



DE031-612  
Skills for Children's and Family  
Ministry

**Unit Guide**  
**1st Semester 2022**



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

As an affiliated college of the Australian College of Theology,  
Malyon Theological College is approved to deliver this unit (CRICOS 02650E)

## **Malyon's Vision**

is to form faith 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.

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## UNIT DETAILS

### Unit Description

This unit provides the student with an opportunity to explore the theory and practice of the nature and practice of children's and family ministry, including the methods and standards of professional, safe, and ethical practice.

Consideration is given to the Biblical, theological foundations of ministry to children, to child development theories which impact on programs and church culture which promotes positive family and intergenerational opportunities. Considerable attention will be given to the practical components of children's ministry in the contemporary local church setting. Students will be required to undertake intentional fieldwork in the children's and family's ministry context.

### Unit Details

#### Credit points

- 12

#### Co- and Pre-requisites

- None

#### Exclusions

- None

#### Census date

- 18 March 2022

#### End date

- 10 June 2022

## Unit Content

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

1. Children, families, and the Church: historical and contemporary understandings; children and families in multicultural settings; age-segregated and intergenerational ministries; baptism and communion, denominational distinctives.
2. The content and planning of a Children's and Family Ministry: Aims and objectives; Ministry to, for, and with children; models of family ministry; evangelism and nurture; educational and formational perspectives; curriculum planning.
3. Discipling children: Bible teaching with children; creative teaching techniques, answering children's questions; Christian practices with children; children and evangelism; discipling children with disabilities; group management and discipline.
4. Leading Children's and Family Ministry: working within a church leadership team; shaping church culture; leading teams; recruiting and training; leading change; planning and evaluation; implementing safe ministry.
5. Reflective practice: The examination of an existing substantial children's and family ministry programme in a Christian church; theological reflection; self-reflection and supervision; seeking and responding to feedback.
6. Christian Ministry among children and families in a particular church as fieldwork.

## Unit Outcomes

On successful completion of this unit, students should be able to:

A. Know and understand

- 1) Demonstrate Developing knowledge and understanding of the nature and practice of children's and family ministry, including the methods and standards of professional, safe, and ethical practice

B. Be able to

- 1) Outline a theology of children, families, and the church
- 2) With reference to selected scholarship, Reflect theologically on experience in children's and family ministry
- 3) Demonstrate Developing skills for leading a children's and family ministry
- 4) Present Analytical evidence-based perspectives on children's and family ministry

C. Be able to

- 1) Apply perspectives and skills from 'Skills for Children's and Family Ministry' to contemporary Christian life and ministry contexts

## Participation Requirements

Contact and intensive students will be expected to attend no less than 80% of all lectures, while no less than 80% of non-assessed forum posts are the distance student's equivalent of classroom interaction. Contact and intensive students who are unable to attend lectures are required to submit an explanation of absence to the College, using the required form found on Moodle. Just as class attendance is compulsory for contact and intensive, forum participation is compulsory for distance students.

**Participation requirements, though not assessed, are compulsory to the successful completion of all units of study**

## 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.

## Assessment Requirements

Students will be required to complete the following assessment requirements:

- |  |     |            |          |
|--|-----|------------|----------|
| 1. Requirement 1: Ministry Assignment  | 40% | 2000 Words | 28 March |
| 2. Requirement 2: Research Assignment  | 40% | 2000 Words | 29 April |
| 3. Requirement 3: Ministry Reflections | 20% | 1000 Words | 27 May   |

## Learning Guides

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

## Required Resources

**In order to complete the unit, the student are required to have access to the following resource:**

Turner, Rachel. 2018. *It takes a Church to Raise a Parent*. Abington: Bible Reading Fellowship

## Policies and Procedures

### ACT Documents

All ACT Handbooks and policy documents are available on the ACT's home page, [www.actheology.edu.au](http://www.actheology.edu.au).

As, and when necessary, students should access these; however, special note should be taken of the following key policy documents:

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

### ACT Moderation Policy and Procedure

The ACT requires that all students familiarize themselves with the ACT Moderation Policy and Procedure, especially those studying at AQF levels 7 to 9.

To access the documents, click on the following hyperlinks:

[Moderation Policy](#)

[Moderation Procedure](#)

If that does not work, then do a search on the ACT homepage, [www.actheology.edu.au](http://www.actheology.edu.au), using the search phrase 'moderation policy,' then accessing the documents listed as 'Moderation Policy' and 'Moderation Procedure.'

