*. Nashville, TN: Randall House Publications, 2019. (ISBN: 9781614840961).

Robbins, Duffy. *Building A Youth Ministry That Builds Disciples*. Grand Rapids: Zondervan, 2011. (ISBN: 9780310670308).

**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. *Plan One Month of Youth Ministry*. 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.

PRE AND DURING MODULE ASSIGNMENTS

1. *Robbins Pre-Module Reading*.

Before the module begins, read pages 13-163 of Duffy Robbins’ book *Building a Youth Ministry That Builds Disciples*. Note that Assignment #3 below requires you to finish the remainder of this book and answer questions. Please confirm that you have done this required reading under the assignment “Robbins Pre-Module Reading” on Populi.

- **Due date:** October 26, 2020 at 9AM.

2. *Field Trip Report*.

In this assignment, you will learn from leaders in three thriving youth ministries in order to learn a variety of ways that youth ministries can run successfully. This will help you develop your own philosophy of youth ministry and identify a number of programming strategies for youth ministry. Report on your findings from the three youth ministries we visited on Wednesday by writing out the answers that the youth ministers gave to the questions on the sheets provided during the first day of class. To save space, **do not** include the questions themselves in your report.

- Related learning outcome(s): #1, #2, and #3.
- **Assignment Length:** 6-9 pages (2-3 pages/youth ministry). **Due date:** October 29, 2020.

POST-MODULE ASSIGNMENTS

3. *Robbins Reading Review.*

After the module, read the remainder of Duffy Robbins' book *Building a Youth Ministry That Builds Disciples* and answer the following questions in 3-4 pages. Indicate that you have finished the required reading on the Title Page.

- *Learning Outcome 2 (philosophy of youth ministry)*
 - a. Robbins quotes Mike Yakonelli on page 35, "Youth Ministry is not about you and teenagers; youth ministry is about you and Jesus." Share your thoughts on this statement and the impact it has on your role in youth ministry.
 - b. On page 137, Robbins begins to unpack the difference between program and person-oriented ministry. What is the balance of effective programming versus relationships in student ministry?
- *Learning Outcome 3 (programming strategies)*
 - c. Robbins' heart for youth workers to make disciples comes through loud and clear in this book. What was your greatest takeaway for making disciples?
 - d. On page 118, Robbins begins to unpack The Pool of Humanity Level. Describe how you will reach students in each of the six levels.
 - e. How would you implement this statement in a youth ministry setting? "Maybe you and your team have understood intuitively that the gospel calls us to reach people where they are and that the people in our youth ministries are in a lot of different places spiritually" (Page 143).
 - f. What was your greatest takeaway from this book? Did you disagree with anything Robbins wrote?
 - g. Write down five quotes from the book that are worth remembering and state why you found them important.
- Related learning outcome(s): #2 and #3.
- **Assignment Length:** 3-4 pages. **Due date:** November 10, 2020.

4. *McGarry Reflections Paper.*

After reading the textbook *A Biblical Theology of Youth Ministry*, write a 3-4 page paper in response to McGarry's statement on page 141, "The goal of youth ministry is not even to produce teenage Christians. Instead, the purpose of youth ministry is to produce adult disciples whose faith took root and was nourished throughout their teen years." In your own words, what is the goal of all Youth Ministry? As you explain and justify your answer, include references to Scripture and McGarry's book throughout your paper. Indicate that you've done the required reading on the Title Page or at the beginning of the video.

You can choose to complete this assignment as a video. You will need to submit an outline of your notes (including citations), showing the structure of your argument, and a bibliography, but you do not need to submit an actual paper.

- Related learning outcome(s): #2.
- **Assignment Length:** 3-4 pages (written) or 10-12 minutes (video). **Due date:** November 19, 2020.

5. *Ethnographic Report.*

You will need to visit three (3) ministries to observe how they operate. They must be ministries that we did not attend during the field trip and that you have not previously been involved with. This will give you further exposure to how youth ministry takes place in different settings and help you identify more programming strategies for youth ministry. Answer the observational questions on the sheets provided.

