



CEYH6240 Youth Ministry in Theory & Practice
New Orleans Baptist Theological Seminary
Christian Education Division
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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments
through the local church and its ministries.*

Purpose of the Course

The purpose of this course is to demonstrate understanding of the creative process of teaching and evangelizing youth and to give students a theoretical and practical knowledge of the processes involved with the Christian education of youth, including an overview of basic youth ministry and principles of adolescent development.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. The seminary core value emphasis for 2014-2015 is *Spiritual Vitality*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical exposition: *Communicate scriptural truth in large and/or small groups*
2. Theological and historical perspective: *Study and interpret the Scripture using various study tools*
3. Effective servant leadership: *Supervise volunteers and/or interns; balance purposes and content areas in programming; enlist, train, and encourage adult volunteers who will help in the implementation of the youth ministry; enlist, equip, and empower adult volunteers to serve effectively in youth ministry*
4. Interpersonal relationships: *Interact effectively with senior pastor, staff members, and church leaders; build relationships with teenagers and help teenagers build relationships with their peers, their families and their leaders; discern both perceived and felt needs among youth in their church region in order to direct relevant ministry*
5. Disciple making: *Design and implement need-based, ongoing educational programming which, through adult volunteers, address the basic functions of the church including: Bible study, discipleship, ministry, worship, evangelism, and fellowship*
6. Spiritual and character formation: *See the need for and be able to stay refreshed spiritually; develop potential leadership in youth and adults*

Course Description

Students are given a theoretical and practical knowledge of the processes involved with the Christian education of youth. An overview of basic youth ministry along with principles of adolescent development are central to the course.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following objectives, stated in terms of learning domains:

Cognitive: Students will be able to identify important developmental issues in adolescence as they relate to programming in the local church.
Students will be acquainted with principles of youth education as they relate to discipleship, small groups, Sunday school, and ministry with volunteers.

Affective: Students will be challenged to grasp the urgency of creating environments to facilitate community among families, student friendships, and other adults in the church. Students will value ministry to youth and youth workers.

Psychomotor: Students will be able to organize, administer, and evaluate the ministry to youth in a local church.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Jackson, Allen. *TEACH: The Ordinary Person's Guide to Teaching Students the Bible*. Birmingham, AL: Student Life Publishing, 2008.

Jackson, Allen and Dwayne Ulmer. *Introducing the 21st Century Teenager*. Nashville, TN: LifeWay Press, 2001. Web-Based Resource available free at:
< http://media.wix.com/ugd/a64705_8e080a932baeba52503e7fb1ebe1f80e.pdf >

Optional Texts

Jackson, Allen and Richard Barnes. *Teaching Youth: Leaders, Lessons, and Lifestyles*. Nashville, TN: LifeWay, 2000.

Jackson, Allen and Randy Johnson. *Connected, Committed, and a Little Bit Crazy*. Nashville, TN: LifeWay, 1996.

Course Teaching Methodology

Units of Study

- Unit 1: Introductions
- Unit 2: The Youth We Teach
- Unit 3: Teaching and Learning
- Unit 4: The Work of the Church
- Unit 5: Organizing the Work of the Church
- Unit 6: Volunteers and Curriculum
- Unit 7: Review and Recap

Teaching Method. In-class delivery including lecture, group discussion, guest speakers, video and internet interaction

Assignments and Evaluation Criteria

Pre-Assignments

due at the first class meeting

1. Reading of Texts:

The textbooks will provide a cognitive base for class discussion and interaction. Reading worksheets will provide assessment of this objective. Complete all required reading before coming to class on the first day of the workshop.

2. Review:

Write a two-page review of *TEACH*. Include how it can be used with youth leaders in your youth Sunday school ministry, youth small group ministry, or any other discipleship experience with youth.

3. Research Paper:

- a. Write a 7-page (no more and no less, double space) summary paper on the topic of adolescent development. Choose one of the five areas to further explore – physical, mental (cognitive), social, emotion, and spiritual development. You are to use *Introducing the 21st Century Teenager* text as a base and use at least five additional sources to focus on the one area of your choosing.
- b. Within the one area of exploration, be specific in what you study. Some examples are seen below, but feel free to branch out.
 - i. Physical adolescent development – development of the teenage brain
 - ii. Mental adolescent development – creative thinking
 - iii. Social adolescent development – friends or family
 - iv. Spiritual adolescent development – What does it mean to rededicate?
 - v. Emotional adolescent development – mood swings of teenage girls
- c. Give particular attention to the differences between younger youth and older youth.

