


“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.”

Course	UNDERSTANDING CHALLENGES OF NURTURING TODAY’S YOUTH 如何培育困惑的新一代 CHED CM19 XP
Date, Time, and Delivery Format	MAY 2ND – JUN 13RD, 2024 MON & THURS 9:00AM – 12:00PM (NO CLASS ON MAY 20TH DUE TO PUBLIC HOLIDAY) (6 WEEKS, 2 DAYS PER WEEK) IN-PERSON ONLY
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	DR. TERESA TONG, DMin (湯邱佩華博士) Email: ttong.ccst@tyndale.ca
Class Information	The classes will be in-person. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

本课程分析当今青少年的境况和发展，从而认识青少年所面临的挑战，和于多种角度的需求。从这课程，学生能了解青少年于生理、心理、情绪、人际关系、灵性各方面的发育，继而明白到在他们的成长过程中，不断被外在世界/文化、家庭、教会及社区群体所影响，容易引起年青人多方面的问题与挣扎，甚至挑起他们于信仰上的疑惑。基于这理解和圣经教导为本，学生可将理论与实际应用联系起来，从而帮助教会领袖和家长，为当年轻人的整体发展（身、心、灵）提供辅导与支援，并懂得为年青人准备一片合适的土壤，去培育他们全人与灵命的发展。

This course is designed to analyze the current context and developmental dynamics of today's youths, so as to realize challenges young people are facing and their multi-dimensional needs. This study acquaints students with the physical, emotional and spiritual components of adolescents' development which are constantly under the impact of the external world, family and faith community. It covers particularly young people's struggles in spiritual faith realm. Based on this understanding and Biblical teaching, this course relates principles to practical application for equipping church leaders and parents in providing a better support to the holistic development (body, mind and soul) of today's young people so as to prepare a nurturing spiritual soil for their faith and overall development.

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

认识人类發展學理論概念，以致能更全面地了解青春期：生理、心理和人际关系的发育
Familiarize with concepts from developmental science to get a more comprehensive view of adolescence: physiological, psychological and sociological

对青少年在成长、发育的需求和挣扎，有一定程度的体验见解

Articulate with a certain degree of insights on the needs and struggles adolescent experience in terms of human growth and development, such as identity crisis and self-esteem issues

找出年轻人经历的属灵挑战，以及他们放弃信仰的原因

Identify spiritual challenges young people encounter and reasons why a great number of them drop out from faith

探讨现今家庭在抚养青春期孩子时，所面对的主要问题

Identify critical issues families are facing today for raising their adolescent children

审视当今世界和文化对年轻人的外在影响因素

Examine external factors of today's world and culture that affect young people

2. 感知目的

Learning Outcomes in the Affective Domain

确定年轻人的需求和挣扎，并挑起對青少年作出支援的热忱，为他們發聲

Identify needs and struggles of young people and develop a burden for supporting and advocating for them

对文化、家庭、教会和社会如何影响青少年变得更加敏感

Become more sensitive to the influence of culture, home, church and society on adolescents

找出基督徒孩子叛逆的原因，以致能对其父母作出关心和支持，并装备他们懂得如何应对问题

Identify the reason why Christian kids rebel and develop a passion for caring the parents and equipping them to address the issues

反思自己青春期的挣扎和需要，以洞察当年轻人们面临的挑战

Reflect upon one's own struggles and needs during adolescence so as to gain insights on challenges faced by today's youths

参与课堂在主提内容上的坦诚讨论及分享，以致引发个人的反思

Participate in a classroom environment of shared dialogue and honest reflection on the subject

3. 實踐目的

Learning Outcome in the Practical Domain

建立知识和技能，以致能装备家长、教会领袖和教师，能对青少年的多种需求有基本的了解，挑起他们发自内心地支持年轻人

Develop a knowledge base and skills to equip parents, church leaders, and teachers with basic insights on adolescents' multiple needs so that they can support young people from the heart

认知现代家庭在养育青春期孩子时面对的关键问题，并关怀及支持父母，对他们提供资源来解决问题

Identify critical issues faced by today's families for raising adolescent children and provide caring support or resources to address these issues

装备教会领袖和家长，为青少年健康的全面成长准备合适的属灵土壤（环境），帮助孩子有平衡的成长和稳健的信仰

Equip church leaders and parents to prepare a spiritual soil (environment) for nurturing a healthy holistic growth in adolescence, establishing a balanced self-esteem and a sticky faith

制定策略准备年轻人顺利安稳地过渡到大学生活

Develop strategies to prepare young people's healthy transition to college life

III. COURSE REQUIREMENTS

A. REQUIRED READING 指定閱讀

1. 克拉克·普查曼著。屈貝琴譯。《我們的孩子都受了傷》。台灣：校園出版社，2009。
Clark, Chap. *Hurt: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2009.
2. 安东尼·米歇尔著。八福伙伴譯。《从灵开始做父母》。中国：华夏出版社，2015。（简体版）
安东尼·蜜雪儿。黃雅蕾譯《作孩子的心靈導師》。美國：美國福音證主協會，2014。（繁体版）
Anthony, Michelle. *Spiritual Parenting: An Awakening for Today's Families*. Colorado Springs, CO: David C. Cook, 2010.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 建議閱讀

