

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY

CHM 1213 Foundations of Children's Ministry

Instructor: Dr. Darren Daugherty

Fall 2005

Course Syllabus

Course Description

An overview study of the various aspects of children's ministries. This course will provide the foundational understanding of the biblical perspective of children's ministries. It will also address the role of the children's minister in relation to parents, the pastor, and other church staff in leadership positions.

Course Objectives

Students who successfully complete this course will be able to:

1. Demonstrate an understanding of the Biblical implications for ministry to children and families.
2. Articulate a personal conviction about the need for ministry to children.
3. Explore the critical issues that impact children's ministry in the church.
4. Recognize the importance of home and parents in the lives of children and in the implementation of a children's ministry.
5. Examine current philosophies and trends of children's ministry.
6. Examine the role of the children's pastor/director as recruiter, screener, manager, and trainer of children's ministry volunteers.
7. Develop a personal philosophy of children's ministry to utilize in the local church.
8. Recognize the importance for support ministry to the church and staff.
9. Understand the role of the children's minister or children's ministry director in building an entire program focused upon the spiritual training of children

Required Texts

Gruber, Dick. Turning Your Children's Church into a Service. Springfield, Missouri: Gospel Publishing House, 1992.

Jutila, Craig; Jim Wideman, etc. Children's Ministry That Works! Loveland, Colorado: Group Publishing, 2002.

Yount, Christine. Recruit and Nurture Awesome Volunteers. Loveland, Colorado: Group Publishing, 1998.

Weidman, Jim. Children's Ministry Leadership. Loveland: Group, 2003.

Course Requirements

Papers (except reflection paper) must be in the MLA format (double spaced, 12 pt font, 1 inch margins, marked references, bibliography, with title page)

1. *Readings*: Read assigned books and supplementary materials. Ten surprise quizzes (10 points each) will be given throughout the semester. These quizzes will consist of one question: "Did you read the assigned reading in its entirety?" If a student misses a quiz, it cannot be made up.
2. *Participation*: Actively attend class. This means that students will participate in class activities and discussions, without working on other things. Various in-class activities will be awarded points. If a student misses an activity, it cannot be made up.
3. *Reflection paper*: Write a two-page reflection of the ministry that you (or someone else that you interview) received as a child. Reflect on its importance. Resources are not necessary.
4. *Interview paper*: Interview two children's pastors about his/her philosophy and how it is implemented into his/her ministry to children. The student is to pick two very different churches, based on one or all of the following differences: the size of the congregation, the ethnic makeup of the congregation, the demographic location (rural, urban, and suburban). This paper is to include a short description of each church. Interviews do not have to be done in person, since you are not permitted to choose one within 20 miles of SAGU. Also, one of the churches must be outside Texas. This will take some research on the part of each student. Students may find large churches by calling a district office (find contact info. at www.ag.org) and inquiring about large churches with children's ministry programs. Inform the district contact that you are a Southwestern children's ministry student doing research. The paper is to be 6 pages long (7 if counting title page).
5. *Mission/vision*: Create a one-page mission/vision that will be the basis of your paper described in #7.
6. *Articles*: Gather a minimum of 5 newspaper or magazine clippings concerning children. One article may be from the internet. You must include a copy of the article (photocopies covered under copyright laws for personal use) or printout of the web pages. You must also include a half-page summary of the article and why you feel it is important. Staple together. MLA not required.

(you are sharing your heart; you are demonstrating an ability to apply information to children's ministry; you are writing to show a potential boss that you are a student of effective child. Min)

7. *Philosophy paper:* Write a 5-page paper (6 if counting title page) describing your philosophy of children's ministry. You must have at least 5 references, one being the Bible. Follow MLA criteria.
(*OUTLINE, use testimony paper, use one-page paper, start with general philos. Of child min before moving to specific*)

8. *Group presentation:* With a small group of students, you will create and demonstrate a media presentation to be used in one of these ways: recruiting people for children's ministry, informing people of the importance of children's ministry, or simply promoting children's ministry. The context of the presentation is to be within the church. The media of the presentation may be video, drama, or digital photos / power point. Please make sure that you have copyright permission on items you use and indicate those copyrights within your presentation. If it is a teacher training PowerPoint, please include outline. If it is a promotional PowerPoint, please include brief description of the area you are promoting and the reason. If using power point, include a printout and description for professor. This assignment will be graded by the others in your group, a few randomly-selected students in the audience, and the instructor. Their scores will be averaged together to calculate the grade. Presentations must be at least 10 minutes in length, but no more than 15 minutes.

