

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	SPRING/SUMMER, 2025
Course Title	ENGAGING THE NEXT GENERATION
Course Code	YMIN 0697 1S (SEMINARY) CHRI 3573 1S (UNDERGRADUATE STUDIES)
Date	From May 12, 2025 to May 16, 2025 (MONDAY TO FRIDAY)
Time	From 9:00AM to 4:00PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Monday to Friday from 9:00AM to 4:00PM.
Instructor	SARAH HAN, PhD
Contact Information	Email: shan@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext.8454
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale undergraduate students may enroll in this course under the following course code:

CHRI 3573

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

The Next Generation (early, middle, late and extended adolescence) is in a time of focused self-definition. They face “big questions” coloured by culture and their development. This course will identify how to bring the gospel to the Next Generation’s questions. Learning styles,

teaching strategies, and curriculum offerings are examined in relation to creative communication and teaching with adolescents. Special attention is given to their narratives and storytelling.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify the major issues that the Next Generation (early, middle, late, and extended adolescence) is facing, including the "big questions" related to faith, culture, and self-definition. *(Related to Assignments 1, 4)*
2. Distinguish the major cultural drivers that influence the values and beliefs of the Next Generation, analyzing how these drivers impact their spiritual development and worldview. *(Related to Assignments 1, 2, 4)*
3. Examine how the developmental tasks of early, middle, and late adolescents, as well as college-aged young people, affect their learning styles and receptivity to the gospel. *(Related to Assignments 1, 2, 5)*
4. Develop a strategic and contextually aware one-year ministry plan that effectively engages the Next Generation through relational, creative, and educational approaches. *(Related to Assignment 5)*
5. Employ effective communication skills tailored to the Next Generation, including sharing a clear and authentic gospel message that resonates with their experiences and questions. *(Related to Assignment 3)*
6. Apply storytelling techniques to creatively engage the Next Generation, incorporating their narratives and using culturally relevant methods. *(Related to Assignments 2, 3)*

III. COURSE REQUIREMENTS

A. REQUIRED READING

Crouch, Andy. *The Life We're Looking For: Reclaiming Relationship in a Technological World*. First Edition. New York: Convergent Books, an imprint of Random House, 2022.

Everts, Don and Doug Schaupp. [*Once Was Lost: What Postmodern Skeptics Taught Us About Their Path to Jesus*](#). Downers Grove: InterVarsity Press, 2008.

Hall, Chad W., Bill Copper, and Kathryn McElveen. *Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith*. Hickory, NC: Coach Approach Ministries, 2009.

Newbigin, Lesslie. [*The Gospel in a Pluralist Society*](#). Grand Rapids: Wm. B. Eerdmans Publishing Co., 1989. (select chapters: Chapters 1-3 and 17-18)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

DeVries, Mark. [Family-Based Youth Ministry](#). Revised and Expanded. Downers Grove: InterVarsity Press, 2015.

Hiemstra, Rick., Lorianne Dueck and Matthew Blackaby. [Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada \(Electronic/PDF\)](#). Toronto: Faith Today Publications, 2018.

Powell, Kara Eckmann. *Future-Focused Church: Leading through Change, Engaging the next Generation, and Building a More Diverse Tomorrow*. Grand Rapids, MI: Baker Books, a division of Baker Publishing Group, 2025.

Powell, Kara Eckmann, Brad M. Griffin, and Cheryl A. Crawford. *Sticky Faith: Practical Ideas to Nurture Long-Term Faith in Teenagers*. Youth worker ed. Grand Rapids, MI: Zondervan, 2011.

Neufeld, Gordon, and Gabor Maté. *Hold on to Your Kids: Why Parents Need to Matter More than Peers*. Vintage Canada edition. Toronto: Vintage Canada, 2013.

Root, Andrew. [Faith Formation in a Secular Age: Responding to the Church's Obsession with Youthfulness](#). Ministry in a Secular Age. Grand Rapids, MI: Baker Academic, 2017.

Sayers, Mark. *Reappearing Church: The Hope for Renewal in the Rise of Our Post-Christian Culture*. Chicago: Moody Publishers, 2019.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Livestream Class Participation: 10 % of final grade

Read (prior to intensive) the assigned readers for class, come ready to discuss. Be prepared to share your response to the reading and/or possible application.

Participation: Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Resource Sharing Forum: Due during week of class; 20 % of final grade

This assignment is related to outcomes 2, 3, 4, 5.

