

Course ID:	Course Title:	Fall 2023
ED 621	Teaching Children for Faith Formation	Prerequisite: none
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Alice Kung, MA	First Day of Class:	September 11, 2023
Days:	Monday	Email:	akung@ambros.edu	Last Day to Add/Drop:	September 17, 2023
Time:	5:30-8:30pm	Phone:	403-407-9502	Last Day to Withdraw:	November 20, 2023
Room:	L2084	Office:	L2060	Last Day to Apply for Coursework Extension:	November 23, 2023
Lab/Tutorial:	N/A	Office Hours:	Tuesday, 9am-4pm	Last Day of Class:	December 11, 2023
Final Exam:	N/A				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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.

Expected Learning Outcomes

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

- Describe the physical, psychosocial, cognitive, moral, and spiritual development and the potential and needs of children from birth to age 12.*
- Design developmentally appropriate instructional plans and evaluate and adapt existing curriculum for use in a children's ministry setting.*
- Distinguish between the roles of church and family in a child's faith formation.*
- Using their own connections or online resources to investigate faith formation in children*
- 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

Barna Report, Children's Ministry in a New Reality. Barna & Awana 2022
 Chapman, Kathleen, Teaching Kids Authentic Worship. Baker Books: Grand Rapid, 2003
 Larson, Mimi L, et al, Children's Spirituality. ZondervanReflective: Grand Rapids, 2020.
 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. 11	Overview of the course/syllabi Do you really know the children? Post-Pandemic Children Ministry & Gen Alpha	
2. Sept 18	Ages and Stages & The power of Story and Learning Style Foundations for Engaging Children's Spirituality	Due: Read Children's Spirituality Section 1 (Chapter 1-4)
3. Sept. 25	Class Discussion on Emotional Healthy Spirituality & impacts on teaching children The Environments that shape a child's spirituality	Due: Critical Book Review (Emotional Healthy Spirituality) Read Children's Spirituality Section 2 (chapter 5-8) Game Proposal
4. Oct. 2	Review and reflect on the reading on Children's spirituality Section 3	Due: Read children's spirituality section 3)chapter 9-11)
5. Oct. 16	Review and reflect on the reading on Sticky Faith	Due: Critical Book Review (Sticky Faith)
6.Oct 23	Review and reflect on the reading on Children's Spirituality Section 4& 5	Due: Read Children's Spirituality section 4 & 5 (Chapter 12-16)
7.Oct 30	Review and reflect on the reading Teaching Kids Authentic Worship	Due: Critical Book Review :Teaching Kids Authentic Worship
6.Nov 13	Special Guest Speakers on Faith Formation of Children.	Guest Speaker: Jennifer Osmond Escalante & Hanneke Wiebe-Boerse
7.Nov 20	Reflection on the lesson plan	Due: Unit Plan

8. Nov 27	Conversation on “Children’s Ministry in a new reality’ & “Going Deep – taking children into the spiritual depths with God”	Due: Read Children’s Ministry in a new reality
9. Dec 4	Presentation on the Group Project	Due: Group Project
10. Dec 11	Time to Update: 7 Areas to Integrate Digital Discipleship into your Children’s Ministry Strategy	Due: Personal Reflection Paper on Group Project

Requirements:

Course Assignments

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

Due: September 25, October 16 , October 30

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 25, 2023 (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 16, 2023 (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 30, 2023 (10%)**

d) Read and respond to a book selected by you and approved by the professor. **Due Dec 11, 2023(10%)**

2. Create a unit plan 20%

Due: November 20, 2023

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.

3. Group Project on using tabletop game to teach children about the bible (40%)

Written Report: 20% (Due: Dec 4)

Presentation: 10% (Due: Dec 4)

Personal Reflection Paper: 10% (Due Dec 11)

The goal of this project is to design or mod a tabletop game or simulation that can be used as an educational tool for Children Christian Education. Students incorporate their knowledge and perceptions about children's spirituality and bible stories to create an original, engaging, educational, and entertaining game. This is a semester-long project that includes activities in-class. To conduct this project, students form groups of up to four members.

The game you design:

- (1) should be not only fun and interactive but also instructive;
- (2) must cover key biblical concepts to ensure it functions as an effective teaching tool;
- (3) can be either newly designed from scratch or modified from a commercial game to align with the course's learning objectives;
- (4) should have a theme, layout, and design related to the course's focus—teaching children for faith formation, regardless of what the students choose to simulate; and
- (5) should be creative, colourful, and organized.

The final prototype must present an actual playing board. You must create a physical board, game pieces, and written rules. The board can be crafted from any material, and the pieces can be handmade or repurposed from other games. They must also write clear game rules and provide enough elements to play the game from start to finish.

As an individual component of this project, students will submit a reflective report. The reflection paper neto reflect on how their understanding of teaching children faith formation concepts has evolved during the course of the project. By reflecting on successes, challenges, and potential improvements in your project work

Attendance:

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	Minimal Pass	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:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar>

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.

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/sas/writing-services>

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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