



Bachelor of Ministry, Bachelor of Theology and Related Programs

DM310/D
Foundations for
Youth Ministry

Semester 1, 2019

Malyon College
is an approved institution of the
Australian College of Theology

DM310/D is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework master's degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Unit Description

This unit is intended to provide students with a foundational grasp of Youth Ministry in regard to a biblical and theological foundation for youth ministry, four significant approaches to youth ministry, understanding Australian youth, and ten imperatives for contemporary and relevant youth ministry. This will serve as a foundation on which students will be able to further develop their understanding of youth ministry, reflect on youth ministry practice, and grow in their understanding of young people.

It is important to note that for the purposes of this unit, 'youth' will be taken to include children, teenagers and young adults.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Unit Content

The unit is made up of the following sections and sub-sections:

1. A biblical and theological foundation:
 - a. Old Testament.
 - b. New Testament.
 - c. Theological themes.
2. Significant approaches to youth ministry:
 - a. Inclusive congregational.
 - b. Preparatory.
 - c. Missional.
 - d. Strategic.

3. Understanding contemporary youth:
 - a. Aspects of youth and youth culture.
 - b. Youth in Australia.
4. Imperatives for effective youth ministry.

Unit Outcomes

On successful completion of this unit, student will:

Knowledge and understanding, know and understand:

1. Leading biblical, theological, historical and strategic foundations of youth ministry.
2. Leading aspects of contemporary youth culture.
3. Nature, shape and forms of youth ministry.
4. Leading issues in youth ministry.

Skills, be able to:

1. Explain the leading biblical, theological, historical and strategic foundations of youth ministry.
2. Discuss the leading aspects of contemporary youth.
3. Analyse the nature, shape and forms of youth ministry.
4. Engage in 'ministry with youth' fieldwork.

Application, be in a position to:

1. Integrate perspectives from 'Foundations for Youth Ministry' with their other theological and ministry studies.
2. Apply perspectives and skills from 'Youth Ministry' to personal formation and ministry practice.

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation – 2 hours per week;
 - c. Assessments – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assessments – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Research assignment.
2. Application assignment.
3. Module forums.

Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, the student will be required to have access to the following resource, available from most leading online bookstores:

Senter, Mark H, ed. 2001. *Four Views of Youth Ministry and the Church*. El Cajon: Youth Specialties.

Distance students will need to access one of the following resources, both of which are available from Metro Ministries (www.metroministries.org):

Wilson, Bill. 1982. *Whose Child is This?* Brooklyn: Metro Ministries.

or

The Legend of Bill Wilson. DVD. Brooklyn: Metro Ministries.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

Mod	Date	Preparation§	Topic/s
1	12 Feb		Unit Introduction; <i>'Innocents Lost 1'</i> (46:00); a definition of youth ministry
2	19 Feb		A biblical basis for youth ministry: Old Testament
3	26 Feb		A biblical basis for youth ministry: New Testament
4	5 Mar	Senter ix-xx	Theological themes for youth ministry; A biblical and theological foundation for youth ministry
5	12 Mar	Senter 1-76	<i>'Innocents Lost 2'</i> (54:00) A revised definition of youth ministry
6	19 Mar	Senter 77-152	Four approaches to youth ministry: Inclusive congregational and Preparatory
7	26 Mar	Module guide 7 readings	Four approaches to youth ministry: Missional and Strategic
8	2 Apr	Module guide 8 readings	Understanding contemporary youth: Aspects of youth and youth culture
S/W	9 Apr	STUDY WEEK	
S/W	16 Apr	STUDY WEEK	
9	23 Apr	Module guide 9 readings	Understanding contemporary youth: Youth in Australia
10	30 Apr	Module guide 10 readings	Imperatives for effective youth ministry 1-3
11	7 May	Module guide 11 readings	Imperatives for effective youth ministry 4-6
12	14 May	Module guide 12 readings	Imperatives for effective youth ministry 7-10
13	21 May		<i>'The Legend of Bill Wilson'</i> (50:00) Discussion and reflection

§ All readings to be completed in advance of the weekly lectures.

UNIT LECTURER



After working as an Air Traffic Controller in the South African Air Force, **Charles de Jongh** commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults' ministry while completing a BA at the University of Stellenbosch with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor at the Hilton Baptist Church, South Africa; during his ministry the church grew from 6-10 attendants to over sixty. At the same time, he completed an MA at Stellenbosch University, researching 'contemporary developments in Christology in Africa.' After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research at the Rand Afrikaans University into the 'significance of hermeneutical method in recent biblical scholarship.' Other ministry involvement at this time included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical Studies and Youth Ministry. He has since completed a doctorate at the University of Johannesburg in Higher Education, examining 'theories of multiple intelligences and learning assessment for deep learning in higher education.'