We will have a Resource Sharing Forum where we can glean from each other's experiences and research. This forum will become a treasure trove of resources for ministering to the next generation. Every student must post onto the forum before midnight on Monday, Tuesday, Thursday, and Friday of the intensive. The forum topics will be as follows:

- **Monday:** Find a Podcast or YouTube channel on next gen ministries and listen to or watch one episode that is relevant to your interests. Write a post a 300-word summary about the Podcast/YouTube channel overall and what you gleaned from the specific material you listened to/watched. Please include the link for the podcast/YouTube channel.
- **Tuesday:** Find a sermon/message that was prepared with the next gen context in mind on YouTube - it can be a person preaching a sermon or a video that shares a message through animation, skits, etc. In 300 words, comment on how the message was communicated - what was done well in making the message stick? What could have been improved? What was your takeaway? Please link the YouTube link here along with your feedback.
- **Thursday:** Find a discipleship or bible study curriculum or book that is focused on next gen ministries and review the scope and content (most curriculums will have free samples on their websites). Write and post a 300-word summary of the curriculum, comment on the methodology, content, level of participation required in leading, etc. Please include a link to the material you are reviewing.
- **Friday:** Reflect on one creative way you have engaged the next gen in discipleship in the past - game night? retreat? field trip? gaming online? skits? Summarize what you did in 300 words and reflect on how effective you found that method of creative engagement, any testimonies that arose out of it, and what could be improved.

OR

Find an idea for creative engagement with next generation and share the idea here - a video of a skit? a game? a blog? Write and post a 300-word summary of what you discovered and how this could be a way of creatively engaging with the next gen. If you have a video or photos, please include them, we all love visuals

3. Communicating to the Next Generation: Due Thursday, May 14, 2025; 20% of final grade

This assignment is related to outcomes 5 and 6.

In Communicating to the Next Generation, it is important to be authentic to our experience of our relationship with Jesus and to clearly articulate the gospel of Christ. Prepare two parts for this assignment and seamlessly tie the two parts together to create a 5-minute mini message of the gospel of Jesus for a non-believing next generation listener.

- Part 1, Personal Jesus Story: Write a three-minute personal Jesus story (testimony) for a non-believing next generation listener using language that is understandable for anyone. Incorporate bible verses and/or themes.
- Part 2, Gospel Story Sharing: Write a two-minute “elevator speech” that explains “this is who Jesus is to me”. This should be a concise sharing of the gospel story and/or unpacking of a key bible verse related to salvation in Jesus.

During class everyone will be given five minutes to share their mini messages.

4. Vision for the Next Generation: Due on June 23, 2025; 20% of final grade; 5-7 pages.

This assignment is related to outcomes 1 and 2.

Read chapters 1-3 and 17-18 of *The Gospel in a Pluralist Society* and *The Life We’re Looking For* and reflect on key themes that will shape your vision in engaging the next generation. In engaging the readers, reflect on the following questions: How can the gospel be brought to the next generation and the questions and longings that they have? What are the unique challenges the next generation is facing in our culture? What is the posture of leadership that you want to take? What is the role of faith community as the “hermeneutic of the gospel”? etc.

5. Discipling the Next Generation: Due on July 28, 2025; 30% of final grade; 12-15 pages.

This assignment is related to outcomes 3 and 4.

In preparation for this assignment:

- Read *I Once Was Lost* and *Faith Coaching*
- Review your Vision for the Next Generation assignment
- Read all the posts in our Community Resource Sharing Forum

- Review material covered in class.

Integrating all that you have learned, create a one-year ministry plan on these questions and more. Include reflections on what has resonated with you the most from the course material and how you will practically implement some of your learnings into your personal growth as a leader

- What is your vision for how you will engage with the next generation?
- What will your relational engagement look like with your next gen leaders? Who will you invest into and what will that look like? How will you incorporate what you gleaned from *I Once Was Lost* and *Faith Coaching*?
- What creative ways will you engage with your next gen congregation, and how often: bible studies? weekly games nights? monthly special events? annual retreats? etc..
- What resources will you listen to equip yourself (podcast, YouTube)?
- How will you tell stories of the gospel to the next generation? What have you learned that you will implement?
- Who will be your accountability partners, mentor(s), prayer partners for you in your ministry? How will you engage with them?

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Livestream Class Participation	10%
Resource Sharing Forum	20%
Communicating to the Next Generation	20%
Vision for the Next Generation	20%
Discipling the Next Generation	30%
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Monday, May 12:

- Course Introduction and class introductions
- Major issues this generation is facing
- Engaging the Secular World

Tuesday, May 13:

- Communicating to the next generation
- Flow of speaking and Story-telling

- Embodied communication

Wednesday, May 14:

- Unique needs of the next generation
- Relationship-based engagement
- Developing a one-year plan

Thursday, May 15:

- Communicating to the Next Generation Mini-Message Sharing

Friday, May 16:

- Sound Theology
- Prayer
- Mission

V. SELECTED BIBLIOGRAPHY

Barna, George. *Real Teens*. Ventura, CA: Regal, 2001.

