

**Course Syllabus**  
**KNP1446HS (online) - Educational Ministry of the Church**  
**Knox College**  
**Toronto School of Theology**  
**Winter 2023**

***Instructor Information***

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Instructor:               Tori Smit  
Office Location:  
Telephone:               647-348-0879  
E-mail:                    tori.smit@utoronto.ca  
Office Hours:            by appointment (this can be in person, via Zoom or over the phone)

***Course Identification***

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Course Number:        KNP1446HS  
Course Format:         online  
Course Name:          Educational Ministry of the Church  
Class Times:          Mondays, 11:00am – 1:00pm  
Prerequisites:         none

***Course Description***

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What is educational ministry and faith formation? Together we will experience a broad overview of key concepts and anticipated expectations for Christian education and faith formation from a theoretical and practical perspective. We will begin with a biblical exploration, a theological and historical overview, and a theoretical basis for Christian education and faith formation. On these foundational pieces we will explore age and stage ministry in partnership with intergenerational and family-based practices. We will highlight the power of stories and storytelling, curriculum mapping and resource evaluation, and conclude with recent pandemic research that is crucial in informing our church's faith formation priorities moving forward.

Students will integrate their educational experience, in class learning and personal reflections through a final paper outlining their theological and practical statement of Christian education and/or faith formation. This paper is to be framed as the educational ministry section of their Statement of Faith and Ministry within an application for a ministry position they might be interested in. Students who keep a learning and reflection journal throughout the course will find this a very useful tool when writing this final paper.

This course will use a variety of teaching and learning methods including lecture, small group research and discussion, independently selected readings, short presentations, creative speaking, and through the submission of a book report and final paper.

***Course Resources***

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**Required Course Texts**

There are no required text books for this course. Instead, we will be reading a broad variety of articles and book excerpts by well-respected educational researchers, authors, journals, and online resources. It is my hope that you will discover books and authors that connect well with

you and assist you in imagining educational ministry in your context. I hope you will continue to follow these and even consider adding a few to your personal library along the way.

### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

### **Course Learning Objectives/Outcomes**

Students successfully completing this course will be able to demonstrate the following learning outcomes.

#### **(A) IN RESPECT OF GENERAL ACADEMIC SKILLS**

- identify and reflect on a variety of biblical texts regarding faith formation
- describe and explain how historical events have impacted the church's evolving approach to faith formation, and draw connections to our present mainline Protestant models of faith formation ministry
- research and present significant theories of faith and human development for one specific stage/age group, and apply these theories to a church educational context.
- explore more recent approaches to educational ministry through theories derived from brain research, lesson planning for engagement, and multiple intelligences
- describe the benefits and challenges of intergenerational ministry as a paradigm for faith formation, and outline the specifics of an intergenerational approach to corporate worship
- analyze the theology, educational practice and focus of one curriculum resource and outline the context in which it would appropriate for use

#### **(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES**

- describe two or more theologies of religious education from Greco-Roman society to the present day, with particular attention to how significant theological perspectives have impacted the practice of education and faith formation throughout the ages
- describe the more recent evolution of mainline Protestant Christian education paradigms to our present paradigm of Christian faith formation.
- provide a written overview of a self-selected theology and resultant practical approach to faith formation and critique this approach in light of theoretical learning to date

### (C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- reflect upon your past experiences of Christian education and transformation and consider how this has shaped you as the person of faith you now are, and out of this personal experience consider a life-long approach to faith formation both personally and professionally
- consider one's gifts and challenges in the ministry of nurturing life-long faith formation with others through the group work, group and individual class presentations and written assignments of this course

### (D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- prepare and present a biblical story appropriate for a chosen age group and ministry context and explain clearly why it is appropriate for the context in light of developmental theory and faith formation goals
- outline a personal theology of faith formation suitable for presentation to a church's Search Committee, explaining clearly how this theology would be expressed in your practice of ministry within the church
- consider the one's gifts and challenges in the ministry of nurturing life-long faith formation with others

## ***Evaluation***

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### **Requirements**

The final grade for the course will be based on evaluations in six areas:

