

*“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.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>INTERGENERATIONAL FAITH FORMATION</b>
<b>Course Code</b>	<b>SPIR / YMIN 0551 1S</b>
<b>Date</b>	From September 11, 2025 to December 5, 2024 Every Thursday
<b>Time</b>	From 11:15 AM To 2:05 PM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on Thursdays from 11:15 am to 2:05 pm.
<b>Instructor</b>	<b>JENNIFER ASPILLA, CSD, CSDS</b> Email: Jaspilla@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course examines historical, sociological, developmental, and theological underpinnings of spiritual formation in the context of children, youth, and family ministry. During this course, each student will have the opportunity to integrate knowledge from readings, lectures, and ministry context research into a cumulative final paper. The contents of this course may be applicable to spiritual directors, children, youth, and family ministers/workers, as well as grandparents and parents.

## II. LEARNING OUTCOMES

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

1. Identify the importance of Intergenerational Spiritual Formation within the context of the family and the local church gathering.
2. Identify the history of Intergenerational Formation in the Christian Church

3. Examine the faith development stages and their significance to spiritual formation/direction with children, youth and seniors.
4. Recognize a variety of available models such as, Contemplative Reflective, Pragmatic Participatory, Instructional Analytical, Media Driven Action Engagement and Intergenerational models.
5. Formulate practical ways with which to implement spiritual formation practices with all generations in their context.
6. Reflect upon their own journey of formation and how they may be called to minister to other generations.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Allen, Holly Catterton., and Christine Lawton Ross. [Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship.](#) 2nd ed. Downers Grove, IL: IVP Academic, 2023.

Jones, Timothy P. *Family Ministry Field Guide: How Your Church Can Equip Parents to Make Disciples*. Indianapolis, IN: Wesleyan Pub. House, 2011.

Lawson, Kevin E., and Scottie May, ed. [Children's Spirituality: Christian Perspectives, Research, and Applications.](#) Eugene, OR: Cascade Books, 2019.

Yaconelli, Mark. [Contemplative Youth Ministry: Practicing the Presence of Jesus with Young People.](#) London: SPCK Publishing, 2014.

*(If any of the above texts are not readily available, please contact professor for alternative titles).*

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Estep, James Riley, and Jonathan H. Kim. [Christian Formation: Integrating Theology & Human Development.](#) Nashville, TN: B & H Academic, 2010.

Mancini, Will. [Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement.](#) San Francisco, CA: Jossey-Bass, a Wiley Imprint, 2008.

Tyndale recommends [STEPBible](#) – 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. Attendance, Participation and Required Readings - 15% of Final Grade**

Each student is required to attend all lectures, read required texts, and participate in class discussions. Students will submit five follow-up questions related to the readings and class lectures at the end of each month.

Required: Three to five thoughtful questions incorporating thoughts presented in the lecture and/or readings presented prior to the due date.

**Due on: Fridays: Sept. 26, Oct. 17, Nov. 28**

**Grading rubric is posted on [classes.tyndale.ca](https://classes.tyndale.ca).**

**Penalty for late discussion questions:** “Late questions” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the question assignment would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

### **2. Reflection Paper - Due Friday, Oct 31, 2025, by 11:59pm; 20% of Final Grade**

Choose an essay from Lawson and May’s compilation, *Children's Spirituality: Christian Perspectives, Research, and Applications*. Write a four-page double spaced reflection paper exploring how the ideas expressed relate to your context.

### **3. Interview Presentations given Thurs. Nov 13, 2025 & Interview Paper - Due Fri. Nov. 14, 2025, by 11:59pm; 30% of Final Grade**

#### **i) Interviews**

The purpose of these interviews is to integrate theory with experiential learning. How do the ideas presented in class and required readings directly relate to the discipleship of individuals and families? Consent is needed from each interviewee and the consent form is provided at the end of the syllabus. Further details concerning consent and confidentiality of the interview will be discussed in class. You may utilize virtual engagement.

**Option A)** Interview 3 parents in your community context who display qualities you believe to be congruent with being a “Spiritually Formed Family”. Take note of any and all commonalities, and how these relate to your readings.

**Option B)** Interview 3 adults who have been spiritually instrumental in your life during a formative season. Take note of any and all commonalities and how these relate to your readings.

Some sample starter questions (feel free to create your own).