9. *Portfolio and topic sheets:* Create a 3-ringed children's ministry portfolio. Begin by buying a 2" folder with a slip cover. Within this notebook should be included items #s 3-8 (above). You will also create 4 one-page topic sheets to be included in the portfolio. The topic sheets are to include what you believe to be the most important understandings of specific topics covered in the course. The sheets do not have to be written like a paper. It would be best if you do bulleted items, and it would be nice if you include a graphic on each page. Creativity and uniformity are important. You will add to this portfolio in other children's ministry classes.

10. Final exam (presentation of your portfolio).

Grading

Grading	
5 Articles and summaries	10% (5 x 20 pts = 100)
Children's pastor interviews	15% (150 points)
Personal Reflection Paper	3% (30 points)

Grading Scale	
900-1000	A
800-899	B
700-799	C

Mission/Vision	2% (20 points)
Philosophy of Ministry Paper	20% (200 points)
Media Presentation	20% (200 points)
In-class assignments	10% (100 points)
Assigned readings	10% (100 points)
Final exam	10% (100 points)

600-699	D
Below 600	F

Class Calendar and Due Dates

Aug 31 – Wed Class Introduction
 Foundations of Children’s Ministry: Building a program to develop World-champion Kids and Coaches

Section 1: The Passion

Sep 2 – Fri Philosophy and Purpose: Why should anyone recruit and train Children?

Due: Bring a scripture to class that supports the topic

Sep 5 – Mon Principles and Priorities: What do we want to accomplish in this program?

Due: Read Chapter 1, Jutila; Chapter 3, Yount

Sep 7 – Wed Possibilities and Projections: How can we create an environment to develop children into spiritual world-champions?

Due: 2-page reflection paper

Section 2: The Players

Sep 9 – Fri Prevention and Protection (part 1): How can we make this a safe program?

Due: Read Chapter 3, Jutila

Sep 12 – Mon Prevention and Protection (part 2): How can we protect the children from injury?

Sep 14 – Wed Prescription and Provision (part 1): How will we care for the special needs of children?

Due: Article #1

Sep 16 – Fri Prescription and Provision (part 2): How will we care for children who have been injured?

Sep 19 – Mon Post-moderns and Pre-teens: What do we have to know about today’s child?

Due: Article #2

- Sep 21 – Wed Penalties and Pardons: How do we help children learn the rules and boundaries?
- Sep 23 – Fri Praise and Put-downs: How can we most effectively help children feel loved and successful?
Due: Paper – Children’s pastor interviews
- Sep 26 – Mon Process and Potential: What can each child become, and how do we methodically get them there?
- Sep 28 – Wed Performance and Production: How will we know that children are growing into world-champions?
Due: Article #3

Section 3: The Parents

- Sep 30 – Fri Partnership and Promotion: How can we best combine efforts with the home program and promote each parent’s role as the primary trainer in the lives of the children?
Due: Read Chapter 5, Jutila
- Oct 3 – Mon Preparation and Provision: How can we train parents to fulfill their roles for every stage of their children’s lives and provide them with resources that will help them?
Due: Paper: Mission / Vision for children’s ministry
- Oct 5 – Wed Payoff and Penalty: Why is it so important to include parents and families in our program?

Oct 7 – Fri FALL BREAK

Section 4: The Personnel

- Oct 10 – Mon People:
Due: Read Chapter 1, Yount
- Oct 12 – Wed Positions and Partners: What is the best way to organize the needs of the program and the structure of the staff?
Due: Read Chapters 4 & 5, Yount
- Oct 14 – Fri Prospects and Persuasion: How can I identify future children’s workers and help them join my staff?
Due: Read Chapter 6, Yount; Chapter 12, Wideman
- Oct 17 – Mon Preparation and Practice: What should I do to help my staff feel equipped and successful in developing children into world-

champions?

