


*“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>MVP (MISSIONAL/VISIONAL/PASSIONATE) LEADERSHIP FOR CHILDREN’S MINISTRY</b> 建立有異象有活力的兒童事工 CHED CM15 XP
<b>Date, Time, and Delivery Format</b>	MAY 4TH – JUN 15TH, 2026 MON & THURS 9:30AM – 12:30PM (NO CLASS ON MAY 18ND DUE TO PUBLIC HOLIDAY) (6 WEEKS, 2 DAYS PER WEEK) IN-PERSON ONLY
<b>Instructor</b>  加拿大華人神學院 Canadian Chinese School of Theology	<b>DR. TERESA TONG, DMin (湯邱佩華博士)</b> Email: <a href="mailto:ttong.ccst@tyndale.ca">ttong.ccst@tyndale.ca</a>
<b>Class Information</b>	The classes will be in-person. Office Hours: by appointment.
<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

在本課程中，學生將確認到培育兒童信仰的使命 (Mission)、異象 (Vision) 及熱忱 (Passion) – (MVP)，並學習運用創意性的方法來建立有效的兒童事工。基於聖經教導和兒童發展理論為本，學生可以將原則與實際應用聯繫起來，用以支援孩子的屬靈需求，並引領他們遵行神的教導。通過實踐活動和小組互動討論，學生將研究及反思不同模式的兒童主日學。小組將合力設計一個適合孩子年齡、有趣味性、基於堅穩信仰的教學模式和主日學課程。讓學生能知道如何培育孩子的屬靈潛能去經歷上帝，並帶領他們接受耶穌為救主。

In this course, students will confirm the Mission, Vision and Passion (MVP) in nurturing children's faith. They will also learn to apply creative ways for building an effective Children's Ministry. Based on Biblical teaching and child development theories, students can relate principles to practical application for responding to the spiritual needs of children and leading them to follow Bible's teaching. Through hands-on activities and small group projects, students will examine different models of effective Children Sunday School. They will design a curriculum that is age-appropriate, interesting, and strong in faith nurturing. Students learn practically how to foster children's potential in experiencing God and lead them to Christ.

## II. LEARNING OUTCOMES

讀畢本科，學員可以:

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

### 1. 認知目的

Learning Outcomes in the Cognitive Domain

將兒童發展理論應用於兒童事工

Apply child development theories in teaching children in ministry

探討並有效地應用兒童事工不同類型的模式

Examine various models of Children's Ministry and use them effectively

確定與兒童分享福音的核心概念，並懂得實質的步驟

Identify the core concepts and know the steps in sharing Gospel with children

知道如何在大組中與一羣學生作有效溝通

Know how to communicate effectively to a large group of students

### 2. 感知目的

Learning Outcomes in the Affective Domain

確認兒童事工的使命及異象

Confirm the vision and mission for ministry to children

確認孩子經歷上帝的屬靈潛能，以致產生幫助孩子屬靈成長的熱忱

Identify children's potential in experiencing God and develop a passion for nurturing their spiritual growth

確定父母是教會在建立孩子信仰方面的合作伙伴

Identify parents as partners with church in building faith of children

### 3. 實踐目的

#### Learning Outcome in the Practical Domain

以實用和有趣味性的創意方法:

- 用有效的溝通技巧講述聖經故事
- 與孩子們簡潔及清晰分享福音真理
- 帶領孩子真摯地敬拜神，並以音樂配上手語及動作讚美上帝

Use practical approaches and creative and interesting ways on

- Deliver Bible story effectively
- Share Gospel with children based on clear and precise Biblical truth
- Lead children in authentic music worship with motions and sign languages

用愛去教導和關心孩子，維持課堂紀律及安全措施（預防性和回應性的方法）

Manage classroom with loving discipline and safety (preventive and responsive approach)

與家長配合的有效的方法去培育孩子的屬靈生命

Apply best practice of family-church partnership for fostering children's faith

根據特定的孩子年齡組別，及其信仰與發育水平，設計一個合適的課程及教學模式，有效地教導聖經真理

Design a Children Sunday School program that serves the needs of a specific age group based on the learned faith and development level

## III. COURSE REQUIREMENTS

### A. REQUIRED READING 指定閱讀

1. 任萬鎬著。《孩子湧進教會》。臺北：中國主日學協會，2020。
2. LeFever, Marlene D. *Learning Styles: Reaching Everyone God Gave You to Teach*. Colorado Springs, CO: David C. Cook Publishing Company, 1995. (中譯本：李菲兒，《引爆學習 Very Match》，臺灣：中國主日學協會，2002。)
3. Teng, Judy. *Christian Children Education*. Taiwan: Christian Communications Ltd., 2005. 鄧敏。《基督教兒童教育》。臺灣：臺灣福音證主協會，2005。

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 建議閱讀

1. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2005.
2. Csinos, D. M. and Ivy Beckwith. *Children's Ministry in the way of Jesus*. Illinois: InterVarsity Press. 2013.
3. Miller, S., Staal. *Making Your Children's Ministry the Best Hour of Every Kid's Week*. Taiwan: Zhong Guo Zhu Ri Xue Xie Hui. 2007.  
密勒。《最棒的1小時-柳樹溪教會兒童事工指南》。臺灣：中國主日學協會，2007。
4. Alley, Steve. *Growing a Healthy Children's Ministry: A Step-by-Step Handbook to Cultivating Christian Kids in Any Environment*. Cincinnati, OH: Standard Pub., 2002.
5. Adams, Steve. *Children's Ministry on Purpose: A Purpose Driven Approach to Lead Kids toward Spiritual Health*. Grand Rapids, MI: Zondervan, 2017.