*Option A:*

- How do they raise their children?
- Are there any values that they particularly want to pass down to their children?
- What role does the church/church community play in the spirituality of their family?
- What role if any do extended family members have in the raising of their children?

*Option B:*

- Are they aware of the impact they had on your life in a formative season?
- Do they view themselves as a Paul, Barnabas or Timothy in others lives?
- Is there any specific value or skill they wish to pass along to others?
- Was there anyone particularly influential in passing along the faith to them?

## **ii) Present**

Present the themes you discovered to the class in a 7-minute presentation. Consider:

- a) What themes emerged?
- b) What you learned: Did anything surprise you? Why or why not?
- c) How this relates to your context of life and ministry?

## **iii) Submit**

Submit a 4-page paper double spaced that summarizes the themes outlined in the presentation and connects them to concepts presented in class and the required readings.

## **4. Final Integration Paper – Due Thurs. Dec. 11, 2025, by 11:59pm; 35% of Final Grade**

This final paper, 10 pages in length (double spaced), will be a synthesis of all accumulated learning throughout this course including required readings, lectures, interviews, and assignments.

- a) Identify a concept learned in this course, illustrate how this concept is critical to intergenerational formation.
- b) Utilizing Will Mancini's, "Vision Frame", illustrate how this will be expressed in your personal ministry context.

## **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Attendance, Class Participation, and Required Readings		15 %
2. Children's Spiritual Reflection Paper	Oct 31	20 %
3. Interviews: Presentation (15%) and Paper (15%)	Nov 13	30 %
4. Final Integration Paper	Dec 11	35 %
<b>Total Grade</b>		<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

##### Sept. 11: Introduction & Overview:

- **Main Topic:** Class framework (Kayak, Canoe, Ship); Read syllabus, discuss requirements for class work, participation and readings.

##### Sept. 18: Defining the Landscape

- **Main Topic:** Defining important terms; Children/Youth/Family Spiritual Formation in the current Canadian Context.
- **Related Readings:** Children's Spirituality; Pages 1-8; 159-171

##### Sept. 25: Following the Signposts Before Us

- **Main Topic:** Biblical/ Theological/Historical Foundations for Children and Spiritual Formation
- **Related Readings:** Children's Spirituality; Pages 34-45; 65-82
  - **Due Date:** Friday Sept 26: 3-5 Questions Assignment

##### Oct. 2: Formation Development 1 &2

- **Main Topic:** Infancy/ Child/Youth Faith Development Stages and Theories
- **Related Readings:** Children's Spirituality; Pages 83 -111; 231- 247

##### Oct. 9: Practical Pathways for Formation

- **Main Topic:** Practicing Awareness: Integrating Spiritual Disciplines and Spiritual Pathways
- **Related Readings:** Contemplative Youth Ministry

##### Oct. 16: Bringing it Home

- **Main Topic:** Family Formation: Spiritual Parenting, Family Ministry, Faith in the Home
- **Related Readings:** Family Ministry Field Guide; Children's Spirituality pages 177-192
  - **Due Date:** Friday, Oct. 17: 3-5 Questions Assignment

##### Oct. 23: Reading Week (No Class)

### **Oct. 30: One Generation to Another**

- **Main Topic:** Intergenerational Ministry; Church Gathering expressions Liturgy, Ministry, Community.
- **Related Readings:** Intergenerational Christian Formation; Children's Spirituality in Intergenerational Christian Settings by Holly Catterton Allen (pages 266- 284)
  - **Due:** Reflection Paper due by **Friday Oct. 31**, 11:59 p.m.

### **Nov. 6 Learning from One Another**

- **Main Topic:** Class Presentations on Interview Themes

### **Nov. 13 Ministry Praxis**

- **Main Topic:** Developing a Vision Frame for your Family or Ministries
- **Related Readings:** Family Ministry Field Guide
  - **Due:** Interview Reflection Paper due by **Friday Nov. 14**, 11:59 p.m.

### **Nov. 20: Ministry Praxis Part II**

- **Main Topic:** Intergenerational Spiritual Direction
- **Related Readings:** Contemplative Youth Ministry; Children's Spirituality Pages 196-213

### **Nov.27: Soul Care for Caregivers**

- **Main Topic:** How to ensure that as we are caring for the spiritual formation of others that we do not neglect our own.
- **Related Readings:** Contemplative Youth Ministry
  - **Due Date:** **Friday, Nov. 28:** 3-5 Questions Assignment

### **Dec. 4: From Maintenance to Mission**

- **Main Topic:** Where do we go from here? Exploring Missional opportunities in your context.
- **Related Readings:** Children's Spirituality Pages 388-402
  - **Due:** Integrative Final Paper due **Friday, Dec. 11**, by 11:59 p.m.