1. 金梅爾·提姆著。柯美玲譯。《塑造偉大孩子的新思考》。台灣：中國主日學協會，2009。
Kimmel, Tim. *Raising Kids for True Greatness: Redefine Success for You and Your Child*. Nashville: Thomas Nelson, 2006.
2. 鮑威爾·卡拉、查普曼·克拉克著。朱珮吟譯。《甩不掉的信仰》。台灣：道聲出版社，2013。
Powell, Kara and Chap Clark. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids, MI: Zondervan, 2011.

(See Selected Bibliography below 參看附加書目)

Tyndale recommends 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.

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. 我的青春期历程和感悟: 個人成長反思 (40% - 截止日期: 5 月 27 日)
My Adolescent Journey and Gained Insights (40%, due on May 27, 2024)

達成教學成果 #2 + 實踐目的 #3 (實踐目的)

Related to outcome #2 (Affective Domain) + outcome #3 (Practical Domain)

基于你自己青春期的成长经历，去反思现今青少年全人发育这一议题。使用课程中提供的材料（包括推荐的阅读资源），分析你对塑造今天的你（青春期的经历、事件、挣扎和环境）的反应。具体来说，描述你对这些事情的反应，并使用你一直在此课程所学到的概念，提出原因。评估你青春期的历程和感悟对你现在的性格、发展、自我形象有何影响。进一步研究该主题，制定一项计划，为与你青少年发展有类似经历或问题的青少年提供关顾，并推荐如何支援及培育他们全人发展（身、心、灵）的方法。

Reflect on the subject of adolescent development and your own adolescence. Using the materials presented throughout the course, including recommended reading resources, analyze your response to those experiences, events, struggles and circumstances that shaped who you are today. Specifically, describe how you reacted to these things and using the concepts you have been learning, suggest why. Assess the current impact of your adolescence on who you are now as a person. Research further on the subject to develop a plan for ministering to adolescents that have similar experiences or issues as your adolescent development and recommend ways to provide support and nurture their holistic development (body, mind, soul).

長度：12 頁, 截止日期：5 月 27 日

Length: 12 pages, Due: May 27, 2024

2. 青少年案例研究的提案和展示 – 总计 50%
（项目提案，30%，截止日期: 2024 年 6 月 10 日）+
（案例/提案演示，20%，展示日期: 2024 年 6 月 13 日）

Proposal and Showcase of a Case Study on an Adolescent – Total 50%

(Project Proposal, 30%, due on Jun 10, 2024) + (Presentation, 20%, due on Jun 13, 2024)

-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)

每个学生将被分配到一个小组，负责设计一个针对面临 3 – 5 项挑战的青少年案例作出研究，其中一项必须涉及信仰问题。在案例/提案演示前一周，必须呈交一份完整的提案（7 页），在最后一堂，将整个案例示范出来，并作研究其起因，和如何支援这年轻人及其父母，去处理这些问题（最多 20 分钟，可包括短剧、幻灯片、视频等）。其他小组必须观察并提出有见地的评论（赞赏 / 认同或改进的建议）。案例提案和陈述应包括对主角所遇到环境、挑战、引发或问题的概述，并列出可能导致这些问题的因素。根据课程材料和研究资料，从基督教信仰的角度，概述实体行动的计划：

- a. 辅导、关顾、支援这位年轻人所面对的挑战
- b. 装备他/她的父母好让他们懂得如何为这位年青人提供关爱和适当的支持
- c. 准备一份提案，建议如何帮助其他家长预防或处理类似的问题

Each student will be assigned to a small group, responsible to design a case study on an adolescent that is facing 3 – 5 challenges, with one of them on faith matters. A complete proposal (7 pages) is to be submitted one week before the showcase presentation (max. 20 min, may include live skits, power point slides, video, etc.). Other groups have to observe and give insightful comments (positive or suggestions for improvements). The case proposal and presentation should include an overview of the struggles or issues and identify factors that may have contributed to them. Based on the course materials, researched resources, outline an action plan from Christian perspective to

- a. Minister to that youth regarding the challenges he/she is facing
- b. Equip his/her parents to provide caring love and appropriate support to their child
- c. Prepare a proposal to equip other parents on preventing or handling similar issues

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《我們的孩子都受了傷》。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 “Hurt 2.0: Inside the World of Today’s Teenagers” 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 1-3 章 Chapter 1-3	5 月 09 日 May 09
第 4-6 章 Chapter 4-6	5 月 13 日 May 13
第 7-9 章 Chapter 7-9	5 月 16 日 May 16
第 10-12 章 Chapter 10-11	5 月 27 日 May 27
第 13-14 章 Chapter 12-13	5 月 30 日 May 30

