DM611/D
Youth in the Churches

Semester 1, 2016

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

DM611/D is offered by Malyon College as part of the Master of Divinity, Master of Ministry and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
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 masters 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 in Youth Studies gives consideration to ministry to and with young people in the context of the local church. This is done by means of a focused consideration of the role and roles of the youth worker, whether 'fulltime' or volunteer, together with practical involvement in and with youth ministry.

For the purposes of this unit, young people are taken to refer to children, teens 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:

The youth worker as:

1. Evangelistic missionary.
2. Discipling teacher.
3. Pastoral shepherd.
4. Organized administrator.
5. Bold prophet.
6. Compassionate priest.
7. Spiritual friend.
8. Equipping recruiter.
10. Faithful teammate.

In addition, time will be spent on the topics:

1. The place of youth in the church.
2. Evaluation of ministry style.
3. The future of youth in the churches.

**Unit Outcomes**

On successful completion of this unit, students will:

**Knowledge and understanding**, know and understand:
1. A theology of young people and the church.
2. The dimensions of ministry among young people.
3. The role and roles of the youth worker.

**Skills**, be able to:
1. Formulate a theology of young people and the church.
2. Analyse dimensions of ministry among young people.
3. Evaluate the role and roles of the youth worker and associated theories.
4. Under supervision, participate in ministry fieldwork with young people in ministry.

**Application**, be in a position to:
1. Integrate perspectives from the unit with their other theological and ministry studies.
2. Engage in Christian ministry with young people.

**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. Module forums.
2. Ministry reflections.
3. Research assignment.

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 definitely be required to have access to the following resource:


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.
<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Preparation</th>
<th>Topic/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18 Feb</td>
<td>The readings from the textbook are <strong>compulsory</strong> preparation for each module as indicated</td>
<td>Unit intro The place and role of youth in the churches</td>
</tr>
<tr>
<td>2</td>
<td>25 Feb</td>
<td>Chapter 2 + responses to questions on p30</td>
<td>Evangelistic missionary: theory, discussion, input</td>
</tr>
<tr>
<td>3</td>
<td>3 Mar</td>
<td>Chapter 3 + responses to questions on p39-40</td>
<td>Discipling teacher: theory, discussion, input</td>
</tr>
<tr>
<td>4</td>
<td>10 Mar</td>
<td>Chapter 4 + responses to questions on p53</td>
<td>Pastoral shepherd: theory, discussion, input</td>
</tr>
<tr>
<td>5</td>
<td>17 Mar</td>
<td>Chapter 5 + responses to questions on p65</td>
<td>Organized administrator: theory, discussion, input</td>
</tr>
<tr>
<td>6</td>
<td>24 Mar</td>
<td>Chapter 6 + responses to questions on p80</td>
<td>Bold prophet: theory, discussion, input</td>
</tr>
<tr>
<td>S/W</td>
<td>31 Mar</td>
<td>Study Week</td>
<td></td>
</tr>
<tr>
<td>S/W</td>
<td>7 Apr</td>
<td>Study Week</td>
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<tr>
<td>7</td>
<td>14 Apr</td>
<td>Chapter 7 + responses to questions on p92</td>
<td>Compassionate priest: theory, discussion, input</td>
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<tr>
<td>8</td>
<td>21 Apr</td>
<td>Chapter 8 + responses to questions on p108</td>
<td>Spiritual friend: theory, discussion, input</td>
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<tr>
<td>9</td>
<td>28 Apr</td>
<td>Chapter 9 + responses to questions on p118</td>
<td>Equipping recruiter: theory, discussion, input</td>
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<tr>
<td>10</td>
<td>5 May</td>
<td>Chapter 10 + responses to questions on p133</td>
<td>Visionary leader: theory, discussion, input</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td>Chapter 11 + responses to questions on p143-4</td>
<td>Faithful teammate: theory, discussion, input</td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>Chapter 12 + responses to questions on p150</td>
<td>Evaluation of ministry style: theory, discussion, input</td>
</tr>
<tr>
<td>13</td>
<td>26 May</td>
<td></td>
<td>The future of youth in the churches</td>
</tr>
</tbody>
</table>
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 with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor; during his ministry the church grew from 6-10 attendants to over sixty. At the same time he completed an MA, 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 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 and Youth Studies. He has since completed a doctorate in Higher Education, examining ‘theories of multiple intelligences and learning assessment for deep learning in higher education.’

Contact details:
Office number (07) 3354-5656
E-mail charles@malyon.edu.au
**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 **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. 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.

5. 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

Graduate Diploma and Master’s students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass
- Demonstrates ability in engaging the 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.

Credit
- Demonstrates 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.

Distinction
- Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction
- Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.
**Requirement 1: Module Forums**

Students will be required to post twelve 250-word responses to the first twelve modules on the related module forum on Moodle.