### Malyon Documents

**All students are to ensure that they access and familiarize themselves with the latest version of the 'Student Assignment Guide,' available on Malyon's Moodle site.**

Returning students need to check for any additions or changes at the commencement of the first semester of each calendar year.

**UNIT LECTURER**

**Tracy Valentine** has been a Children's and Families Pastor for 15 years, most recently serving as a Children's Pastor, Generations Pastor and then Families Pastor at Gateway Baptist Church, where she Pastored for seven years. Before this, she served as a Children's Pastor in Ballarat, Victoria. During 2021 Tracy was the team leader for QB Kids and Families. Tracy holds a Diploma of Teaching, Bachelor of Education, Graduate Diploma of Divinity (Malyon) and Master of Arts (Christian Leadership). Tracy is a Registered Pastor with Queensland Baptists, where she has served on the Kids Ministry Team for many years. Tracy is the QB Area Pastor for Women Pastors. She has invested in leaders from across Australia through leading the Amplify Summit in Brisbane (Generational Ministry) for the past seven years.

Tracy is passionate about encouraging families to create vibrant homes of faith. She is eager to empower parents, grandparents, and the church to use their influence in the comings and goings of everyday life to positively shape the faith of the next generation. She loves investing in the leadership of people who share the passion of raising the next generation to have an authentic and lifelong relationship with Jesus.



<b>LECTURE SCHEDULE</b>
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<b>Module</b>	<b>Date</b>	<b>Topics</b>
1	14 Feb	Biblical Perspectives on Family and Children
2	21 Feb	Child Development and The Implications for Families Ministry
3	28 Feb	Moral And Faith Formation of Children and The Roles of Church and Family
4	7 Mar	Contemporary Issues for Families
5	3 Day	Philosophy, Aims and Models of Children and Families Ministry
6	Intensive	Equipping Families in The Worshipping Community
7	16 - 18	Working With Families: Transitions, Early Years, Special Needs
8	March	Family Ministry Sustainability
9		Relational Ministry and Nurturing Faith
10	21 Mar	Strategic Leadership of Teams
11	28 Mar	Strategic Planning
S/W	4 Apr	Study Week
12	11 Apr	Evangelism And Family - Shaping Church Culture
13	18 Apr	Ministry Environments and Safe Practices

## ASSESSMENT REQUIREMENTS

### Requirement 1: Ministry Assignment

#### Part A: Resource

Develop a resource for a group of children who are either pre-schoolers or primary school age to teach them about ONE of forgiveness, generosity or kindness. The resource must reflect your understanding of faith formation in children and must include ways of engaging parents with the material.

\* The length of the resource itself is not included in the word count.

The resource should include:

- \* Lesson aim/ intended outcome
- \* Connection time
- \* Bible story
- \* Memory verse
- \* Engaging activity
- \* A teaching/discussion script
- \* Appropriate discussion questions
- \* Response opportunity
- \* Prayer

#### Part B: Reflection (1,600 words)

Referencing one or more approaches to faith formation in children, reflect on how each component of your resource is appropriate for this group. Reflect on how the resource could be engaged with in the home environment.

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

1. Demonstrate developing knowledge and understanding of faith formation in children.
2. Identify and interact with the content relevant to the topic.
3. Present a developing argument and demonstrate independent thought.
4. Resource is appropriate for the chosen age group.
5. Age and faith stage theory has been applied to the resource.
6. Well-written and presented.
7. Formatting aligned with the College's 'Student Assignment Guide.'

**Learning outcomes assessed: A1, B1-4, C1**

**Length: 2000 words**

**References: Meaningful academic and practical references**

**Due: 28<sup>th</sup> March 2022 by electronic submission on Moodle**

**Mark allocation: 40%**

## Requirement 2: Research Assignment

Students are to develop a practical guide that will encourage church families to establish and nurture family faith practices in the home. The submission must include a 'List of Helpful Resources' of no less than five key resources.

\* In completion of the essay, students are to ensure that they demonstrate an awareness of different 'kinds' of families,' i.e., that not all are traditional nuclear families, but included families that differ in age structure and social class, as well as possibly being blended or single-parent families.