## **V. SELECTED BIBLIOGRAPHY**

Allen, Holly Catterton. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade, 2008.

Bakke, Odd Magne. *When Children Became People: The Birth of Childhood in Early Christianity*. Minneapolis, MN: Fortress, 2005.

Barna, George. *Transforming Children into Spiritual Champions*. Ventura, CA: Regal, 2003.

- Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual, and Relationship*. Grand Rapids, MI: Baker, 2010.
- Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. El Cajon, CA: Youth Specialties, 2004.
- Bengtson, Vern L. *Families and Faith: How Religion Is Passed down across Generations*. Oxford University Press, 2017.
- Berryman, Jerome. *Teaching Godly Play: How to Mentor the Spiritual Development of Children*. Denver: Morehouse Pub., 2009.
- Boyd, Jared Patrick. *Imaginative Prayer: a Yearlong Guide for Your Child's Spiritual Formation*. IVP Books, an Imprint of InterVarsity Press, 2017.
- Bunge, Marcia J. *The Child in Christian Thought*. Grand Rapids, MI: W.B. Eerdmans, 2001.
- Carlson, Gregory C., and Michael J. Anthony. *Perspectives on Children's Spiritual Formation: Four Views*. Nashville, TN: B & H Academic, 2006.
- Estep, James Riley, and Jonathan H. Kim. *Christian Formation: Integrating Theology & Human Development*. Nashville, TN: B & H Academic, 2010.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper San Francisco, 1995.
- Keeley, Robert J. *Helping Our Children Grow in Faith: How the Church Can Nurture the Spiritual Development of Kids*. Grand Rapids, MI: Baker, 2008.
- Lawson, Kevin E., and Scottie May. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade Books, 2019.
- MacBeth, Sybil. *Praying in Color*. Brewster, MA: Paraclete, 2009.
- MacBeth, Sybil. *Praying in Color (Kids' Edition)*. Brewster, MA: Paraclete, 2009.
- May, Scottie. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI: William B. Eerdmans Pub., 2005.
- May, Scottie. "Faith Like a Child | Christianity Today | A Magazine of Evangelical Conviction." *Christianity Today*. 18 Apr. 2012.  
<[http://www.christianitytoday.com/ct/2006/mayweb only/118-52.0.html](http://www.christianitytoday.com/ct/2006/mayweb%20only/118-52.0.html)>.

Morgenthaler, Shirley K. *Right from the Start: A Parent's Guide to the Young Child's Faith Development*. St. Louis: Concordia Pub. House, 2001.

Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters*. London: Church House, 2009.

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

Ratcliff, Donald, and Brenda Ratcliff. *Childfaith: Experiencing God and Spiritual Growth with Your Children*. Eugene, OR: Cascade, 2010.

Ratcliff, Donald, and Marcia G. McQuitty. *Children's Spirituality: Christian Perspectives, Research, and Applications*. Eugene, OR: Cascade, 2004.

Root, Andrew. *The End of Youth Ministry? Why Parents Don't Really Care about Youth Groups and What Youth Workers Should Do about It*. Grand Rapids, MI: Baker Academic, 2020.

## **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. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)**

- 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](https://classes.tyndale.ca).

## **D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

### **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### **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](https://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](https://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 ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@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 courses 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](#).

**TYNDALE UNIVERSITY – SEMINARY**

Fall 2025, SPIR / YMIN 0551 1S

**INTERGENERATIONAL FAITH FORMATION**

INSTRUCTOR: Jenn Aspillá, MDiv, CSD

**STATEMENT OF CONSENT TO PARTICIPATE IN SPIRITUAL FORMATION**  
**INTERVIEWS AS PART OF COURSE REQUIREMENTS**

I/We, \_\_\_\_\_ hereby  
give my/our consent to participate in the spiritual formation interview carried  
out by

\_\_\_\_\_

as part of a project fulfilling the course requirements for skill development  
purposes only. I/we understand that anonymity and confidentiality will be  
respected. There will be no formal recording of this interview. Names will not be  
used. I also understand that all information gathered will solely be used for the  
personal reflection paper, and a presentation to the class.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_