- 1. Class attendance, participation and preparation (20%)** Your grade will be determined by your regular attendance, punctuality, contributions to class/small group discussion, citations of readings in discussions, engagement in interactive experiences and small group tasks.
- 2. Book report (15%)** Your grade will be determined by evidence of your having read and reflected on your chosen book as exhibited through an clear and succinct outline of the educational approach of the author, relevant citations from the text, and a well-reasoned critique of the educational approach from your perspective and church context, as well as your quality of writing and clarity of ideas.
- 3. Lesson Plan (15%)** Your grade will be determined by your application of developmental theory, lesson planning models, and multiple intelligences to a well written study that would engage and challenge your participants.
- 4. Group Presentation on Curriculum Resource (15%)** Your grade will be determined by the introduction to your curriculum resource (providing details about the curriculum such as publisher, denominational connection if any, age range of curriculum, model of education, cost per student etc.), your theological and educational evaluation of the curriculum resource, and your overall evaluation of the resource for use in your chosen context, as well as the clarity of your presentation.
- 5. Story Telling (10%)** Your grade will be determined by your preparation and delivery of your chosen biblical story and context for its presentation
- 6. Final Paper (25%)** This paper requires you to represent your present personal theology and practice of Christian education and/or faith formation ministry. You may wish to choose a scripture text, a theological doctrine, or a sacramental practice as the starting point that forms the basis of your statement on Christian education and/or faith formation. Your paper

must include a theological perspective on educational/faith formational ministry that in turn is expressed in your practice of ministry. For instance, how would your theological perspective affect your ministry with all ages and age groups, determine the worship and program choices you would highlight in a church context, shape your approach to mission and social justice, and flavour your relationship with the congregation or other ministry contexts. Craft your statement as if you were attaching it to your application to a church or other ministry context. It should be understandable, show a depth of thoughtful reflection, show integration of course lectures, discussions and readings, and be consistent and coherent.

### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work** Students are expected to hand in assignments by the date given in the course outline. Late submission of assignments will be given one day of grace followed by a 2% deduction for each three day unit following that. Late assignments will not be accepted two weeks following their due date. Please note that late work disrupts the momentum of the class as a whole and creates inequity of opportunity as others submit by the deadline. To receive an extension on the final paper, you must petition the BD committee by the required date. All other academic information is available in the BD manual.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## ***Policies***

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***Accessibility.*** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism.*** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

***Other academic offences.*** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

***Back-up copies.*** Please make back-up copies of essays before handing them in.

***Obligation to check email.*** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

***Email communication with the course instructor.*** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## Course Schedule

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### Week 1

Monday, Jan. 9

#### **Topic: Introductory Matters: A Biblical Mandate and Model for Christian Education and Faith Formation**

*“Every community that wants to last beyond a single generation must concern itself with education”*

Walter Brueggemann, *The Creative Word: Canon as a Model for Biblical Education*

**Advance Reading:** Come to this class with a memory of a personal Christian Education experience that shaped you in some way. Your memory could be positive, less than positive, funny, moving, from your childhood, youth or adult years, from home, church, any other place you wish. Be prepared to briefly share this memory with us all during class introductions.

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### Week 2

Monday, Jan. 16

#### **Topic: A Brief History of Educational Ministry in the Church**

*“To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?”*

Marcus Tullius Cicero (106 - 43 BCE)

**Advance Reading:** Elias, John L. *A History of Christian Education: Protestant, Catholic and Orthodox Perspectives* (Malabar, FL: Kreiger Publishing, 2002)

Chapter 6, pp.158-190 ‘Protestant Education in the United States: Nineteenth and Twentieth Centuries’.

(PDF’s on Quercus)

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### Week 3

Monday, Jan. 23

#### **Topic: Minding the Learner: Human and Spiritual Development Theories and Application**

*“I believe faith is universal. We are endowed at birth with nascent capacities for faith. How these capacities are activated and grow depends to a large extent on how we are welcomed into the world and what kinds of environments we grow in.”*

James W. Fowler, *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*

**Advance Reading:** Feldmeier, Peter, *The Developing Christian: Spiritual Growth Through the Life Cycle* (Mahweh, New Jersey: Paulist Press, 2007)

Chapter 3. pp 63-89 ‘Models of Spiritual Development’

Fowler, James, and Mary Lynn Dell. ‘Stages of Faith From Infancy through Adolescence: Reflections on Three Decades of Faith Development Theory’ pp. 34-45 In Eugene C. Roehlkepartain, et al., *The Handbook of Spiritual Development in Childhood and Adolescence*. (Thousand Oaks, CA: Sage, 2006)

Chapter 3, pp.34-45 ‘Stages of Faith From Infancy through Adolescence: Reflections on Three Decades of Faith Development Theory’

Print out or have available on a second screen the handout on developmental and spiritual theory to work with during class time.

