



# Youth Ministry in Theory & Practice

CEYH6240

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.*

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## **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.

## **Core Value Focus**

The seminary's 2012-2013 core value is servant leadership.

## **Curriculum Competencies Addressed**

The student will interface with the following curriculum competencies:

1. *Biblical exposition:* the Scriptural basis for youth ministry will be emphasized.
2. *Effective servant leadership:* Effective youth and youth leaders have an intimate walk with Christ.
3. *Interpersonal relationships:* Students relate to others through mentoring/accountability.
4. *Disciple making:* Disciple-making models that target youth will be explored.
5. *Spiritual and character formation:* Personal spiritual formation activities for youth are studied.
6. *Worship leadership:* Ways to lead youth worship are studied and observed.

## Learning Objectives

In order to serve churches effectively through Christian Education, the student, by the end of the course, should:

- Be able to apply their knowledge and comprehension of Christian education ministry in the local church for youth to providing leadership in the church through vocational skills in the practice of youth ministry.
- Value ministry to youth.
- Be able to organize, administer, and evaluate the ministry to youth in a local church.

## Required/Recommended Readings

Required Texts:

Jackson, Allen and Dwayne Ulmer. *Understanding the 21st Century Teenager*. Nashville: LifeWay Press, 2001 (print on demand). Downloadable (free) at [http://www.fbmsm.com/TeacherCenter1\\_files/Introducing%20the%2021st%20Century%20Teenager.pdf](http://www.fbmsm.com/TeacherCenter1_files/Introducing%20the%2021st%20Century%20Teenager.pdf)

Jackson, Allen. *Teach: The Ordinary Person's Guide to Teaching Students the Bible*. Birmingham: Clarity Publishers, 2008. ISBN: 978-1-935040-04-0

Lovingood, Jeff. *Make It Last: Proven Principles of Effective Student Ministry*. Colorado Springs: NavPress, 2012. ISBN: 978-1-61747-834-5

Recommended Texts:

Blanks, Andy. *The Seven Best Practices for Teaching Teenagers the Bible*. Birmingham, AL: YouthMinistry360, 2012. ISBN: 9-781935832-201

Geiger, Eric and Jeff Borton. *Simple Student Ministry: A Clear Process for Strategic Youth Discipleship*. Nashville: B & H Publishing, 2009. ISBN: 978-0-8054-4794-1

Heflin, Houston. *Youth Pastor: The Theology and Practice of Youth Ministry*. Nashville: Abingdon Press, 2009. ISBN: 978-0-687-65054-5

Yount, Rick. *Created to Learn, Second edition*. Nashville: B & H Academic, 2010. ISBN: 978-0805447279

## Course Teaching Methodology

Methodology will include modified lecture, class discussion, readings, on-line discussion threads, and various extra-classroom projects. Units of study are listed in the Course Schedule section.

## Assignments and Evaluation Criteria

### 1. Reading of Texts:

The textbooks will provide a foundation for in-class discussions. I will assume that you have read the Jackson and Ulmer on-line text within the first two weeks of class. Follow the reading plan on the class schedule for the other texts. Also, I reserve the right to quiz over reading content.

### 2. Research Paper:

- a. Write a 5-page (no more and no less) 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 the Jackson/Ulmer text as a base and use at least five other 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 and older youth.
- d. Due date: October 8.

### 3. Youth Ministry Portfolio:

Compile and organize a portfolio of youth ministry materials. The portfolio is to be submitted in a binder. The information received in class, as well as discovered independently, should be categorized into the various headings and sections. Grades will be based on whether the student has included all class handouts and information as well as additional resources accumulated. Remember, this assignment is designed to be a resource for you in current and future ministry opportunities. Create something that will be beneficial to you. Portfolios will not be accepted electronically or in portions. Due Date: November 26.