- Related learning outcome(s): #1 and #3.
- **Assignment Length:** 12 pages (4-page form for each ministry). **Due date:** December 1, 2020.

6. *Plan One Month of Youth Ministry.*

Plan a month of student ministry. It should reflect your understanding of the key components of an effective youth ministry. I want to see what you would do and how you would do it. You will be required to provide practical aspects for each of the following:

- a. Design an attractive and creative Title Page for your collection of documents.
 - b. A one-month calendar for either Jr. or Sr. High with key events and schedules identified and clearly visible. Indicate which age group you are aiming at. (1 page)
 - c. A one-month point-form budget based on your month program plan and your group's size. (1/2 page)
 - d. Select either your "fall kick off" event or the "spring wrap up" and provide detailed plans including promotional ideas, theme, schedule, cost, etc. (2 pages)
 - e. One point-form write up for a youth talk that fits into the month of student ministry. Use the handout provided in class as a guide. (1 page)
 - f. Prepare the agenda for one volunteer leaders meeting (both students and adult leaders). Describe what you will say to your staff in order to carry out your plans for one of the meetings. (1 page)
 - g. Two crowd breakers – these should be in a ready to go form (so you can hand it to any of your youth leaders and they could lead it). (2 cell-phone screen shots or pictures of cue cards)
 - h. One worship set with songs (titles only) and dramas (indicate the source and include the whole thing), related Bible verses (length varies).
 - i. A philosophy explaining why your month looks the way it does. Make sure and look at your notes on Robbins' book *Building a Youth Ministry That Builds Disciples*. (1 page)
- Related learning outcome(s): #2, #4, and #5.
 - **Assignment Length:** 7+ pages. **Due date:** December 10, 2020.

Estimate of Time Investment (individual time investments may vary)

Classroom time	28 hrs	N/A
1. Robbins Pre-Module Reading	5 hrs	Oct. 26, 2020 9AM
2. Field Trip Report	3 hrs	Oct. 29, 2020
3. Robbins Reading Review.	16 hrs	Nov. 10, 2020
4. McGarry Reflections Paper	17 hrs	Nov. 19, 2020

5. Ethnographic Report	10 hrs	Dec. 1, 2020
6. Plan One Month of Youth Ministry	16 hrs	Dec. 10, 2020
Total =	95 hrs	

Assessment Rubrics

Rubrics will be available on Populi under “Lessons” by the first day of the class.

Course Outline / Class Schedule

Monday Morning, October 26th—Introduction to Student Ministry

Introductions – This morning will be an opportunity for us to get to know each other, to explore the syllabus and the direction that we will be taking in this course and to talk about expectations with respect to assignments. Please come prepared to share where you have been or would like to go with respect to ministry to and with adolescents. Time will also be given to exploring the “call” to student ministry.

Monday Afternoon, October 26th—Philosophy of Youth

We will look at the key factors in doing Student Ministry. We will look at how to develop a purpose and vision statement. This session will include:

- Philosophy of youth ministry
- Theology of youth ministry
- Core Values of youth ministry

Tuesday Morning, October 27th—Understanding Today’s Youth Culture

In these classes we will address the need to understand today’s rapidly changing world of children and teens as a prerequisite for effective youth ministry. Students will develop an understanding of today’s youth culture along with the skill necessary for continued assessment of youth culture as it changes.

Tuesday Afternoon, October 27th—Programming Strategies

This afternoon will center on the practical realities of DOING day to day, week to week youth ministry, including aspects such as creating a calendar, budgeting, and event planning. We will identify the essential elements of a balanced youth ministry and then explore the implementation of those elements. The classes will allow plenty of opportunity for discussion, sharing of ideas and experiences as well as creative exercises in program development. Although the emphasis will be on the local church setting, the majority of material will be transferable into various parachurch ministry contexts as well.