During the Course

- 1. Attend each session of the *Youth Ministry in Theory & Practice* weekend.**
- 2. Complete each of the assignments made during the weekend.**

Post-Assignments

due no later than Friday, April 10, 2015 (5pm central time)

1. Strategy:

From the readings, class discussion, class notes, information/handouts provided, and materials provided, write a paper indicating how you would strategize each of the following components. Please include about a half-page for each:

- a. the role of youth Bible teaching and evangelism in youth ministry in the local church
- b. how they are related; and, the youth Bible teaching program as a foundational evangelism strategy of youth ministry.
- c. open groups, closed groups, large groups, small groups
- d. curriculum—resources, literature, etc. Be specific as to what literature you think you will use of the ones sampled in class.
- e. approach to teaching and evangelizing teenagers
- f. training and motivating the teaching team
- g. communication and resourcing of individual teachers
- h. age grouping and grading for your model

2. Youth Education Observation:

Each student will observe a youth education activity in a church (Sunday School, small groups, discipleship, etc.). Information that cannot be obtained via observation should be obtained by interviewing the person(s) responsible for the activity. Be sure you watch the students as well as the adults who lead the activity. Students will submit a written report of the evaluation (around 5 pages) including the following sections:

- a. The stated or implied purpose & the setting and target audience
- b. A description (diagram) of the physical setting
- c. Description of curriculum or materials used (including publisher)
- d. Leadership information (# of volunteers, training, planning, etc.)
- e. General evaluation of the session you observed
- f. Things you would do differently (and why!!!!)
- g. A final paragraph on the “urgency” of doing this well in terms of what the students appeared to receive.

Course Policies

Course Evaluation

Review of <i>TEACH</i>	20%
Research Paper	30%
Strategy	25%
Youth Education Observation	25%
Total	100%

Grading Policies

- Assignments are due by the beginning of class on the day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Pre-assignments will be submitted at the beginning of class on the first day of the workshop. Post-assignments are to be mailed or dropped off at the YMI office. Whether mailed or delivered in person, the post-assignments are due by 5:00pm Central, Friday, April 10, 2015.
- Since exams are given via Blackboard; students will have a 24-hour window in which to take the exam. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result in an automatic grade of 0.
- Email submissions are not accepted. If this information changes at any point during the semester, you will be notified by the professor.

Style

Guidelines for papers submitted in this course are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is available in the bookstore.

Formatting

- All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
- Be sure to include your name, date of submission and the assignment title on the cover page. (An example of a correctly formatted title page is located on the YMI website: www.youthministryinstitute.org)
- Be sure to staple all assignment pages together before submission.

Attendance

Students are expected to attend class sessions. Students missing any of the class sessions during a weekend workshop will automatically receive a final grade of F. Late arrivals will count as 1/3 of an absence, as will early departures (*NOBTS Graduate Catalog 2014-15*, 190).

Netiquette

Appropriate Online Behavior Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Selected Bibliography

The Answer, Tract. Ft Worth, TX: Student Discipleship Ministries, 1998.

Atkinson, Harley. *Teaching Youth With Confidence*, Wheaton, IL: Evangelical Training Association, 2001.

Barnes, Richard and Jackson, Allen. *Teaching Youth Leaders, Lessons, and Lifestyles*. Nashville, TN: LifeWay Press, 2000.

Beacham, Billy. *Saturate*. Fort Worth, TX: Student Discipleship Ministries, 1990.

Edge, Findley. *Teaching for Results*, 2nd ed. Nashville, TN: B&H Academic, 1999.

Fay, William and Bennett, David. *Share Jesus Without Fear: Students Reaching Students*. Nashville, TN: B&H Books, 1999.

Jackson, Allen. *TEACH: The Ordinary Person's Guide To Teaching Students the Bible*. Birmingham, AL: Clarity Publishers, 2008.

Jackson, Allen and Dwayne Ulmer. *The 21st Century Teenager*. Nashville, TN: LifeWay Press, 2002. Web-based resource available free at:
< http://media.wix.com/ugd/a64705_8e080a932baeba52503e7fb1ebe1f80e.pdf >

Keith, Sean. *Beyond the Walls: Multiply Your Student Ministry*. Nashville, TN: LifeWay Press, 2002, e-book. (available free at:
<http://lifeway.com/downloads/pdf/multiply/MYMYouth.PDF> - 35 pages)

Mills, Ed and Eric Stanford. *The Fifth Sense: Touching Students' Lives Through Small Groups*. Littleton, CO: Serendipity House, 2001.

Powers, John S. and Phillip Herring. *The BodyLife Journey for Students*. Nashville, TN: LifeWay Press, 2001.

Ross, Richard and Len Taylor. *Leading an Evangelistic Youth Ministry*. Nashville, TN: LifeWay Press, 1999.

Ulmer, Dwayne C. and Dwayne McCrary. *Essentials for Life After High School*. Nashville, TN: Convention Press, 1998.

Youth Sunday School Curriculum

KNOWN Curriculum

EC (Essential Connection)

LifeTrak, Bible Studies for Older Youth and Younger Youth.

Family Bible Study: Older Youth, Younger Youth, All Youth

A complete youth ministry bibliography is available online at: www.youthministryinstitute.org.