(PDF’s on Quercus)

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## Week 4

Monday, Jan. 30

### **Topic: Minding the Teacher: The Art of Lesson Planning**

*“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”*

Parker Palmer

**Advance Reading:** Palmer, Parker J., *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* (San Francisco: John Wiley and Sons, 1998, 2007).

Chapter 5, pp.117-144 ‘Teaching in Community: A Subject-Centered Education’

Visit the website Opening Doors to Discipleship - Lesson Planning unit: <https://odtd.net/educational-practices/designing-lesson-plans/>

(PDF’s on Quercus)

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Week 5

Monday, Feb. 6

**Topic: Models for Faith Formation with Children**

*“Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.” (Mark 10: 14b, NRSV)*

**Advance Reading:** Nye, Rebecca, *Children’s Spirituality: What It Is and Why It Matters* (London: Church House Publishing, 2009)

Chapter 1, pp.1-12, ‘Children’s Spirituality: What Is It?’

Beckwith, Ivy, *Postmodern Children’s Ministry: Ministry to Children in the 21st Century* (Grand Rapids: Zondervan, 2004)

Chapter 1, pp.15-38, ‘The Millennial Child and Beyond’

Csinos, David M. ‘Falling Leaf Catcher: Experiencing Awe and Wonder With Children’ from *Re-Thinking Children’s Work in Churches: A Practical Guide*, Carolyn Edwards et al. (eds.) (London: Jessica Kingsley Publishers, 2019)

Chapter 13, pp. 171-179 ‘Falling Leaf Catcher: Experiencing Awe and Wonder With Children’

(PDF’s on Quercus)

**Assignment Due Today:** Lesson Plan on the Prodigal Son (15% of your final mark)

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Week 6

Monday, Feb. 13

**Topic: Models for Faith Formation With Youth and Young Adults**

*“There is a national discussion now going on across denominations about rethinking the standard model of youth ministry and youth programming. While this beginning conversation doesn’t guarantee solutions it is at least a beginning and that is hopeful.”*

Christian Smith, *Soul Searching: The Religious and Spiritual Lives of American Teenagers*

**Advance Reading:** Dean, Kenda Creasy (ed.) *OMG: A Youth Ministry Handbook* (Nashville: Abingdon Press, 2010)

Chapter 1, pp.1-17 ‘Haunting Questions’

DeVries, Mark, *Family-Based Youth Ministry* (revised) (Downers Grove: InterVarsity Press, 2004)



Chapter 4, pp. 59-69 'Sitting on a Gold Mine: The Power of the Nuclear Family'

Chapter 6, pp. 83-95 'Stacking the Stands: The Power of the Extended Christian Family'

(PDF's on Quercus)

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## READING WEEK

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### Week 7

Monday, Feb. 27

**Topic: Planning the Curriculum of Your Church and Curriculum Resource Evaluation**

*"Curriculum is essentially the plan for how all the lessons, experiences, and relationships collectively nurture, equip, and mentor a learner toward a desired set of objectives; all of which dictates how we do education in the church"*

Estep, White and Estep, *Mapping Out Curriculum in Your Church*

**Advance Reading:** Harris, Maria, *Fashion Me A People: Curriculum in the Church* (Louisville: Westminster/John Knox Press, 1989)

Chapter 3, pp. 55-72 'Curriculum: The Course of the Church's Life'

Estep, White and Estep, *Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims* (Nashville: B & H Academic, 2012)

Chapter 1, pp. 9-22 'Wherever Your Go, There You Are: The Need for Educational Maps in the Church'

Chapter 12, pp. 239-252 'Curriculum and Children's Ministry'

(PDF's on Quercus)