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

1. Demonstrate developing knowledge and understanding of faith formation in the family
2. Identify and interact with the content relevant to the topic.
3. Strategy is well-presented and includes consideration of the complexities of family life
4. Strategy and resources are appropriate for intergenerational engagement.
5. Well-written and presented
6. Formatting aligned with the College's 'Student Assignment Guide'

**Learning outcomes assessed: A1, B1-4, C1**

**Length: 2000 Words**

**References: Meaningful academic and practical references**

**Due: 29 April 2022 by electronic submission on Moodle**

**Mark allocation: 40%**

### Requirement 3: Ministry Reflections

Students are to complete the following four tasks and then submit an essay as per the description following.

1. 'Participate' in and observe four Sunday children's ministry sessions, including one intergenerational environment.
2. Meet with a recognized children's and families' ministry leader to discuss the following issues.
  - a. The mechanisms ('how to') of children's and families ministry.
  - b. The challenges of children's and families ministry.
  - c. The blessings of children's and families ministry.
  - d. The future of children's and families ministry.
  - If you are an active children's and families' ministry leader, you will need to meet with a children's and families' ministry leader previously unknown to you.
3. Research the children's and families' ministry of two churches: one where the dominant culture is different to that of your current church, and the other that is of a denomination other than your own.
4. Interview the following people – a senior pastor, the person responsible for the children's ministry, and the parent of a child who attends the children's ministry – in the church of which you are a part with the intention of gaining an insight into the children's and families ministry.
  - If you are a senior pastor, then one of the other pastors, elders or deacons; if you are the person responsible for the children's and/or families' ministry, then one of the other ministry leaders.

Based on those activities, submit an essay that is made up of four 180-word sections as follows:

1. Discuss three key observations regarding the Sunday morning children's ministry activities.
2. Discuss two key lessons learnt from a ministry leader.
3. With respect to the children's and families research, identify and discuss two points of difference that could be valuable for the ministry of the church of which you are a part.
4. With respect to the interviews, identify and explain two proposals that would be beneficial to the development of the children's and families' ministry of the church of which you are a part.

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

1. Demonstrate developing knowledge and understanding of children's and families ministry.
2. Identify and interact with the content and issues relevant to the topic.
3. Application of the experiences to church-based children's ministry.
4. Discussion of three key observations based on exposure to Sunday morning children's activities.
5. Reflection on two lessons learnt from a children's and families' ministry leader.
6. Identification and description of two points of difference to the children's ministry in other churches.
7. Development of two proposals for the development of the children's and families' ministry of your church.
8. Well-written and presented
9. Formatting aligned with the College's 'Student Assignment Guide.'

**Learning outcomes assessed: A1, B3, C1**

**Length: 1000 words**

**References:**

**Due: 27<sup>th</sup> May 2022 by electronic submission on Moodle**

**Mark allocation: 20%**

## ACT GRADUATE ATTRIBUTES

### Primarily ACT graduates will be:

<b>1. Christian people who:</b>	1.1 Are committed representatives of the Christian faith 1.2 'Value the life of faith and the service of others' 1.3 'Engage with human experience intellectually and emotionally' 1.4 Act on the basis of an informed Christian world view 1.5 Contribute to society as members of the Church and local, national and global communities
<b>2. Christian scholars who:</b>	2.1 Study and think to the glory of God 2.2 Understand the discipline of theology in its various aspects 2.3 Appreciate the main Christian traditions and how they have developed 2.4 Faithfully present the Christian tradition of belief and practice to the contemporary world 2.5 Are capable of independent and collaborative inquiry 2.6 Contribute theological perspectives to the questions of human understanding
<b>3. Christian professionals who:</b>	3.1 Are capable of both self-directed practice and also working with others and in teams 3.2 Apply the disciplines of theology to Christian ministry and service and other professional practice 3.3 Bring a Christian perspective to bear on social and cultural engagement 3.4 Communicate effectively in a range of contexts 3.5 Reflect critically on Christian knowledge and experience as the basis for lifelong learning and practice
<b>4. Christian leaders who:</b>	4.1 Provide purpose, direction, influence and enablement to others as individuals and in communities 4.2 Minister to others 4.3 Manage churches and other Christian communities 4.4 Apply their outlook and skills to local, national and international settings

## MALYON VISION AND GRADUATE ATTRIBUTES

**Malyon's Vision** is 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.

*In the context of the ACT Graduates Attributes, Malyon's vision and Graduate Attributes, this unit contributes\* as follows.*

