

**North Portland Bible College
Portland, Oregon**

**CE101b Teaching Methods, Youth
Summer Term 2016-2017 (Session II)
July through August 30, 2017
3 Course Credits**

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COURSE DESCRIPTION

The goal of biblical teaching, whether adults, youth, or adolescents, is the development of the individual spiritual maturity and sharing of his/her faith with others (Ephesians 4:11-12). The focus of this course is teaching youths and it will explore three contemporary approaches for communicating the Gospel to youths scripturally and applicational considering the current sociocultural environment. Student will test these approaches by creating lesson plans that draw from each of them. In this process, students will move toward formulating a personal philosophy of youth ministry to guide the formation and education of youth. Students will come away from this course with a deeper understanding of approaches to faith formation, and with a more intentional and developed skill-set for engaging in the work of communicating the Gospel to young people.

COURSE OBJECTIVES

After completing this course, students will be able to:

- Articulate a personal philosophy of youth ministry.
- Engage in theological reflection as to the aims and purposes of youth ministry.
- Employ a variety of approaches in the Christian formation of youth
- Enhance ability to teach and equip volunteer youth leaders
- Develop skills as a teacher and Christian educator of young people
- Contribute to a learning community in which creativity, risk, and rigor are encouraged
- Open oneself to transformation through his/her own teaching.

METHODOLOGY:

Students will participate in an independent study-learning environment as designated by the course schedule. In addition, students will explore the above-mentioned objectives

through required readings, and written assignments (Reflection Papers, Book Report, and a special projects).

COURSE REQUIREMENTS

Reading Assignments

1. Textbook: *Teaching to Change Lives. Develop a Passion for Communicating God's Word to Adults or Children in the Church, Home, Bible Study or School.* Hendricks, Howard G, Multnomah Press, Portland, OR, 1987. (176 pages)
2. Handouts:
 - a. *Building a Foundation [for youth Ministry]*, Chapter 1, pages 11-19 (8 pages) from Youth Ministry Management Tools 2.0 by Mike Work and Ginny Olson. Zondervan, Grand Rapids, MI, 2014.
 - b. *Strategic Planning*, Chapter 1, pages 21-32 (11 pages) from Youth Ministry Management Tools 2.0 by Mike Work and Ginny Olson. Zondervan, Grand Rapids, MI, 2014.
 - c. *Seeing Yourself as a Group Leader*, Chapter II, pages 29-42 (13 pages) from How to Lead Small Groups by Neal F. McBride, NavPress, a Ministry of the Navigators, Colorado Springs, CO, 1990.
 - d. *Empathize with Today's Young People* chapter 3, pages 88-124 (36 pages) from *Growing Young: 6 Essential Strategies to Help Young People Discover and Love your Church*, by Kara Powell, Jake Mulder, and Brad Griffin, Baker Books, a division of Baker Publishing Group, 2016.
 - e. *Lesson Planning Template*. You are not required to use this model. You and use another option in your lesson planning and development.

Written Assignments (with due dates and available grade points)

1. Book Report on *Teaching to Change Lives*, two pages following the NPBC Writing Guidelines and see instruction for writing a book report. Due date: September 8, 2017; grade points 15
2. Write a 1-page Reflection Paper on each of the four handouts, 5 points each, total 20 points. See instructions for writing a Reflection Paper:
 - a. *Building a Foundation*, due date August 5, 2017 grade points 5
 - b. *Strategic Planning*, due date August 11, grade points 5
 - c. *Seeing Yourself as a Group Leader*, due date August 16, 2017, grade points 5
 - d. *Empathize with Today's Young People*, due date August 22, 2017; grade points 10
3. Lesson Planning and Development
 - a. An Interpretative Approach: Due date: August 25, 2017; grade points 20. Create a discussion-based lesson plan that brings a common experience of youths (e.g. obedience) into dialogue with a story from scripture, which could help students develop their lives and self-understanding based on God's word.

- b. *A Developmental Approach*: Due date: August 31, 2017; grade points 20. Develop a Lesson plan based on a case study (fictional or real; e. g. peer pressure) which would challenge teenagers' moral reasoning in some ways and lead them to engage with the scriptural reflection in responding to this case.
- c. *A Contemplative Approach*: Due date: August September 8, 2017; grade points 20. Write a lesson plan that uses daily patterns of listening, prayer, meditating, worship, and other contemplative practices, demonstrating ways to encounter God through these medias (e.g. focused on prayer and religious thought.)

ADDITIONAL INFORMATION FOR CONSIDERATION

NOTES: Please reflect on the following questions when considering the three approaches to lesson planning and development, interpretative, developmental, and contemplative.

- 1. What roles do popular media play in society and culture, and the experiences, thinking, and values of young people?
- 2. How should we address the issues raised by the contemporary communication environment, and by the reality of young people's interactions with popular media in social and cultural contexts?

