



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

P370 DE Youth Ministry

3 credits. Prerequisites: none.

Dates TBD

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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).

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. 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.

1. Video Lectures.

For this course, students are required to “attend” video lectures. Video recordings are housed on Horizon’s Video Centre. The link and password will be placed on Populi:

P221 - CB/DE: Introduction to Pastoral Life & Leadership 2020-2021: Winter 2021

Info		Add supplies	
Course Number	P221 - CB/DE		
Term	2020-2021: Winter 2021		
Dates	Jan 11, 2021 - Apr 22, 2021		
Units	Credits: 3.00 Hours: 0.00		
Faculty			
		Links add	
		◦ Video on Demand (Password: To Be Announced)	
		Reading List add	
		Required Books	
		◦ Building Below The Waterline: Shoring Up the Foundations of Leadership	
		◦ David Wilkerson: The Cross, the Switchblade, and the Man Who Believed	
		◦ The Pentecostal Pastor: A Mandate for the 21st Century	
		Add files	
Syllabus			
Add content or upload a file			

Students are required to watch the designated videos and meet with their professor according to the following schedule:

- By (date TBD)—Watch Day 1 lectures and meet with the professor.
- By (date TBD)—Watch Day 2 lectures and meet with the professor.

- By (date TBD)—Watch Day 3 lectures and meet with the professor.
- By (date TBD) —Watch Day 4 lectures and meet with the professor.
- By (date TBD) —Watch Day 5 lectures and meet with the professor.

Students can plan to meet with the professor live on Zoom on or before each due date. Alternative times can be arranged between the student and the professor if necessary. In this meeting, the student will: 1) confirm they have watched the required lectures for that week, 2) summarize one thing learned that week that will help the student reach the course learning outcomes, and 3) explain at least one question the student has after watching the class recording.

- **Assignment Length:** 25 hours. **Due date:** TBD.

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. Arrange to meet with 3 youth pastors, providing them with the questions in the document entitled “Field Trip Questions,” found under the Lesson “Assignment Templates” on Populi. Start lining up your youth groups well in advance of the due date. 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 in the document “Field Trip Questions”. 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:** TBD.

3. *Robbins Reading Review.*

Read 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:** TBD

4. *McGarry Reflections Paper.*

After reading the textbook *A Biblical Theology of Youth Ministry*, write a 3-4 page paper or make a 10-12 minute video 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:** TBD.

5. *Ethnographic Report.*

You will need to visit three (3) ministries to observe how they operate. Start lining up your youth groups well in advance of the due date. They must be ministries that you did not use during the Field Trip Report 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 under "Assignment Templates" called "Ethnographic Questions."

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

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:** TBD.

Estimate of Time Investment (individual time investments may vary)

1. Video Lectures	25 hrs	TBD
2. Field Trip Report	6 hrs	TBD
3. Robbins Reading Review.	21 hrs	TBD
4. McGarry Reflections Paper	17 hrs	TBD
5. Ethnographic Report	10 hrs	TBD
6. Plan One Month of Youth Ministry	16 hrs	TBD
Total =	95 hrs	

Assessment Rubrics

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

Course Outline / Class Schedule

<u>Week</u>	<u>Video Lectures & Assignments</u>
1	<ul style="list-style-type: none"> • Remember to start thinking about youth groups for the Field Trip Report and Ethnographic Report
2	
3	<ul style="list-style-type: none"> • Day 1 Lectures & Meeting with Professor due
4	
5	<ul style="list-style-type: none"> • Day 2 Lectures & Meeting with Professor due
6	<ul style="list-style-type: none"> • Field Trip Report due
7	<ul style="list-style-type: none"> • Day 3 Lectures & Meeting with Professor due
8	<ul style="list-style-type: none"> • Robbins Reading Review due
9	<ul style="list-style-type: none"> • Day 4 Lectures & Meeting with Professor due
10	<ul style="list-style-type: none"> • McGarry Reflections Paper due
11	<ul style="list-style-type: none"> • Day 5 Lectures & Meeting with Professor due

- 12 • Ethnographic Report due
 - 13 • Plan a Month of Youth Ministry due
 - 14 • Last day for revisions is TBD
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- Since this is a DE course, revisions will be assigned by the professor throughout the term. Check your rubric for revision due dates
 - No resubmission of assignments will be accepted after **TBD**.

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

- Berard, John and James Penner. *Consuming Youth: Leading Teens through Consumer Culture*. Grand Rapids: Zondervan, 2010.
- Borgman, Dean. *When Kumbaya is not Enough*. Peabody, Massachusetts: Hendrickson, 1997.
- 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.
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Robbins, Duffy. *Building A Youth Ministry That Builds Disciples*. Grand Rapids: Zondervan, 2011.

Root, Andrew. *Faith Formation in a Secular Age: Responding to the Church's Obsession with Youthfulness*. Grand Rapids, MI: Baker Academic, 2017.

Root, Andrew. *The End of Youth Ministry?* Grand Rapids: Baker Publishing Group, 2020.

Schmoyer, Tim. *Life in Student Ministry: Practical Conversations on Thriving In Youth Ministry*. Grand Rapids: Zondervan, 2011.

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

_____. *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