### 4. Youth Education Observations:

Each student will observe a youth education activity in three different churches (Sunday School, mid-week event, 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 3 pages per observation) including the following sections:

- a. The stated or implied purpose & the setting and target audience
- b. A description of the physical setting
- c. A 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!!!!)

Due date: November 5.

### 5. Group Demonstration:

Each small group will demonstrate a teaching session utilizing a different youth ministry Bible study resource. Each group will turn in a copy of their teaching plan before the presentation. Evaluation will be made by the professor and the rest of the class based on 4 factors:

- 1) consideration of purpose and target audience,
- 2) clarity of the teaching plan,
- 3) creativity, and
- 4) demonstration of key lesson elements (Connect, Explore, Transform).

Each demonstration should last 30 minutes and will be followed with a debriefing evaluation with the class.

### 5. Discussion Threads:

Students should participate in two forum discussions between each 2-week class meeting break. The professor will initiate each discussion by posting the discussion on Blackboard. Each student must react to each issue or another student's viewpoint on each issue at least three times per discussion thread. That means that the student should have posted at least six times between class meetings (three times for each discussion). Each of these participations must include the following to be counted as a valid participation. One: The student must carefully and completely clarify his own opinion. Two: The student should support his position doctrinally or Biblically. Three: The student should argue his opinion utilizing the texts, another from the bibliography, points from class presentations, or another credible source. These sources should be cited by Biblical reference, page number, or quote. The professor may intervene before the conclusion of the discussion thread and ask the student for further discussion in order for a participation to count. If the student does not participate or if he/she does not meet the requirements of the participation, the student will not receive credit for participating in that discussion. These participations cannot be made up. They must be submitted in a timely manner (before the next class meeting).

### Course Evaluation

Research Paper: 20%  
Portfolio: 20%  
Observations: 20%  
Group Teaching Demonstration: 20%  
Discussion Threads: 10%  
Class Participation/Reading 10%  
**Total 100%**

### Grading Policies

- Assignments are due by the beginning of class on 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. Assignments may only be turned in during a class period (unless otherwise specified by the professor).

- Students are expected to attend class sessions. Students missing more than 2 class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence. You are responsible for signing the attendance sheet.
- The grading scale utilized is listed in the current edition of the NOBTS Graduate Catalog.
- 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. For additional help students are encouraged to consult the *Turabian Tutor*, available at [www.nobts.edu/extensions/Orlando.html](http://www.nobts.edu/extensions/Orlando.html)

### Course Schedule

Session	Date	Weekly Topic(s)/Assignment due <i>(Listed reading should be completed PRIOR to the class meeting)</i>
1	8/27	Introduction/Syllabus
2	9/10	<b>Read <i>Understanding</i> book (Jackson &amp; Ulmer)</b> <b>Complete Discussion Threads</b> The Changes in Adolescence (Physical, Social, Emotional, Spiritual)
3	9/24	<b>Read <i>Teach</i>, pages 13-73</b> <b>Complete Discussion Threads</b> Teaching Youth Leading Small Groups
4	10/8	<b>Read <i>Make It Last</i>, pages 15-84</b> <b>Complete Discussion Threads</b> Strategy and Organization <b>Research Paper due</b>

5	10/22	<p><b>Read <i>Make It Last</i>, pages 85-104</b></p> <p><b>Complete Discussion Threads</b></p> <p>Working with Adults</p> <p>Training, Motivating, and Celebrating</p>
6	11/5	<p><b>Read <i>Teach</i>, pages 74-123</b></p> <p><b>Complete Discussion Threads</b></p> <p>Curriculum</p> <p>Mistakes Teachers/Leaders make</p> <p><b>Observations Paper due</b></p>
7	11/26	<p><b>Complete Discussion Threads</b></p> <p><b>Group Demonstrations</b></p> <p><b>Portfolio due</b></p>
8	12/3	<p><b>Complete Discussion Threads</b></p> <p><b>Group Demonstrations</b></p> <p>Review/Closing Comments/Celebration</p>

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