

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Continuing Education Course
Springfield, Missouri
October 10-11, 2003

PTH 640 CHILDREN'S MINISTRY: HOW CHILDREN LEARN
(1 Credit)

Johanna Townsend M.T.S.

Fall 2003

COURSE SYLLABUS

COURSE DESCRIPTIONS

A comprehensive course providing an overview of current research being done in human learning development, and its impact on childhood education. Attention will be given to how such research can and should affect children's ministry within the local church. Modern cultural influences, contemporary ministry trends, development of resources, and age appropriate lesson preparation and analysis will also be considered.

COURSE OBJECTIVES

1. Develop an understanding of childhood learning development including the role of spiritual formation.
2. Understand the changing needs of children in the contemporary world.
3. Appreciate current insights in brain studies and learning development research and how they impact childhood education.
4. Recognize basic and alternative methods of age appropriate lesson designs available for preschool and elementary children.
5. Gain increased competence in the essential elements of lesson preparation.
6. Comprehend the impact a well defined lesson preparation has on children's ministry.
7. Develop the practice of collecting children's ministry resources—including periodicals, books, games, manipulatives, curriculum and lesson enhancers.
8. Improve the ability to evaluate lessons, to maximize effective factors and minimize ineffective ones in lesson preparation.

REQUIRED TEXTBOOKS

Richards, Lawrence O., Bredfeldt, Gary J. *Creative Bible Teaching*. Chicago: Moody Press, 1998.

Strong, Richard W., Harvey F. Silver and Matthew J. Perini. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA.: Association for Supervision and Curriculum Development, 2000.

RECOMMENDED TEXTBOOKS

Richards, Lawrence O. *Children's Ministry: Nurturing Faith within the Family of God*. Grand Rapids, MI.: Zondervan Publishing, 1983.

Tolbert, La Verne. *Teaching like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI.: Zondervan Publishing House, 2000.

Clark, Robert E., Joanne Brubaker, and Roy B. Zuck, ed. *Childhood Education in the Church*. Chicago: Moody Press. 1986.

Choun, Robert J., and Michael S. Lawson. *The Christian Educator's Handbook on Children's Ministry: Reaching and Teaching the Next Generation*. Grand Rapids, MI.: Baker Books. 1998.

BASIC OUTLINE

1. Historical overview of ministry to children.
2. The impact of current cultural changes on ministry to today's children.
3. Brain research and insights into gender learning differences.
4. The importance of multiple intelligence studies in modern education.
5. Learning Styles and lesson development.
6. Personality Styles and emotional intelligence issues pertaining to learning development.
7. Interpreting the research of Piaget, Erickson and Fowler to understand spiritual formation.
8. Methods and styles of lesson preparation
9. Development and design of age appropriate lessons
10. Practical application of lesson designs and evaluation.

METHODOLOGY

This course will employ class discussion, lesson design exercises, advanced class preparation assignments, peer critique groups, video presentations, student presentations and lectures.

COURSE REQUIREMENTS

1. In the required textbook, *Creative Bible Teaching*, read chapters 5-14 and 17-20 and submit a two page typewritten paper evaluating the strengths, weaknesses, and areas or points of special interest to you.
This is due the first day of class October 10th.
2. Using the textbook *So Each May Learn*, read chapters 1, 2, 4, and 5 and take both the Multiple Intelligence Indicator for Adults (Appendix a, pp.101-104) and the Learning Styles Inventory for Adults (Appendix b, pp. 105-107). Be prepared to discuss the results of these inventories in class.
This is due on the first day of class October 10th.
3. Submit a 5-7 page paper or a project such as a video or power point presentation with writer's notes and/or lecture notes. The project or paper should design two separate lessons; one which matches the dominant learning styles and multiple intelligences of the student taking the course and the other designed to meet the needs of students with none/or few of the learning styles nor intelligences of the student taking the class (More explanation will be given in class).
This is due on December 11, 2003.

Submit all assignment to: AGTS Continuing Education
ATTN: Johanna Townsend
1435 N. Glenstone Avenue
Springfield, MO 65802
e-mail: agts-ext@agts.edu

GRADING PROCEDURE

Reading analysis	10%
Testing and evaluation exercises	10%
Class participation	10%
Paper or project	70%

SELECTED BIBLIOGRAPHY (Attached)

SPECIFIC DATA: Syllabus prepared by Johanna Townsend, April 6, 2003.

BIBLIOGRAPHY

- Clark, Robert, Joanne Brubaker, and Roy Zuck. Childhood Education in the Church. Chicago: Moody Press, 1975.
- Gurian, Michael. Boys and Girls Learn Differently. San Francisco: Jossey –Bass Publishing, 2001.
- Lefever, Marlene. Learning Styles. Colorado Springs, CO: David C. Cook Publishing, 1995.
- Levine, Mel. A Mind at a Time. New York: Simon and Sheester, 2002.
- Morgenthaler, Shirley. Right from the Start. Saint Louis: Concordia Publishing House, 2001.
- Pollack, William. Real Boys. New York: Owl Books, 1998.
- Priolo, Lou. Teach them Diligently. Woodruff, SC: Timeless Texts, 2000.
- Richards, Lawrence, and Gary Bredfeldt. Creative Bible Teaching. Chicago: Moody Press, 1998.
- Richards, Lawrence. Children’s Ministry. Grand Rapids: Zondervan Publishing, 1983.
- Stonehouse, Catherine. Joining Children on the Spiritual Journey. Grand Rapids, MI: Baker Books, 1998.
- Webb-Mitchell, Brett. God Plays Piano, Too. New York: Crossroads, 1993.