

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
ED 621	Teaching Children for Faith Formation	<b>Prerequisite: none</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Alice Kung, MA	<b>First Day of Classes:</b>	September 8, 2021
<b>Days:</b>	Mondays	<b>Email:</b>	akung@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 19, 2021
<b>Time:</b>	5:30-8:30pm	<b>Phone:</b>	403-410-2000 ext. 6941	<b>Last Day to Withdraw:</b>	November 22, 2021
<b>Room:</b>	L2084	<b>Office:</b>	L2060	<b>Last Day to Apply for Extension:</b>	November 23, 2021
<b>Lab/Tutorial:</b>	n/a	<b>Office Hours:</b>	Fridays, 9:00am-4:00pm	<b>Last Day of Classes:</b>	December 13, 2021
<b>Final Exam:</b>	none				

### Course Description

*Students will develop skills in teaching children. This course includes attention to goals, methods, classroom management, audio-visual media and use of curriculum for the church's ministry to children and families. Strategies for training and empowering volunteer teams to teach children will also be addressed.*

### Program Outcomes

*This course aligns with and is meant to help fulfill the four outcomes for graduates of the School of Ministry. Graduates of the School of Ministry at Ambrose University are engaged in God's redemptive work in the world as:*

- 1. Devoted disciples who have a growing passion for relationship with God. They experience life in Christ and pursue communion with the Triune God.*
- 2. Faithful interpreters who have a love of the Scriptures and seek to interpret them thoughtfully and reverently. They also love God's world and seek to apply their interpretation of the Scriptures in ways that are contextually appropriate.*
- 3. Christian thinkers who are insightful and careful theologians. They express their understanding of God in ways that engage the depth and breadth of the Christian tradition.*
- 4. Servant leaders who are courageous, compassionate, and humble followers of Jesus. They serve in roles such as pastors, development workers, entrepreneurs, and church planters, both locally and internationally.*

## Expected Learning Outcomes

Having completed this course with competence, the student will be able to:

1. Describe the physical, psychosocial, cognitive, moral, and spiritual development and the potential and needs of children from birth to age 12.
2. Design developmentally appropriate instructional plans and evaluate and adapt existing curriculum for use in a children's ministry setting.
3. Distinguish between the roles of church and family in a child's faith formation.
4. Using personal connection or online resources to investigate faith formation in children
5. Identify strategies for:
  - a. implementing appropriate classroom management
  - b. including children with special needs
  - c. empowering volunteers to implement strategies in children's ministry

## Textbooks

Chapman, Kathleen, Teaching Kids Authentic Worship. Baker Books: Grand Rapid, 2003

Klumpenhouwer, Jack, Show Them Jesus. New Growth Press: Greensboro, 2014

May, Scottie, et al, Children Matter: Celebrating Their Place in the Church, Family and Community. William B. Eerdmans Publishing Company: Grand Rapids, 2005.

Dr. Powell, Kara E and Dr. Clark, Chap, Sticky Faith, Zondervan: Grad Rapid, 2011.

Scazzero, Peter, Emotional Health Spirituality: unleash a revolution in your life in Christ. Nashville, Tn: Thomas Nelson, 2006

## Course Schedule

	Topic	Due
1. Sept. 13	Overview of the course/syllabi Do you really know the children? Post-Pandemic Children Ministry	
2. Sept 20	Introduction: Metaphors for Teaching, Ages and Stages & The power of Story and Learning Style	<b>Due:</b> Read Children Matter Part I
3. Sept. 27	Class Discussion on Emotional Healthy Spirituality & impacts on teaching children	<b>Due:</b> Critical Book Review (Emotional Healthy Spirituality)  Children's Spiritual Experience Questions
4. Oct. 4	Review and reflect on the reading on Children Matters Part II and Sticky Faith	<b>Due:</b> Read Children Matter Part II; Critical Book Review (Sticky Faith)
5. Oct. 18	Review and reflect on the reading on children matters Part III and Teaching Kids Authentic Worship	<b>Due:</b> Read Children Matter Part III
6.Oct 25	Review and reflect on the reading Teaching Kids Authentic Worship	<b>Due:</b> Critical Book Review : Teaching Kids Authentic Worship

7.Nov. 1	Special Guest Speaker on Faith Formation of Children.	
6.Nov 15	Review and reflect on Children Spiritual Formation analysis Assignment	<b>Due:</b> Children Spiritual Formation Analysis
7.Nov 22	Teaching Lesson Plan	Due: Unit Plan
8. Nov 29	Teaching Lesson Plan	
9. Dec 6	Conversation on Show Them	<b>Due:</b> Teaching Reflection Paper Reading on Show Me Jesus
10. Dec 13	Jesus and other current teaching material for CM (Gen Alpha)	<b>Due:</b> Final Book Report Reading provided on Module

## Requirements:

### Course Assignments

1. Critical Book Reviews & presentation: (total 30%)

**Due:** September 27, October 4 , October 25, Dec 13

a) Read and respond to the ***Emotional Healthy Spirituality*** and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. **Due September 27, 2021 (10%)**

b) Read and respond to the ***Sticky Faith*** and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due October 4, 2021 (10%)**

c). Read and respond to the ***Teaching Kids Authentic Worship*** and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due: October 5, 2021 (5%)**

d) Read and respond to a book selected by you and approved by the professor. **Due Dec 13, 2021(5%)**

2. Children Spiritual Formation Analysis: 20%

**Questions Due:** September 27, 2021

**Final Assignment due:** November 15, 2021

Students will discover how faith formation takes place in a child's life with the similar age group of children. Your job is to *explore the lived experience of faith in a child's life and examine some of the ways in which a child's experience at home and at church may encourage growth in their faith in Christ.* (i.e. How does this child experience God?)

Students will develop a series of questions and activities to explore the development of a child's faith. Include questions and activities that help you determine the cognitive and physical limitations of the child and how these areas affect the child's knowledge, spiritual awareness and moral growth.

Students will look for patterns and articulate what is observed in each child interviewed. It may be helpful to watch the teaching of a Sunday School lesson and interview the children one by one immediately after the lesson is taught.

3. Create a unit plan 20%

**Due:** November 22, 2021

Determine a theological or biblical principle that you want to teach in a local church. Then, prepare a one month unit plan that could be used for Sunday morning ministry OR a one week unit plan that could be used for a day camp. Be sure to include the target age group, unit theme (including weekly lesson titles), goals, learning outcomes, instructional strategies and required materials. This should be presented in a chart format. For those in agreement, a copy of each unit will be made available for each student in the class.

4. Teach a lesson: 20%

**Teach Lesson** Due: November 29, 2021 (10%)

**Teaching Reflection** Due: December 6, 2021 (10%)

Use one of the lesson from your unit outline to teach to the students in this class. This lesson will have clear objectives and will fit logically into the unit you have submitted

This lesson must indicate the biblical focus, age group you will teach to, objectives, materials and procedure (ie. lesson outline).

**Attendance: 10%**

*There will be a variety of reading, including Children Matter by Scottie May et al, taking place throughout the semester (outside of the assigned texts). Students are expected to come prepared to discuss readings and participate in all class discussions.*

*When we discuss readings each class, students are expected to come prepared to comment on the following:*

- *What stood out for you in the reading?*
- *What are your take-aways?*
- *What do you agree/not agree with?*

*In order to benefit from this course and to best prepare you for a vocation in Children's Ministry, you must attend all classes. A student who misses more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.*

## Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

course work submitted after the revised due date provided by an approved extension to coursework.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

**Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.