

*“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>Course</b>	<b>FOUNDATIONS OF MINISTRY WITH YOUTH</b> YMIN 0592 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 13 – APRIL 11, 2025 THURSDAYS 8:15 – 11:05 AM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>Rev. Dr. BLAIR D. BERTRAND</b> Telephone/voice mail: upon request Email: <a href="mailto:bbertrand@tyndale.ca">bbertrand@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Thursdays 8:15 – 11:05 AM.  Students may participate in live-streamed office hours: by appointment only.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

In the context of an ever-changing culture, youth workers must be ready to assess and develop ways of reaching and discipling today’s adolescents. This course is designed to present a theological, sociological, and philosophical foundation for youth ministry. One-third of the course is focused on understanding adolescents, one-third on building youth programs, and the last third on skills needed in youth ministry. This course is designed for both a foundation for professional youth workers, for lead pastors in small churches, camp directors and those counselling adolescents.

## II. LEARNING OUTCOMES

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

1. Discuss the inner world of adolescents as subjects in transition: searching for identity, expanding in thinking and questions in faith.
2. Explain the unique culture of the Canadian teens' outer world.
3. Evaluate specific teenage ministry models from around the world.
4. Describe basic group ministry skills in the areas of youth including outreach, spiritual growth, and leadership training.
5. Identify basic personal ministry skills in the area of youth communications, counseling, community building and volunteer empowerment.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Dean, Kenda Creasy. [\*Almost Christian: What the Faith of Our Teenagers is Telling the American Church\*](#). Oxford: Oxford University Press, 2010. ISBN 978-0195314847.

Devries, Mark. [\*Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It\*](#). Downers Grove, IL: IVP, 2008. ISBN 978-0-8308-3361-0.  
[There are print on demand copies of this book available as well]

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. ISBN 978-1-5409-6269-0.

One of the following (for a book review assignment):

Chromey, Rich and Stephanie Caro. *Thriving Youth Ministry in Smaller Churches: Secrets for Cultivating a Dynamic Youth Ministry*. Simply Youth Ministry, 2009. ISBN 978-0-7644-4051.

Drury, Amanda. [\*Saying is Believing: The Necessity of Testimony in Adolescent Spiritual Development\*](#). Downers Grove, IL IVP Academic, 2015. ISBN 978-0-830840656.

Sorenson, Jacob. *Sacred Playgrounds: Christian Summer Camp in Theological Perspective*. Eugene, OR: Cascade Books, 2019. ISBN 978-1-5326-9462-2.

Stucky, Nathan. *Wrestling with Rest: Inviting Youth to Discover the Gift of Sabbath*. Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2019. ISBN 978-0-8028-7626-3.

Yarhouse, Mark and Julia Sadusky. [\*Emerging Gender Identities: Understanding the Diverse Experiences of Today's Youth\*](#). Grand Rapids, MI: Brazos Press, 2020. ISBN 978-1-58743-434-1.

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

Tyndale recommends [www.stepbible.org](http://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. 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

## **D. 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](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Case Study Reflection Paper: Due February 13th. (20% of final grade).**

Using a case study provided by instructor, students will provide a responsive reflection based on the material from the introductory class (practical theology and youth ministry) and the Dean reading (*Almost Christian*). The case study will touch on aspects outlined in Learning Outcomes #3 and #4.

**2. Critical Book Review: Due on date of presentation (see schedule). 30% of final grade.**

Provide a careful and thorough examination of the basic issues(s) at stake in one of the books listed in the Required Readings (Chromey/Caro, Drury, Sorenson, Stucky, Yarhouse/Sadusky). Evaluate critically the relative strengths and weaknesses of the author's case. Do not merely summarize, but rather seek to express the dominant issues and argument of the work as it pertains to your specific ministry context. The review should be 6-7 pages in length, double-spaced. The work will display an awareness of the implicit or explicit understanding of adolescent identity presented in the book (Learning Outcome #1). As well, the review should include the ways that the book interacts with contemporary culture (Learning Outcome #2).

**3. Group Presentation: Due on date assigned for book (see schedule). 10% of final grade.**

Students will join with others who have read the same book for assignment #2 and prepare a 30-minute presentation that includes at least 10 minutes of discussion time. Logistics regarding group size etc. will get worked out in the first class. Since much of youth ministry is done in teams, this is an opportunity for students to work together and present to their peers important dimensions of what they have learned.