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### Week 8

Monday, Mar. 6

**Topic: Models for Faith Formation With Adults**

**Advance Reading:** McKenzie, Leon, 'The Purposes and Scope of Adult Religious Education' from *Handbook of Adult Religious Education*, Nancy T. Foltz (ed.) (Birmingham, AL: Religious Education Press, 1986)

Chapter 1, pp. 7-23, 'The Purposes and Scope of Adult Religious Education'

Little, Sara P., 'Rethinking Adult Education' from *Rethinking Christian Education: Explorations in Theory and Practice*, David S Schuller (Ed.) (St. Louis: Chalice Press, 1993)

Chapter 8, pp. 99-111, "Rethinking Adult Education'

Wimberly, Anne E. Streaty, *Soul Stories: African American Christian Education* (Nashville: Abingdon Press, revised ed. 2005)

Chapter 1, pp. 21-35, 'A Story-Linking Process'.

(PDF's on Quercus)

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## Week 9

Monday, Mar. 13

### Topic: Faith and Families

*Hear, O Israel: The Lord is our God, the Lord alone. You shall love the Lord your God with all your heart, and with all your soul, and with all your might. Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise. Bind them as a sign on your hand, fix them as an emblem on your forehead, and write them on the doorposts of your house and on your gates.* (Duet. 6:4-9, NRSV)

**Advance Reading:** Smith, Christian, and Amy Adamczyk, *Handing Down the Faith: How Parents Pass Religion on to the Next Generation* (New York: Oxford University Press, 2021)

Chapter 3, pp. 69-92 'Why Are Parents the Crucial Players?'

Beckwith, Ivy, *Postmodern Children's Ministry: Ministry to Children in the 21st Century* (Grand Rapids: Zondervan, 2004)

Chapter 6, pp.101-121 'The Family Factor'

(PDF's on Quercus)

**Assignment Due Today:** Working Groups will have no more than 15 minutes to present their curriculum overview and evaluation. Please submit presentation notes and/or power point slides following your class presentation. (15% of your final mark)

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Week 10  
Monday, Mar. 20

**Topic: The Power of Stories**

*“God created (humankind) because God loves stories”*

Elie Wiesel

**Advance Reading:** Caldwell, Elizabeth F., *I Wonder: Engaging a Child’s Curiosity About the Bible* (Nashville: Abingdon Press, 2016)

Chapter 1, pp. 1-24 ‘What Story Does the Bible Tell?’

Bartlett, David L. And Carol Bartlett, *Feasting on the Word: Guide to Children’s Sermons* (Louisville: Westminster John Knox Press, 2014)

Chapter 3, pp. 33-49 ‘Telling the Story.’

Florence, Anna Carter, *Rehearsing Scripture: Discovering God’s Word in Community* (Grand Rapids: William B. Eerdmans Publishing Company, 2018)

Chapter 2, pp. 16-31 ‘Setting the Stage’

(PDF’s on Quercus)

**Assignment Due Today:** (cont’d) Working Groups will have no more than 15 minutes to present their curriculum overview and evaluation. Please submit presentation notes and/or power point slides following your class presentation. (15% of your final mark)

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Week 11  
Monday, Mar. 27

**Topic: An Intergenerational Approach to Faith Formation**

*“The church is the only agency in Western Civilization which has all the members of the family as a part of its clientele...through the complete life cycle from birth to death”*

Margaret Swain, *Family Enrichment with Family Clusters*

*“...and separates them into generational groups soon as they step through the door”*

Tori Smit

**Advance Reading:** Allen, Holly Catterton (ed.), *Intergenerate: Transforming Churches through Intergenerational Ministry* (Abilene, TX: Abilene Christian University Press, 2018)

Introduction, pp.17-20, 'Addressing Two Intergenerational Questions'

Prologue, pp. 25-35, 'Four Stories'

Richards, Sam 'Family Picnic: Intergenerational Working' from *Re-Thinking Children's Work in Churches: A Practical Guide*, Carolyn Edwards et al. (eds.) (London: Jessica Kingsley Publishers, 2019)

Chapter 10, pp.136-146 'Family Picnic: Intergenerational Working'

Allen, Holly Catterton *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship* (Downers Grove: IVP Academic, 2012)

Choose two of the following:

Chapter 13 pp. 177-188 'Creating a Culture of Intergenerationality'

Chapter 14 pp. 189-203 'Intergenerational Worship'