Wednesday Morning, October 28—Counseling Youth and Adolescent Psychology

This morning will be an overview of the relational, emotional, and behavioral issues faced by adolescents. We will address biblically the issues faced by teenagers. Be able to offer pastoral counseling in a moment of crisis (e.g., suicide, pregnancy, eating disorders, etc.) We will begin to understand how a student’s emotional, mental, and physical development will affect their spiritual development.

Wednesday Afternoon, October 28th—Active Offsite Learning

This afternoon, we will visit three youth ministries and talk with their youth ministry staff. The goal of this offsite activity is to see what their youth ministries do well and what challenges they face.

Thursday Morning, October 29th—Leadership Development and Developing an Effective Youth Talk

During this session, we will look at several possibilities for developing a team of leaders to help your youth ministry team to accomplish your vision and purpose. During this session we will also look at the key ingredients to developing an effective “youth talk” that connects with students.

Thursday Afternoon, October 29th—Junior High Ministry: The Make it or Break it Age!

This afternoon is an overview of the importance and great value of Junior High Ministry! We will demonstrate how to run a successful and purposeful Junior High Ministry so your students are still around for Senior High. During our time together we will try to make sense of the Junior High mind!

Friday Morning, October 30th,—Small Group Ministry, Time Management, Family Ministry, Effective Relationships, Crowd Breakers That Work

In this class, we will look at the importance of and how to structure small groups in your youth ministry. We will look at time management, how to effectively minister to the families of the students, how to have effective relationships with everyone, and how to use and lead crowd breakers that work.

Friday Afternoon, October 30th—Where The Rubber Meets The Road (candidating, budgets, resumes, boards, your first year on staff, etc.)

In these sessions we will focus on some of the tough realities of youth ministry.

- First submissions of assignments will not be accepted after **December 11, 2020**.

Due Date	Revisions Due
Monday, December 14, 2020	Resubmissions of Field Trip Report (<i>as necessary</i>) Resubmissions of Robbins Reading Review (<i>as necessary</i>)
Tuesday, December 15, 2020	Resubmissions of McGarry Reflections Paper (<i>as necessary</i>) Resubmissions of Ethnographic Report (<i>as necessary</i>)
Wednesday, December 16, 2020	Resubmissions of Plan One Month of Youth Ministry (<i>as necessary</i>)
Thursday, December 17, 2020	Secondary resubmissions (<i>as necessary</i>)
Friday, December 18, 2020	Additional resubmissions (<i>as necessary</i>)

- No resubmission of assignments will be accepted after **December 18, 2020**.

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 Adjunct Faculty Advisor 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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@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.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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

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- Boshers, Bo. *Student Ministry for the 21st Century*. Grand Rapids: Zondervan, 1997.
- Drury, Amanda. *Saying Is Believing: The Necessity of Testimony in Adolescent Spiritual Development*. Downers Grove, IL: IVP Academic, 2015.
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- Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998.
- Johnston, Kurt. *Controlled Chaos: Making Sense of Junior High Ministry*. Cincinnati, Ohio: Empowered Youth Products, 2001.
- Ketcham, Sharon Galgay. *Reciprocal Church: Becoming a Community Where Faith Flourishes Beyond High School*. Downers Grove, IL: IVP Praxis, 2018.
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_____. *Messy Spirituality.* Grand Rapids: Zondervan, 2002.

Yaconelli, Mike and Mark Oestreicher. *What I Wish I Knew.* Grand Rapids: Zondervan, 2000.

WEBSITES

brettullman.com

group.com—group magazine

www.YouthSpecialites.com – Resources, tidbits, articles and training seminars.

www.youthworkers.net – National network of youth ministries. Includes articles comprehensive database of resources.

www.bigstuff.org. Youth ministry resources.

www.cpyu.org Center For Parent/Youth Understanding

youthworker.com—resources, tidbits, articles and training seminary