

CEYH6240 YOUTH MINISTRY IN THEORY AND PRACTICE
New Orleans Baptist Theological Seminary

Disclaimer: This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

NOBTS Mission Statement

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.

NOBTS Core Values

Doctrinal Integrity

Spiritual Vitality

Mission Focus

Characteristic Excellence

Servant Leadership

Course Purpose, Core Value Focus, and Curriculum Competencies Addressed

The purpose of the course is to introduce students to the processes of adolescent development as they relate to Christian education with youth in the local church. Core values emphasized are doctrinal integrity, spiritual vitality, servant leadership, and mission focus.

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 Course Objectives

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

1. 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.
2. Value ministry to youth.
3. Be able to organize, administer, and evaluate the ministry to youth in a local church.
4. Be able to select, evaluate, modify, and teach a youth Bible study using a published curriculum.

Required Textbooks

Jackson, Allen and Dwayne Ulmer. *Introducing the 21st Century Teenager*. Nashville: LifeWay Press, 2001 (print on demand). Also downloadable (free) at <http://www.lifeway.com/understanding/youth/index.asp>

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

Recommended Reading (Oldies but Goodies)

Yount, Rick, *Created to Learn* (ISBN: 0-8054-1206-9). Nashville: Broadman and Holman, 1996.

Atkinson, Harley. *Teaching Youth with Confidence* (ISBN: 1-929852): Wheaton, Ill., Evangelical Training Organization, 2001.

Warden, Michael D. *Extraordinary Results from Ordinary Teachers* (ISBN 0-7644-2013-5). Loveland, CO.: Group Publishing, 1998.

McNabb, Bill and Steven Mabry. *Teaching the Bible Creatively* (ISBN0-310-52921-2). El Cajon, CA.: Zondervan/Youth Specialties, 1990

Course Requirements

1. Cognitive: Reading of Texts
The textbooks will provide a cognitive base for online discussions, journal entry, wiki creation, and interaction via the discussion board. Reading worksheets will provide assessment of this objective. Follow the reading plan on the class schedule for the due dates for the assigned reading.
2. Cognitive: Research Paper
 - a. Write a 5-page (no more and no less, single spaced) summary paper on a current topic informed by the discussion of adolescent development. Choose a current topic that you can categorize into one of the five areas of development - physical, mental (cognitive), social, emotional, or spiritual. Use the *Introducing the 21st Century Teenager* text as a base and use at least five other additional sources to focus on the one area of your choosing. Credible online sources are acceptable (journals, news magazines).
 - b. Within your topic, 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 your life?
 - v. Emotional adolescent development → mood swings of teenage girls
 - vi. Give particular attention to the differences between younger youth and older youth.
3. Affective: Youth Education Observation
Each student will arrange a visit to a local church to observe a youth program. This should be 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 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.
4. Psychomotor: Lesson Selection/Evaluation/Preparation/Implementation. There are four components to the assignment:
 - a. Each student will obtain a curriculum piece written for teenagers for use in an educational setting. Many youth lessons are available online (LifeWay, Student Life, Group Publishing, Simply Youth Ministry). Note the publishing company, any doctrinal information available (usually, “what we believe”). In addition provide the overall scope and sequence of the curriculum—we talk about curriculum being a race course in the class and its relatively easy to find the scope and sequence online for most resources. Create a cover page for the assignment with this information
 - b. Evaluate the utility of the curriculum using the following criteria.
 - (1) consideration of purpose and target audience
 - (2) clarity of the teaching plan
 - (3) creativity

- (4) ease of use for a youth volunteer in a local church
- (5) strengths and weaknesses
- (6) what you would change if you were writing the curriculum

The evaluation should be presented in a report with an introduction and a paragraph for each of the criteria above.

- c. Select a single lesson and write a lesson plan, using the suggested teaching options to create your own unique lesson. Your lesson should be constructed according to the structure presented in the text, *TEACH* (Connect, Explore, Transform). A detailed lesson plan should be submitted. Lesson plans should be such that a youth volunteer would be able to prepare a lesson using only your plan. Include Scripture, activities, materials needed, instructions for moving through the lesson.
- d. Teach the lesson in a local setting. Recruit three people who will observe you teaching. Ask the observers to complete the **attached** listening guide, generally evaluating the content and flow of the lesson according to criteria we have talked about in class.

The listening guides should be submitted with the evaluation and lesson plan.

See the syllabus screen for the listening guide.

- 5. Examinations - Two sectional exams will be given.

Course Evaluation

Reading Worksheets	10%
Development/Current Topic Paper	20%
Youth Education Observation	15%
Lesson Selection/Evaluation/Preparation/Implementation	35%
Sectional Exams	20%
Total	100%

Netiquette Statement on Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. 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 will be expected at all times in the online environment.