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
4. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Bachelor's students at the foundational undergraduate degree 300-level should note that grades are awarded on the following criteria:

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

Pass

- ✓ Attempts to engage primary sources and is aware of their significance for the discipline.
- ✓ Evidences a basic understanding of the foundational features of the discipline.
- ✓ Shows an awareness of relevant scholarly viewpoints without necessarily engaging these in depth.

Credit

- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

Distinction

- ✓ Demonstrates ability in engaging primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

High Distinction

- ✓ Demonstrates a pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

ASSESSMENT REQUIREMENTS

Requirement 1: Research Assignment

A person in your church tells you that they see no need for a focused ministry to young people (children and teenagers). How would you respond to them from a biblical and theological perspective?

Students can format their response in any one of the following formats:

- a. A regular research essay, meeting all standard requirements.
- b. A personal letter to the person, written in the style of a letter.
- c. A magazine article addressing the issues, using appropriate styling.

Students must appreciate that each of the options needs to be appropriately styled:

- ✓ ***The research essay as per standard College requirements.***
- ✓ ***The letter written in the style and layout of a regular letter.***
- ✓ ***The article must be formatted as found in magazines.***

The **key assessment criteria** for this requirement are as follows:

1. Focused and relevant Old and New Testament references.
2. Focused and relevant references to theological themes.
3. Clear understanding of the issue.
4. Well-argued response to the issue.
5. Quality use of the chosen format (essay, letter or article).

Length: 1500 words

References: indicative of meaningful research

Due: Monday 25 March by electronic submission on Moodle

Mark allocation: 30%

Requirement 2: Application Assignment

With respect to the four approaches to youth ministry presented in 'Four Views of Youth Ministry and the Church,' choose ONE of the three main ministry age groups (kids, teen, young adults) in the church of which you are a part and present an assignment that:

- a. Explains which of the approaches is closest to an existing youth ministry of your church (500 words), only considering the chosen age group.
- b. Presents and discusses three ways in which the ministry could improve the application of the approach (1500 words).

- ***Note that the actual name of the church is not to be used; refer to the church as 'my church.'***

The **key assessment criteria** for this requirement are as follows:

1. Appropriate understanding of the related approach.
2. Reasonable application to the existing youth ministry.
3. Appreciation of the context of the local church.
4. Improvements proposed are reasonable.
5. Improvements are meaningfully discussed.

Length: 2000 words

References: as required

Due: Monday 29 April by electronic submission on Moodle

Mark allocation: 45%

Requirement 3: Module Forums

'Contemporary youth' and 'imperatives for youth ministry' (modules 8-12) will be assessed by means of module forums.

Students will be required to post **five 200-word** responses to the material addressed in the related modules. The purpose of the forums is for students to intentionally interact with the material being studied. While each response is only 180-220 words long (longer word length will be penalized), it is important to understand that they are to be appropriately argued and referenced where necessary.

Students should note that they are granted two complete weeks to complete each forum; as such, extensions will only be granted in genuinely exceptional circumstances. Students should ensure that they complete the forums as soon after the module date as possible – procrastination will not be accepted as a reason for late or non-submission. In the event of late submission, students will be awarded 0% for the given forum post.

The **key assessment criteria** for this requirement are as follows:

1. Meaningful consideration of the topic.
2. Clear and focused responses.
3. Demonstrated grasp of the relevant materials.
4. Demonstrated advanced and critical thinking.
5. Appropriately referenced when necessary.

Length: 5x200 words = 1000 words

References: as required

Due: Each forum will be closed two weeks after the date of the related module

Mark allocation: 25%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon's Vision: *To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.*

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – 'Shepherds with God's heart'				
a. Is secure in God, living in the truth and freedom of the gospel			✓	
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines			✓	
c. Intentionally plans for growth, being aware of personal strengths and weaknesses	✓			
d. Grows spiritual, personal and relational health, especially through accountability		✓		
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Theological Formation – 'Knowledge and understanding of God's heart'				
a. Understands the 'big story' of the Bible and the gospel		✓		
b. Is personally able to interpret and apply the Bible			✓	
c. Is formulating a biblical, historical and contemporary theology	✓			
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel		✓		
Graduate Attribute 3: Ministry Formation – 'Knowledgeable and wise shepherds'				
a. Has a godly influence on others			✓	
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts		✓		
d. Works well in a team and intentionally does so				✓
e. Is committed to servant leadership and the mentoring of others	✓			
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon's courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