Basking, Julia, Newman, Lindsey. *The Notebook Girls*. New York, NY: Warner Books, 2006.

Bibby Reginald and Donald, Posterski. *The Emerging Generation: An Inside Look at Canada's Teenagers*. Toronto, ON: Irwin, 1985.

Bibby, Reginald and Posterski, Donald. *Teen Trends: A Nation in Motion*. Toronto, ON: Stoddard, 1992.

Bibby, Reginald. *Canadian Teens*. Toronto, ON: Stoddard, 2001.

Bibby, Reginald. *The Emerging Millennials*. Lethbridge, AB: Project Canada, 2009.

Bungay Stanier, Michael. *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever*. Toronto: Box of Crayons Press, 2016.

Clark, Chap. *Hurt 2.0*. Grand Rapids, MI: Baker Academic, 2012.

Clark, Jerusha. *Inside a Cutter's Mind*. Colorado Springs, CO: Think, 2007.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers Is Telling the American Church*. Oxford New York: Oxford University Press, 2010.

Devries, Mark. *Family Based Youth Ministry*. Downers Grove, IL: Inter Varsity Press, 2004.

Elkind, David. *All Grown Up and No Place to Go*. Reading, MA: Addison-Wesley Publishing, 1971.

Erikson, Erik. *Identity Youth and Crisis*. New York NY: Norton and Company, 1968.

Erikson, Erik. *Identity and the Life Cycle*, New York, NY: Norton and Company, 1980.

Gerali, Steve. *Teenage Guys*. Grand Rapids, MI: Zondervan, 2006.

Fields, Doug. *Purpose Driven Youth Ministry*. Grand Rapids, MI: Zondervan, 2013.

Frankl, Viktor E. *Man's Search for Meaning*. New York: Beacon Press, 2006.

Jones, Tony. *Postmodern Youth Ministry*. Grand Rapids, MI: Youth Specialties, Zondervan, 2001.

Hersch Patricia. *A Tribe Apart*. New York, NY: Ballantine Books, 1998.

Hiemstra, Rick., Lorianne Dueck and Matthew Blackaby. [*Renegotiating Faith: The Delay in Young Adult Identity Formation and What It Means for the Church in Canada*](#). Toronto: Faith Today Publications, 2018.

Howe, Neil and Strauss, Bill. *Millennials Rising*. New York, NY: Vintage, 2000.

McLaren, Brian. *The Church on the Other Side*. Grand Rapids, MI: Zondervan, 2000.

Muuss, Rolf. *Theories of Adolescence 6th ed*. New York, NY: Radom House, 1996.

Newbigin, Lesslie. *Foolishness to the Greeks: The Gospel and Western Culture*. Grand Rapids, MI: W.B. Eerdmans Pub. Co, 1986.

Overholt, L. David, Penner, James, *Soul Searching the Millennial Generation*. Toronto, ON: Novalis, 2005.

Overholt, Dave, *Reasons to Believe*. Hamilton, ON: Church on the Rock, 2001.

Parrott, Les. *Helping the Struggling Adolescent*. Grand Rapids, MI: Zondervan, Harper Collins 2014.

Ponton, Lynn. *The Romance of Risk*. New York, NY: Basic Books, 1997.

Powell, Kara. *3 Big Questions That Shape Your Future: A 60-Day Exploration of Who You Were Made to Be*. 1st ed. Grand Rapids: Baker Books, 2022.

Powell, Kara. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids: Zondervan, 2011.

Richards, Larry. *Youth Ministry*. Grand Rapids MI: Zondervan Publishing, 1985.

Robins, Duffy. *The Ministry of Nurture*. Grand Rapids, MI: Youth Specialties, Zondervan, 1990.

Robins, Duffy. *Youth Ministry Nuts and Bolts (revised and undated)*, Grand Rapids, MI: Zondervan, 2010.

Smith, Christian, Snell, Patricia. *Souls in Transition*. New York, NY: Oxford University Press, 2009.

Smith, Timothy, *The Seven Circles of Today's Teens*. Nashville, TN: Integrity, 2003.

Stanley, Andy. *The Seven Checkpoints*. Westmore, LA: Howard Publishing, 2001.

Stormmen, Merton, Jones, Karen E., Rahn, Dave. *Youth Ministry that Transforms*. Grand Rapids MI: Zondervan, 2001.

Vanderstelt, Jeff. *Gospel Fluency: Speaking the Truths of Jesus into the Everyday Stuff of Life*. Wheaton, IL: Crossway, 2017.

Taylor, Charles. *A Secular Age*. First Harvard University Press paperback edition. Cambridge, Massachusetts London, England: The Belknap Press of Harvard University Press, 2018.

Wilson, Paul Scott. *The Practice of Preaching*. Rev. ed. Nashville: Abingdon Press, 2007.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each individual assignment.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).