The purpose of the forums is for students to intentionally interact with the material being studied. While each response is only 225-275 words long (longer word length will be penalized), it is important to understand that they are to be well argued and appropriately 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:** 12x250 words  
**References:** as required  
**Due:** Each forum will be closed two weeks after the related module is taught*

**Mark allocation:** 35%

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**Forum submission dates:**

- Module 1 – Thursday 3 March
- Module 2 – Thursday 10 March
- Module 3 – Thursday 17 March
- Module 4 – Thursday 24 March
- Module 5 – Thursday 31 March
- Module 6 – Thursday 29 April
- Module 7 – Thursday 5 May
- Module 8 – Thursday 12 May
- Module 9 – Thursday 19 May
- Module 10 – Thursday 26 May
- Module 11 – Thursday 2 June
- Module 12 – Thursday 9 June

* **NOTE: These dates are fixed**
**Requirement 2: Ministry Reflections**

Students are to submit a ministry reflections journal based on the following experiences:

a. Their observation of four different youth ministry events of no less than two-hours’ duration in the following contexts and settings, none of which may be the church of which you are a part:
   i. A church of a membership of less than fifty adults;
   ii. A church of a membership of at least 300 adults;
   iii. A denomination other than your own;
   iv. A church where the majority culture is other than your own.
   i. *(Total time being no less than eight hours)*

b. Their own deliberate involvement in youth ministry; such ministry may be geared towards children, teenagers and/or young adults and need not be limited to a single ministry.
   *(Total time being 12 hours)*

The journal should be a record of the student’s experiences that is made up of:

a. Four reports of 200 words per observation event that presents:
   i. *Brief* details of the ministry event (meeting, place, date, time and duration).
   ii. Two lessons learnt for youth ministry with an explanation of each.

b. A 700-word self-critique of their own youth ministry involvement.

*DUE TO THE NATURE OF THIS ASSESSMENT ITEM,*
*STUDENTS ARE TO ENSURE THAT THEY PLAN WELL IN ADVANCE,*
*AS EXTENSIONS WILL NOT BE GRANTED WHERE STUDENTS ‘RUN OUT OF TIME’*

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

1. The requirements of the requirement have been properly met.
2. Reasonable and significant lessons from observations.
3. Appropriately critical self-critique of own ministry involvement.

*Length: 1500 words*
*References: as required*
*Due: Thursday 5 May by electronic submission on Moodle*
*Mark allocation: 25%*
Requirement 3: Research Assignment

In his book, *Youth Pastor: The Theology and Practice of Youth Ministry*, Heflin (2009) proposes ten roles in five dyads (‘group of two or a pair’) for a youth pastor (or leader) as follows:

1. Approaches to Education:
   a. Evangelistic Missionary
   b. Discipling Teacher
2. Allocation of Time:
   a. Pastoral Shepherd
   b. Organized Administrator
3. Position of Advocacy:
   a. Bold Prophet
   b. Compassionate Priest
4. Focus on Relationships:
   a. Spiritual Friend
   b. Equipping Recruiter
5. Division of Responsibility:
   a. Visionary Leader
   b. Faithful Teammate

Students are to write an essay that develops and explains both the nature and practice of any one of the roles.

In completion of the essay, students should ensure that they address the chosen role in terms of the following elements, with each element receiving similar attention (around 4500 words):

- The biblical basis for the role.
- The significance of the role.
- The nature of the role.
- The role in practice.
- An evaluation of your own ministry in the light of the role.

The key assessment criteria for this requirement are as follows:

1. An advanced appreciation of the roles considered.
2. A developed biblical basis for the roles.
3. A critical appreciation of the nature of the roles.
4. An advanced understanding of the outworking of the role.
5. A detailed self-evaluation of own ministry.

Length: 2500 words

References: indicative of advanced research

Due: Thursday 26 May by electronic submission on Moodle

Mark allocation: 40%
**UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES**

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

*(Jeremiah 3:15)*

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Formation – ‘Shepherds with God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
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<tr>
<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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<td>✔</td>
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<tr>
<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
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<td>✔</td>
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<tr>
<td>e. Is committed to influencing and serving others in the church and the world</td>
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<td></td>
<td>✔</td>
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</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Formation – ‘Knowledge and understanding of God’s heart’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
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<td></td>
<td>✔</td>
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<tr>
<td>b. Is personally able to interpret and apply the Bible</td>
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<tr>
<td>c. Is formulating a biblical, historical and contemporary theology</td>
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<td>d. Reflects biblically and theologically on life and practice</td>
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<td>✔</td>
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<tr>
<td>d. Is committed to communicating and demonstrating the gospel</td>
<td></td>
<td></td>
<td>✔</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has a godly influence on others</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
<td>✔</td>
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<tr>
<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
<td></td>
<td>✔</td>
<td></td>
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<tr>
<td>d. Works well in a team and intentionally does so</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>e. Is committed to servant leadership and the mentoring of others</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

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.

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RECOMMENDED READINGS

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


**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation 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.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

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