Biblical and Theological Basis

- Bridger, Francis. 2000. *Children Finding Faith*. Bletchley: Scripture Union.
- Bunge, Marcia J., ed. 2008. *The Child in the Bible*. Grand Rapids: Eerdmans.
- Choun, Robert J. and Michael S. Lawson. 1998. *The Christian Educator's Handbook on Children's Ministry*. Grand Rapids: Baker.
- Dallow, Gill. 2002. *Touching the Future: A Handbook for Church-Based Children's Leaders*. Oxford: BRF.
- Dean, K., C. Clark and D. Rahn. 2001. *Starting Right: Thinking Theologically About Youth Ministry*. El Cajon: Youth Specialties.
- Hefli, Houston. 2009. *Youth Pastor: Theology and Practice of Youth Ministry*. Nashville: Abingdon.
- Hilborn, D. and M. Bird. 2002. *God and the Generations*. Carlisle: Paternoster.
- Hine, Thomas. 1999. *The Rise and Fall of the American Teenager*. New York: Perennial.
- May, Scottie, et al. 2005. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids: Eerdmans.
- Root, Andrew and Kendra Creasy Dean. 2011. *The Theological Turn in Youth Ministry*. Downers Grove: IVP.
- Stancil, David C. 1994. "Genesis 16:1-16; 21:8-21 – The Uncherished Child: A 'Modern' Wilderness of the Heart." *Review & Expositor*, no. 91/3: 393-400.

Ministry Matters

- Arzola, Fernando. 2008. *Toward a Prophetic Youth Ministry: Theory and Praxis in Urban Context*. Downers Grove: IVP Academic.
- Baxter, Jeff. 2010. *Together: Adults and Teenagers Transforming the Church*. El Cajon: Youth Specialties.
- Beckworth, Ivy. 2004. *Postmodern Children's Ministry*. El Cajon: Youth Specialties.
- Borgman, D. 1997. *When Kumbaya is Not Enough*. Peabody: Hendrickson.
- Brierley, Danny. 2003. *Joined Up: An Introduction to Youthwork and Ministry*. Carlisle: Authentic Lifestyle.
- Burns, Jim and Mike DeVries. 2001. *The Youth Builder*. np: Gospel Light.
- Butcher, T., ed. 2003. *Emerging Youth Cultures in Australia*. Melbourne: Pluto.
- Chromey, Rick. 1990. *Youth Ministry in Small Churches*. Loveland: Group.
- Farley, R. et al. 2007. *Strategy for Youth Leaders for the 21st Century*. West Gosford: Scripture Union.
- Fields, D. 2002. *Your First Two Years in Youth Ministry*. Grand Rapids: Zondervan.

- Francis, L. and W. Kay. 1995. *Teenage Religion and Values*. Leominster: Gracewing.
- Grassel, Rich. 2002. *Help! I'm a Small Church Youth Worker!* El Cajon: Youth Specialties.
- Hawkins, Tim. 2002. *Leaders Who Will Last*. Baulkham Hills: Hawkins Ministry Resources.
- Hawkins, Tim. 2010. *Fruit That Will Last*. Revised. Baulkham Hills: Hawkins Ministry Resources.
- Heflin, Houston. 2009. *Youth Pastor: Theology and Practice of Youth Ministry*. Nashville: Abingdon.
- Hickford, Andy. 2003. *Essential Youth: Why the Church Needs Young People*. Carlisle: Spring Harvest.
- Higgs, M. 2004. *Youth Ministries From the Inside Out*. Downers Grove: IVP.
- Jones, T. 2001. *Postmodern Youth Ministry*. El Cajon: Youth Specialties.
- May, Scottie et al. 2005. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids: Eerdmans.
- McKee, Jonathan and David R. Smith. 2011. *Ministry by Teenagers: Developing Leaders from Within*. El Cajon: Youth Specialties.
- Mueller, Walt. 2007. *Youth Culture 101*. El Cajon: Youth Specialties.
- Rice, W. et al. 1998. *New Directions for Youth Ministry*. Colorado: Group.
- Senter, Mark H. 2010. *When God Shows Up: A History of Protestant Youth Ministry in America*. Grand Rapids: Baker.
- Senter, Mark H, ed. 2001. *Four Views of Youth Ministry and the Church*. El Cajon: Youth Specialties.
- Sinsabaugh, Ginger. 2001. *Help! I'm and Urban Youth Worker!* El Cajon: Youth Specialties.
- Noakes, Ken D., ed. 2012. *Youth Ministry on the Front Foot*. Sydney: Anglican Youthworks.
- Vukich, Lee and Steve Vandegriff. 2002. *Timeless Youth Ministry: A Handbook for Successfully Reaching Today's Youth*. Chicago: Moody.
- Ward, P., ed. 1999. *The Church and Youth Ministry*. Sydney: Albatross.
- Warren, Michael. 1982. *Youth and the Future of the Church*. Eugene: Wipf & Stock.

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page (www.acttheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.