	ACT GA's	*1	*2	*3	*4
<b>Graduate Attribute 1: Personal Formation</b>					
Is secure in God, living in the truth and freedom of the gospel	1.1; 1.2; 2.1			✓	
Pursues intimacy with God and Christlikeness, particularly through spiritual disciplines	1.2			✓	
Intentionally plans for growth, being aware of personal strengths and weaknesses	1.3		✓		
Grows spiritual, personal and relational health, especially through accountability	1.2; 1.3			✓	
Is committed to influencing and serving others in the church and the world	1.1; 1.2; 3.1; 4.1; 4.2; 4.4		✓		
<b>Graduate Attribute 2: Theological Formation</b>					
Understands the 'big story' of the Bible and the gospel	1.3; 1.4; 2.1			✓	
Is personally able to interpret and apply the Bible	1.4; 2.1; 2.5; 2.6; 3.2; 4.4			✓	
Is formulating a biblical, historical and contemporary theology	1.4, 2.1-2.3; 2.5; 2.6	✓			
Reflects biblically and theologically on life and practice	1.4; 2.1; 2.5; 2.6; 3.3; 3.5	✓			
Is committed to communicating and demonstrating the gospel	1.1; 2.4; 3.1; 3.2; 3.4; 4.4	✓			
<b>Graduate Attribute 3: Ministry Formation</b>					
Has a godly influence on others	1.1; 1.2; 1.4; 2.4; 4.1; 4.2	✓			
Possesses the knowledge and skills needed for chosen ministry path	1.2; 1.4; 2.6; 3.2; 4.1-4.4	✓			
Ministers and communicates the gospel with clarity in a range of contexts	1.4; 2.4; 3.2-3.4; 4.2	✓			
Works well in a team and intentionally does so	2.5; 3.1; 4.3		✓		
Is committed to servant leadership and the mentoring of others	1.2; 1.4; 1.5; 4.1-4.3	✓			
<b>*1, A major contribution</b>		<b>*2, An expected contribution</b>			
<b>*3, A possible contribution</b>		<b>*4, An unlikely contribution</b>			

## RECOMMENDED READINGS

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

- Adams, Steven J. 2017. *Children's Ministry on Purpose*. Grand Rapids: Zondervan.
- Allen, H. C. 2008. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene: Cascade.
- Barna, G. 2003. *Transforming Children into Spiritual Champions*. Ventura: Regal.
- Beckwith, I. 2004. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. El Cajon: Youth Specialties.
- Beckwith, I. 2010. *Formational Children's Ministry: Shepherding Children Using Story, Ritual, and Relationship*. Grand Rapids: Baker.
- Berryman, J. 2009. *Clearing the Way for Grace: Children and the Theologians*. Harrisburg: Morehouse.
- Berryman, J. 2009. *Teaching Godly Play: How to Mentor the Spiritual Development of Children (Revised and Expanded)*. Denver: Morehouse Education Resources.
- Bridger, F. 2000. *Children Finding Faith: Exploring a Child's Response to God*. London: Scripture Union.
- Bunge, M., ed. 2001. *The Child in Christian Thought*. Grand Rapids: Eerdmans.
- Bunge, M., ed. 2008. *The Child in the Bible*. Grand Rapids: Eerdmans.
- Carlson, G.C., ed. 2006. *Perspectives on Children's Spiritual Formation: Four Views*. Nashville: B & H Academic.
- Chandler, Matt and Adam Griffin. 2020. *Family Discipleship: Leading Your Home through Time, Moments and Milestones*. Wheaton: Crossway.
- Cimo, Pat and Matt Markins. 2016. *Leading KidsMin: How to Drive Real Change in Children's Ministry*. Chicago: Moody.
- Clark, Chap. 2016. *Adoptive Youth Ministry: Integrating Emerging Generations into the Family of Faith. Youth, Family and Culture*. Grand Rapids: Baker.
- Cliff, P. 2000. *The Endless Playground: Celebrating Australian Childhood*. Canberra: National Library of Australia.
- Csinos, David M. and Ivy Beckworth. 2013. *Children's Ministry in the Way of Jesus*. Downers Grove: IVP.
- Dembowczyk, Brian. 2017. *Gospel-Centred Kids Ministry: How the Gospel Will Transform Your Kids, Your Church, Your Community, and Your World*. Nashville: LifeWay.
- DeVries, Mark. 2004. *Family-Based Youth Ministry*. Downers Grove: IVP.
- DeVries, Mark and Annette Safstrom. 2018. *Sustainable Children' Ministry: From Last-Minute Scramble to Long-Term Solutions*. Downers Grove: IVP.
- Erwin, Sheila. 2020. *Raising Up Dreamers: Find and Grow Your Child's God-Given Talents*. Colorado Springs: Focus on the Family.
- Flannery, Sarah. 2020. *Children and Family Ministry Handbook*. Nashville: Abingdon Press.
- Fosarelli, P. D. 2006. *ASAP: Ages, Stages, and Phases: From Infancy to Adolescence: Integrating Physical, Social, Moral, Emotional, Intellectual, and Spiritual Development*. Liguori: Liguori.
- Fowler, J.W. 1981. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper & Row.