Due: Read Chapter 7, Yount; Chapter 2, Jutila

Oct 19 – Wed Perks and Pampering: What benefits should be included with each position, and what can I do to communicate appreciation?
Due: Read Chapter 8, Yount

Oct 21 – Fri Pitfalls and Phobias: What types of challenges might arise on my staff, and what can I do about them?
Due: Article #4

Section 5: The Program

Oct 24 – Mon Parts and Pieces: What specific components and pieces of components must we have to develop world-champion kids?
Due: Read Chapters 1-4, Gruber

Oct 26 – Wed Periods and Pauses: What unique times will allow or require us to create innovative programming?
Due: Read Chapters 5-8, Gruber

Oct 28 – Fri Progressions and Plateaus: How can we evaluate the parts of our program and make necessary changes?
Due: Reach Chapters 9-11, Gruber

Oct 31 – Mon Premises and Places: Is the physical layout and décor appealing to children and parents?
Due: Article #5

Nov 2 – Wed Pedagogy and Preference: Is every aspect of the program done with specific purposes/objectives to develop the child?

Nov 4 – Fri Promotion and Propaganda: How do we promote our program in order to attract more children to be developed into world-champions?

Nov 7 – Mon Policies and Procedures: What do we need to do in order to be organized, safe, and efficient?

Nov 9 – Wed BREAKTHROUGH CONFERENCE

Nov 11 – Fri Pockets and Purses: How do we fund our program and manage our resources most effectively?
Due: Paper – Philosophy of children’s ministry

Section 6: The Professional

- Nov 14 – Mon Personal Priorities and People Perspiration
Due: Read Chapters 1-3, Wideman
- Nov 16 – Wed Pastoring Parishioners and Precision Packing
Due: Read Chapters 4-5, Wideman
- Nov 18 – Fri Procrastinated Planning and Promptness Perfection
Due: Read Chapters 6-7, Wideman
- Nov 21 – Mon Pressure Pains and Private Perseverance
Due: Read Chapters 8-11, Wideman
- Nov 23 – Wed THANKSGIVING BREAK
Nov 25 – Fri THANKSGIVING BREAK
- Nov 28 – Mon Pursuit Pace and Progress Paralysis
Due: Read Chapters 13-14, Wideman
- Nov 30 – Wed Prayer Posture and Presentable Personality
Due: Read Chapters 15-16, Wideman
- Dec 2 – Fri **Psalm 78**
- Dec 5 – Mon **Due: Group presentations**
- Dec 7 – Wed **Due: Group presentations**
- Dec 12 – Mon **Final Exam (10am)**

Class Policies

1. Class Attendance

Southwestern’s on-campus academic program is designed as an in-class learning experience. In this type of instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the student’s knowledge, skills, understanding, and appreciation of the subject matter. Therefore, students are required to maintain regular and punctual class attendance.

Absences which exceed twenty percent (20%) of the number of times that a class meets per semester, (8 absences for classes meeting 3 times per week, 6 absences for classes meeting 2 times per week, and 3 absences for classes meeting 1 time per week), regardless of the nature or reason for the absences, will result in the student being administratively dropped automatically from the course, receiving a grade of “W”. The student will

be assessed the established course withdrawal fee. A student who is absent from a class is totally responsible to make the appropriate advanced arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments based upon the reason for a student's absence and when the make up work must be completed. However, no point reduction will be assessed to a student's final grade for absenteeism.

2. Tardy

Students missing fifteen minutes of a class will be counted as absent for that session. Every three tardies acquired in classes that meet three times a week and every two tardies acquired in classes that meet twice a week will be considered as an absence. The student is responsible, at the end of class, to identify his/her tardiness to the professor.

3. Class Assignments

If the student is absent on the day an assignment is due, it is that student's responsibility to turn in the assignment by class time.

If an unplanned event (extended chapel) should impact a class period in which an assignment is due, the assignment must be submitted before 4:00pm or it will be counted as late.

Presentations will not be accepted late. Written assignments will be marked down 10% for each day late.

Office Hours and Availability

I am available to meet with you during regular office hours (MWF 2:45-4:45pm; TT 4:00-5:00pm), or by special appointment at other times. Be sure to seek help immediately if you are having difficulty with this course. I am here to help you.

Sometime during the semester, you will be invited to the Daugherty home, either as a class or in small groups. We look forward to getting to know you better.

If you misplace your syllabus or other assignment sheets, see the instructor's website (www.Darren.Daugherty.net).

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