(See Selected Bibliography below 參看附加書目)

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. 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).

## D. ASSIGNMENTS AND GRADING

請按照以下所述的日期，完成及呈交功課。

The following assignments are to be completed as described below, submitted by the dates.

**1. 閱讀作業的反思與研究 (40 % , 截止日期：6 月 04 日)**

**Response Paper and researches on selected topics from the text books  
(40 % due on June 04, 2026)**

達成教學成果 #1 (認知目的) + 教學成果 #2 (感知目的)

Related to outcome #1 (Cognitive Domain) + outcome #2 (Affective Domain)

從閱讀作業中《孩子湧進教會》、《引爆學習 Very Match》及《基督教兒童教育》挑選 3 個引起你興趣的重要課題，對每個課題，提交 8 頁紙的報告，總結每個主題的要點（附加引文註譯），說明它們對兒童事工有幫助的原因，並提出 2-3 個實際應用的建議。對每個主題作出反思、評論及作更多的研討，總共 24 頁紙作回應報告。

Finish the required reading assignment on the text books 《孩子湧進教會》, “Learning Styles: Reaching Everyone God Gave You to Teach” and 《基督教兒童教育》. Identify three (3) themes in the readings from either of the books that intrigue you or caught your attention. Summarize the key points (with quotes) for each theme, specify why they are helpful to Children's Ministry and suggest 2-3 practical applications. Research further on the selected topics. Prepare an 8-page response (including reflection or critique plus further findings through research) on each theme. Submit a total of 24 pages on the three selected themes.

**2. 介紹及示範課程設計 - 30% (示範日期：6月15日) +  
課程設計的反思 - 20% (截止日期：6月18日)**

**Showcase Presentation – 30% (presented on June 15)**

- 達成教學成果 #1 (認知目的) + 教學成果 #3 (實踐目的)

Related to outcome #1 (Cognitive Domain) + outcome #3 (Practical Domain)

**Reflection Paper – 20% (due by Jun 18)**

- 達成教學成果 #1 (認知目的) + 教學成果 #2 (感知目的)

Related to outcome #1 (Cognitive Domain) + outcome #2 (Affective Domain)

每位學生將被編入小組，每組負責為一間虛擬的教會（詳情會在第一堂公佈），其中一個年齡組別的孩子（幼童、6-8歲、9-11歲），按照他們的發育與領受程度，設計一份主日學的課程，並用20分鐘完成示範，內容需包括聖經故事，及部分音樂敬拜，和引起教學動基或回應的活動/遊戲/勞作/課堂紀律。學生亦須對其它組別的示範，作出合宜的評論與建議。從這課程設計、及對各組別的回應，及大家互動中的

關係，用5頁紙作出反思或所領受的啓迪。

Each student will be assigned to a small group, responsible to design a Children Sunday School program for a specific age group (Preschooler, Gr.1-3, Gr.4-6) based on a given church model as a case study (details to be given in the 1<sup>st</sup> class). The program design and presentation should include all the components of a Sunday program, such as, music worship, Bible story, game, craft and classroom discipline, etc., within a period of 20 minutes for each group. Other groups have to observe and give insightful comments (positive or suggestions for improvements). A 5-page response paper is to be submitted to summarize insights gained from the experience (presentation, group dynamic and observing other groups' deliverables).

### 3. 閱讀作業和小組討論 (10%)

#### Reading Assignment and Small Group Discussion (10%)

達成教學成果 #1 (認知目的) + 教學成果 #2 (感知目的)

Related to outcome #1 (Cognitive Domain) + outcome #2 (Affective Domain)

於當日上課前，完成教科書中的閱讀作業《孩子湧進教會》。在閱讀材料中找出引起您興趣或注意的重點，在課堂上以小組形式分享。

Finish the reading assignment from the text book《孩子湧進教會》before class and identify points in the readings that intrigue you or caught your attention. Share that in a small group during class

閱讀作業 Reading Assignment	小組討論日期 Due Date & SG Sharing Date
第 1-2 部分 Section 1-2 (pg.1-72)	5 月 07 日 May 07
第 3 部分 Section 3 (pg.77-106)	5 月 11 日 May 11
第 4 部分 Section 4 (pg.111-138)	5 月 14 日 May 14
第 5 部分 Section 5 (pg.143-164)	5 月 21 日 May 21

## E. 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.

## F. 作業和評分摘要 SUMMARY OF ASSIGNMENTS AND GRADING

評估基於完成作業

Evaluation is based upon the completion of the following assignments:

作業 Assignment	評分 Score	截止日期 Due Date
閱讀作業 + 參與小組討論 #1 Reading Assignment + Small Group Discussion #1 (《孩子湧進教會》 Section 1-2) pg.1-72	10%	5月07日 May 07, 2026
閱讀作業 + 參與小組討論 #2 Reading Assignment + Small Group Discussion #2 (《孩子湧進教會》 Section 3) pg.77-106		5月11日 May 11, 2026
閱讀作業 + 參與小組討論 #3 Reading Assignment + Small Group Discussion #3 (《孩子湧進教會》 Section 4) pg.111-138		5月14日 May 14, 2026
閱讀作業 + 參與小組討論 #4 Reading Assignment + Small Group Discussion #4 (《孩子湧進教會》 Section 5) pg.143-164		5月21日 May 21, 2026
閱讀作業的反思與研究 Response Paper on Reading Assignment: 《孩子湧進教會》、《引爆學習 Very Match》、 《基督教兒童教育》	40 %	6月04日 June 04, 2026
介紹及示範課程設計 Showcase Presentation	30%	6月15日 Jun 15, 2026
課程設計的反思 Reflection paper on Showcase	20%	6月18日 Jun 18, 2026
總分 Total	100%	

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

Your work should demonstrate the following characteristics:

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, “How to Cite 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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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.

學生須詳讀學科日曆 [Academic Calendar](#)，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。

### **Recording 錄音和錄像**

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

### **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.

## H. 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

### 上課日期及內容

課程 Lesson#	日期 Date	內容 Content
1	5月04日 May 04	兒童事工的 <u>使命</u> 、 <u>異象</u> 與 <u>及熱忱</u> (MVP) <u>M</u> ission, <u>V</u> ision and <u>P</u> assion on Children's Ministry
2	5月07日 May 07	讓孩子經歷上帝+ 閱讀作業 #1 Children's Experience with God + Reading Assignment #1
3	5月11日 May 11	兒童事工的模式+ 閱讀作業 #2 Models of Children's Ministry + Reading Assignment #2
4	5月14日 May 14	有效的教學溝通 + 閱讀作業 #3 Effective ways of communication in teaching + Reading Assignment #3
5	5月21日 May 21	愛的管與教 (預防性的方法) + 閱讀作業 #4 Discipline with Love: Classroom Discipline (Preventive) + Reading Assignment #4

課程 Lesson#	日期 Date	內容 Content
6	5月25日 May 25	愛的管與教 (回應性的方法) Discipline with Love: Classroom Discipline (Responsive)
7	5月28日 May 28	如何向孩子傳福音 + 小組練習 Sharing Gospel with Children + Small Group Practice
8	6月01日 Jun 01	創意性的聖經故事敘述法 Creative Ways of Telling Bible Story
9	6月04日 Jun 04	身、心、靈的音樂敬拜 Make a Joyful Noise Unto the Lord: Music Worship
10	6月08日 Jun 08	教會與父母的配合 Partnership with Parents
11	6月11日 Jun 11	兒童事工的安全策略 Safety and Security in Children's Ministry
12	6月15日 Jun 15	介紹及示範課程設計 Showcase Presentation

## 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](#).)

卡拉.鮑威爾、查普曼.克拉克。《甩不掉的信仰》。臺灣：道聲出版社，2013。

余惠娥。《給孩子全面的跨代教會生活》。台灣：基督中國主日，2020。

區應毓、溫育德、方悅。《育善在家》。香港：天道書樓，2000。

吳蘭玉。《教學錦囊》。馬來西亞：協學培訓中心，2005。

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Palmer, P. J. *To Know As We Are Known: Education as a Spiritual Journey*. Taiwan: Xiao Yuan Shu Fang, 2015.

巴默爾。《未來在等待的教育》。台灣：校園出版社，2015。

Barna, George. *Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority*. Grand Rapids, MI: Baker Books, 2016.

Bell, Phil. *Team up! The Family Ministry Playbook for Partnering with Parents*. Loveland, CO: Group Publishing, Inc., 2015.

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Chapman, Kathleen. *Teaching Kids Authentic Worship: How to Keep Them Close to God for Life*. Grand Rapids, MI: Baker Books, 2003.

Dollar, Brian. *I Blew It: The Biggest Mistakes I've Made in Kid's Ministry - and How You Can Avoid Them*. Springfield, MO: Influence Resources, 2012.

Holmen, Mark. *Building Faith at Home: Why Family Ministry Should Be Your Church's #1 Priority*. Colorado Springs, CO: David C. Cook, 2007.

James, Steven. *The Creative Storytelling Guide for Children's Ministry*. Cincinnati, OH: Standard Pub., 2002.

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Spooner, Bernard M., Ross West, Phil Lineberger, Norma S. Hedin, Jason Caillier, Cory Hines, Charles Smith, et al. *Children's Christian Education: 12 Essentials for Effective Church Ministry to Children and Their Families*. Coppell, TX: Christian Leadership Publishing, 2015.

Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Grand Rapids, MI: Baker Books, 2001.