- Griffiths, Mark. 2009. *One Generation From Extinction: How the Church Connects with the Unchurched Child*. Oxford: Monarch.
- Group. 2002. *Children's Ministry That Works*, Rev Ed. Loveland: Group.
- Group. 2006. *Children's ministry in the 21st Century: The Encyclopedia of Practical Ideas*. Loveland: Group.
- Haywood, J. 2007. *Enduring Connections: Creating a Preschool and Children's Ministry*. St Louis: Chalice.
- Houser, T. 2008. *Building Children's Ministry: A Practical Guide*. Nashville: Thomas Nelson.
- Jones, Timothy Paul. 2011. *Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples*. Indianapolis: Wesleyan.
- Keeley, R. J. 2008. *Helping Our Children Grow in Faith: How the Church Can Nurture the Spiritual Development of Kids*. Grand Rapids: Baker.
- Klumpenhouwer, Jack 2014. *Show Them Jesus: Teaching the Gospel to Kids*. Greensboro: New Growth Press.
- Larson, Mimi L, and Robert J Keeley. 2020. *Bridging Theory and Practice in Children's Spirituality*. Grand Rapids: Zondervan Reflective.
- Lawrence, James. 2020. *Growing Leaders*. Abington UK: The Bible Reading Fellowship.
- Lencioni, Patrick. 2002. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey- Bass.
- Lovaglia, Dan. 2016. *Relational Children's Ministry: Turning Kid-Influencers Into Lifelong Disciple Makers*. Grand Rapids: Zondervan.
- May, S. 2005. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids: Eerdmans.
- May, S., B. Posterski, C. Stonehouse and L. Cannell. 2005. *Children Matter: Celebrating Their Place in the Church, Family and Community*. Grand Rapids: Wm. Eerdmans.
- Mercer, J.A. 2005. *Welcoming Children: A Practical Theology of Childhood*. St Louis: Chalice.
- Miller, S. and D. Staal. 2004. *Making your Children's Ministry the Best Hour of Every Kid's Week*. Grand Rapids: Zondervan.
- Oestreicher, Mark and Scott Rubin. 2009. *Middle School Ministry: A Comprehensive Guide to Working with Early Adolescents*. El Cajon: Youth Specialities.
- Olrick, Amy Elizabeth. 2020. *The 6 Needs of Every Child: Empowering Parents and Kids through the Science of Connection*. Grand Rapids: Zondervan.
- Powell, Kara, Jake Mulder, and Brad Griffin. 2016. *Growing Young*. Grand Rapids: Baker Books.
- Ratcliff, D. ed. 2004. *Children's Spirituality: Christian Perspectives, Research and Applications*. Eugene: Cascade.
- Rice, Wayne. 2010. *Reinventing Youth Ministry (Again)*. Downers Grove: IVP.
- Roehlkepartain, E.C. and P.E. King, eds. 2006. *The Handbook of Spiritual Development in Childhood and Adolescence*. Thousand Oaks: Sage.
- Root, Andrew. 2007. *Revisiting Relational Youth Ministry: From a Strategy of Influence to a Theology of Incarnation*. Downers Grove: IVP.
- Shier-Jones, A., ed. 2007. *Children of God: Towards a Theology of Childhood*. Peterborough: Epworth.
- Stonehouse, Catherine, and Scottie May. 2010. *Listening to Children on the Spiritual Journey*. Grand Rapids: Baker Academic.

Turner, Rachel. 2018. *It takes a Church to Raise a Parent*. Abington: Bible Reading Fellowship  
Westerhoff, J.H. 2000. *Will Our Children Have Faith?* 2nd Ed. New York: Seabury.  
Yaconelli, M. 2006. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Grand Rapids: Zondervan