**4. Resource (liturgy/sermon or education): Due on April 17th. (40% of final grade).**

Students will create a resource that engages significantly with one of the following in the context of youth ministry: outreach, spiritual growth, leadership training, youth communications, counseling, community building and volunteer empowerment (Learning Outcomes #4 & #5). This resource will take the form either of liturgy/sermon or an educational resource. The weight of evaluation focuses on the theological and cultural foundations of the resource and not the actual performance of the resource. Students should focus on who they view as the primary audience and on the beliefs and the culturally contextual assumptions of that group. This contextualization allows students to tailor their assignment to whatever cultural context they believe they will minister in (both ecclesial and ethnic). Throughout the class students will examine exemplars of prayers/sermons and educational resources that they can use as the basis for the creation of their unique resource. More details for this 10–12 page (double spaced) assignment will come before Reading Week.

**F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Case Study Reflection	20 %
Critical Book Review	30 %
Group Presentation	10 %
Sermon/Resource	40 %
Total Grade	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

- 12 pt Arial or Times New Roman or Calibri
- Double spaced
- Student name and assignment title in header
- Page number in footer
- 1-inch margins
- Footnote using Chicago Manual of Style

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### 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.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

### 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 ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## I. 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.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

#	Date	Subject	Reading	Assignment
1	Jan 16	Youth Ministry as a Form of Practical Theology	Devries, <i>Sustainable Youth Ministry</i> , 9-28.	
2	Jan 23	Worshipping at the Church of Benign Whatever-ism	Dean, <i>Almost Christian</i> , pp ix-42.  Devries, <i>Sustainable Youth Ministry</i> , 29-39.	

<b>3</b>	Jan 30	Claiming a Peculiar God-Story	Dean, <i>Almost Christian</i> , pp. 43-106.  Devries, <i>Sustainable Youth Ministry</i> , 40-50.	
<b>4</b>	Feb 6	Cultivating Consequential Faith	Dean, <i>Almost Christian</i> , pp. 107-216.  Devries, <i>Sustainable Youth Ministry</i> , 51-56.	
<b>5</b>	Feb 13	Goods and Youth Ministry	Root, <i>End of Youth Ministry</i> , ix-50.  Devries, <i>Sustainable Youth Ministry</i> , 57-73.	
<b>6</b>	Feb 20	<b>Reading Week</b>		
<b>7</b>	Feb 27	Identity, Transformation, and Youth Ministry	Root, <i>End of Youth Ministry</i> , 51-91.  Devries, <i>Sustainable Youth Ministry</i> , 74-89.	Case Study Reflection Paper
<b>8</b>	Mar 6	Moving from good to Good: Happiness, Joy, and Youth Ministry	Root, <i>End of Youth Ministry</i> , 93-142.  Devries, <i>Sustainable Youth Ministry</i> , 90-106.	
<b>9</b>	Mar 13	Testimony (Youth Ministry and Stories of Joy)	Root, <i>End of Youth Ministry</i> , 143-170.  Devries, <i>Sustainable Youth Ministry</i> , 107-123.	Presentations on Drury

<b>10</b>	Mar 20	Camp/Mission (Youth Ministry and Transcendence)	Root, <i>End of Youth Ministry</i> , 171-180.  Devries, <i>Sustainable Youth Ministry</i> , 124-139.	Presentations on Sorenson
<b>11</b>	Mar 27	Relationships/Sex/Gender (How Youth Ministry Affects Identity)	Root, <i>End of Youth Ministry</i> , 181-204.  Devries, <i>Sustainable Youth Ministry</i> , 140-158.	Presentations on Yarhouse and Sadusky
<b>12</b>	Apr 3	You Died Too Soon (Youth Ministry and Cruciform Practices)	Root, <i>End of Youth Ministry</i> , 205-225.  Devries, <i>Sustainable Youth Ministry</i> , 159-174.	Presentations on Stucky
<b>13</b>	Apr 10	Sabbath/Work (Flourishing in the Limits of Humanity)	Devries, <i>Sustainable Youth Ministry</i> , 175-218.	Presentations on Chromey and Caro

## V. SELECTED BIBLIOGRAPHY

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

Additional bibliography available on the first day of class.