Chapter 17 pp. 227-238 Intergenerational Service and Missions'

Chapter 18 pp. 239-258 'Intergenerational Small Groups'

(PDF's on Quercus)

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## Week 12

Monday, Apr. 3

### Topic: What Has the Pandemic Experience Taught Us?

*"We need to ask before it's too late, 'How are you doing?'"*

*"Listen with care to the answers you receive."*

**Advance Reading:** 'Do We Need a New Plan For Children's Ministry? A Report Based on Research in Brazil, Canada, UK and US in Later Pandemic Stages' (Liverpool Hope University, Margaret Beaufort Institute of Theology, Scripture Union Canada, GERACAO'ELO, BCM International Canada, October 2021)

'Post Pandemic Pondering and Planning: A Resource for Faith Re-Formation' (Association of Presbyterian Church Educators, now the Association of Partners in Christian Education, 2021)

(PDF's on Quercus)

**Assignment Due Today:** Each person will have no more than five minutes to share their prepared story with the class (10% of your final mark)

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**Final Paper:** Your final paper is due Friday, April 7, 2023 (25% of your final mark)

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**Book Report** (15% of your final mark)

Select one book from the following list to read. Write a double-spaced, 12 font, 4 - 5 page review of your chosen book, including an overview of the educational approach reflected in this resource and your critical response to the book. Your written book report is due on the same day that you make a brief presentation on your chosen book to the class (no more than 2 mins.).

**Jan. 23 - Minding the Learner**

Medina, John, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School* (Seattle: Pear Press, 2008)

Medina, John, *Brain Rules for Baby: How to Raise a Smart and Happy Child from Zero to Five* (Seattle: Pear Press, 2010)

**Jan. 30 - Minding the Teacher**

Palmer, Parker, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: John Wiley and Sons, (2007)

Tye, Karen B., *Basics of Christian Education* (St. Lois, MO: Chalice Press, 2000)

**Feb. 6 - Models for Faith Formation With Children**

John Westerhoff, *Will Our Children Have Faith?* (San Francisco: Harper and Row, 1976)

David M. Csinos and Ivy Beckwith, *Children's Ministry in the Way of Jesus* (Downer's Grove: InterVarsity Press, 2013)

Beckwith, Ivy, *Formational Children's Ministry: Shaping Children Using Story, Ritual and Relationship* (Grand Rapids: Baker Books, 2010)

**Feb. 13 - Models for Faith Formation With Youth and Young Adults**

Dean, Kenda Creasy (ed.), *OMG: A Youth Ministry Handbook* (Nashville: Abingdon, 2010)

Richard Osmer and Katherine M. Douglass (eds.) *Cultivating Teen Faith: Insights from the Confirmation Project* (Eerdmanns, 2018)

**Feb. 27 - Planning the Curriculum of Your Church and Curriculum Resource Evaluation**

Foster, Charles R., *Educating Congregations: The Future of Christian Education* (Nashville: Abingdon, 1994)

Tye, Karen B., *Christian Education in the Small Membership Church* (Nashville: Abingdon, 2008)

**Mar. 6 - Models for Faith Formation With Adults**

Palmer, Parker, *On the Brink of Everything: Grace, Gravity and Getting Old* (Oakland: Berrett-Koehler, 2018)

**Mar. 13 - Faith and Families**

Thompson, Marjorie J., *Family - The Forming Center: A Vision of the Role of Family in Spiritual Formation* (Nashville: Upper Room Books, 1996)

Smith, Traci Smith, *Faithful Families: Creating Sacred Moments at Home* (St. Louis: Chalice, 2017) Previously published as *Seamless Faith: Simple Practices for Daily Family Life* (St. Louis: Chalice Press, 2014)

**Mar. 20 - The Power of Stories**

Caldwell, Elizabeth, *I Wonder: Engaging a Child's Curiosity About the Bible* (Nashville: Abingdon Press, 2016)

**Mar. 27 - An Intergenerational Approach to Faith Formation**

Ng, David and Virginia Thomas, *Children in the Worshipping Community* (Atlanta: John Knox Press, 1981)

Csinos, David M. *A Gospel for All Ages: Teaching and Preaching With the Whole Church* (Fortress Press, 2022)