NOTES: Examples of a variety of formal learning styles:

- 1. Print learners: learn by reading
- 2. Auditory learners: learn from hearing sounds and voices
- 3. Tactile learners: learn by touching or manipulating objects
- 4. Visual learners: learn by seeing colors, shapes and forms
- 5. Kinesthetic learners: learn by using their bodies through rhythm and movement
- 6. Interactive learners: learn by working in groups
- 7. Independent learners: learn by working independently
- 8. Observational learners: learn by watching others do something

NOTES: Examples of teaching methods that should be incorporated in to lesson planning and development

- 1. Lectures
- 2. Demonstrations
- 3. Discussion
- 4. Role playing
- 5. Hands on (experiential)
- 6. Use of costume, dance, songs or music
- 7. Journal
- 8. Praise/rewards/celebrations

NOTES: Important Instructions for writing a Book Report and a Reflection Paper:

A Book Report is an informative report that discusses a book from an objective stance. It is like a book review but focuses more on a **summary** of the work rather than an **evaluation** of it. A Book report commonly describes what happens in a work; its focuses are primarily on giving an account of the major plot, characters, thesis, and/or main idea of the work

Reflection Paper: A Reflection Paper is your identification of the main themes of the readings or observations integrated with your experiences and how both affect your thinking and practice

COURSE EXPECTATIONS AND POLICIES

Attendance Policy

This course is an independent study; therefore, students are not required to attend and participate in classroom activities. It is the student’s responsibility to plan with instructor for completing class work as scheduled.

Evaluation and Grading Policy

Letter Grades will follow the standards given on page 14 of the current catalog.

A	90-100	Excellent	4
B	80-89	Good	3
C	70-79	Average	2
D	60-69	Poor	1
F	0-59	Failure	0
W	-	Withdraw	0
Inc.	-	Temporary Extension (90 days maximum)	

Grades will be based on the following points earned:

1.	Reflection Papers I	5
2.	Reflection Paper II	5
3.	Reflection III	5
4.	Reflection V	10
5.	Book Report	15
6.	Interpretative Approach Assignment	20
7.	Development Approach Assignment	20
8.	Contemplative Approach Assignment	20
	Total Points	100

Late assignment policy

Assignments are due on the date specified, although situations may arise requiring an extension. It is the student’s responsibility to request an extension from the instructor when necessary. Any assignment turned in later than 11:59 pm on the date due will incur a 5% grade reduction per day. Please let me know if you are having trouble and need additional help or an extension.

Guidelines for submitting written work

All papers should be typed double space in 12 point Times New Roman font, with 1 inch margins on all sides, and should have a cover page and bibliography. Papers should be in MLA format, with all sources cited in parenthetical notes, with the reference listed in the Bibliography. Papers should reflect research and thought on their topic, include proper source citation, and be written with proper English grammar. Assignments are to be submitted through Google Classroom.

NPBC Writing Standards

All written material submitted must be the original work of the student. *Plagiarism* is a violation of academic integrity and constitutes a serious breach of scholarship standards at North Portland Bible College. When quoting the work of an author or when an author's ideas are used in your paper, document, document, and document.

**COURSE SCHEDULE AND CONTENT TOPICS: INDEPENDENT
STUDY COURSE SUMMER TERM 2016-2017, SESSION II
July 31, 2017 through September 8, 2017**

Date	Course Topic	Assignment	Assignment Due
08.05.2017	Building A Foundation for Youth Ministry	Read handout “Building a Foundation, write a 1 page Reflection Paper	08.05.2017
08.09.2017	Strategic Planning	Read handout “Strategic Planning, write a 1 page Reflection Paper	08.11.2017
08.14.2017	Read handout “Seeing Yourself as a Group Leader”	Write a 1 page Reflection paper	08.16.2017
08.22.2017	Read handout “Empathize with Today’s Young People”	Write a 1 page Reflection Paper.	08.22.2017
08.25.2017	Lesson Planning and Development	Interpretative Lesson Plan	08.25.2017
08.31.2017	Lesson Planning and Development	Developmental Lesson Plan	08.31.2017
08.31.2017	Lesson Planning and Development	Contemplative Lesson Plan	09.08.2017
09.08.2017	Book Report: Teaching to Change Lives	Write 1 2-page book report	09.08.2017

COURSE BIBLIOGRAPHY (Give copy to Librarian)

Books

Delnay, Robert G. *Teach as He Taught: How to Apply Jesus' Teaching Methods*. 1987. Print.

Field, Doug. *Purpose Driven Youth Ministry: 9 Essential Foundations for Healthy Growth*. Zondervan Publishing House, Grand Rapids, MI, 1998. Print.

Gregory, John Milton. *The Seven Laws of Teaching*. 2011. Print.

Hendricks, Howard G. *Teaching to Change Lives. Develop a Passion for Communicating God's Word to Adults or Children in the Church, Home, Bible Study or School*. Multnomah Press, Portland, OR, 1987. Print.

McBride, Neal F. *How to Lead Small Groups: Bible Study Groups, Fellowship Groups, Support Groups, and Task Groups*. NavPress, A Ministry of the Navigators, Colorado Springs, CO, 1990. Print.

Powell, Kara, Jake Mulder, and Brad Griffin. *Growing Young: 6 Essential Strategies: To Help Young People Discover and Love your Church*. Baker Books, a division of Baker Publishing Group, Grand Rapids, MI, 2016. Print.

Work, Mike and Ginny Olson. *Youth Ministry Management Tools 2.0*. Zondervan Youth Specialties, Grand Rapids, MI, 2014. Print.

Handouts

Building a Foundation, Chapter 1, pages 11-19 (8 pages) from Youth Ministry Management Tools 2.0 by Mike Work and Ginny Olson. Zondervan, Grand Rapids, MI, 2014. Print.

Strategic Planning, Chapter 1, pages 21-32 (11 pages) from Youth Ministry Management Tools 2.0 by Mike Work and Ginny Olson. Zondervan, Grand Rapids, MI, 2014. Print.

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