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 (Hurt 2.0: Inside the World of Today’s Teenagers Chapter 1-3)	2%	5月09日 May 09

作業 Assignment	評分 Score	截止日期 Due Date
閱讀作業 + 參與小組討論 #2 Reading Assignment + Small Group Discussion #2 (Hurt 2.0: Inside the World of Today's Teenagers Chapter 4-6)	2%	5月13日 May 13
閱讀作業 + 參與小組討論 #3 Reading Assignment + Small Group Discussion #3 (Hurt 2.0: Inside the World of Today's Teenagers Chapter 7-9)	2%	5月16日 May 16
閱讀作業 + 參與小組討論 #4 Reading Assignment + Small Group Discussion #4 (Hurt 2.0: Inside the World of Today's Teenagers Chapter 10-12)	2%	5月27日 May 27
我的青春期历程和感悟 My Adolescent Journey and Gained Insights	40%	5月27日 May 27
閱讀作業 + 參與小組討論 #5 Reading Assignment + Small Group Discussion #5 (Hurt 2.0: Inside the World of Today's Teenagers Chapter 13-14)	2%	5月30日 May 30
呈交提案 - 青少年遇到挑战的案例和辅助的提议 Project Proposal of a Case Study on an Adolescent	30%	6月10日 Jun 10
展示 - 青少年遇到挑战的案例和辅助的提议 Showcase and Proposal Presentation	20%	6月13日 Jun 13
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) 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 02 日 May 02	课程概述 + 青少年的外在世界 Course overview + outside world of teens
2	5 月 06 日 May 06	青春期的 3 个关键的成长因素 3 tasks of adolescent journey
3	5 月 09 日 May 09	青少年的内心世界 + 成长的依恋模型 + 閱讀作業 #1 Inside world of adolescent + Attachment model + Reading Assignment #1
4	5 月 13 日 May 13	青少年脑部和身体 / 生理的发育 + 閱讀作業 #2 Inside a teenage brain + Physiological Development + Reading Assignment #2
5	5 月 16 日 May 16	脑部和身体发育对青少年的生理影响 + 閱讀作業 #3 Brain and Physiological Development's Impacts on Adolescents + Reading Assignment #3
-	5 月 20 日 May 20	无课（放假） No Class (Victoria Day)
6	5 月 23 日 May 23	信仰失血的一代 + 研讨为什么基督徒孩子会叛逆 Hemorrhaging faith + Why Christian kids rebel
7	5 月 27 日 May 27	自我形象的陷阱 + 极权控制的代价 + 閱讀作業 #4 Self-esteem trap + High cost of high control + Reading Assignment #4
8	5 月 30 日 May 30	养育子女 - 从心发出 + 閱讀作業 #5 Parenting from the heart + Reading Assignment #5

課程 Lesson#	日期 Date	內容 Content
9	6 月 03 日 Jun 03	坚韧的信仰与培养属灵的土壤 Sticky faith & Spiritual soil
10	6 月 06 日 Jun 06	帮助孩子建立健康的界线 Healthy boundary
11	6 月 10 日 Jun 10	辅助年轻人过渡到稳健的大学生涯 Bittersweet transition to college
12	6 月 13 日 Jun 13	展示青少年遇到挑战的案例和辅助的提案 Showcase and Proposal 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](#).)

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。

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

Chua, Amy. *Battle Hymn of the Tiger Mother*. New York: Penguin Press, 2011.

Clark, Chap. *Hurt 2.0: Inside the World of Today's Teenagers*. Grand Rapids, MI: Baker Academic, 2011.

Cloud, Henry and John Sims Townsend. *Boundaries with Kids: How Healthy Choices Grow Healthy Children*. Grand Rapids, MI: Zondervan, 2003.

Elkind, David. *The Hurried Child: Growing Up Too Fast Too Soon*. Cambridge, MA: Da Capo Press, 2010.

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

Jensen, Frances E. and Amy Ellis Nutt. *The Teenage Brain: A Neuroscientists Survival Guide to Raising Adolescents and Young Adults*. Toronto: Harper Collins, 2015.

Kang, Shimi. *The Dolphin Way: A Parent's Guide to Raising Healthy, Happy, and Motivated Kids—Without Turning into a Tiger*. Toronto: Penguin Group, 2014.

Kimmel, Tim. *The High Cost of High Control: How to Deal with Powerful Personalities*. Scottsdale, AZ: Family Matters, 2005

Kimmel, Tim. *Raising Kids for True Greatness: Redefine Success for You and Your Child*. Nashville: Thomas Nelson, 2006.

Kimmel, Tim. *Why Christian Kids Rebel: Trading Heartache for Hope*. Nashville: W Pub. Group, 2004.

Nakkula, Michael J. and Eric Toshalis. *Understanding Youth: Adolescent Development for Educators*. Cambridge, MA: Harvard Education Press, 2006.

Penner, James, Rachael Harder, Erika Anderson, Bruno Desorcy, and Rick Hiemstra. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. Ontario: The EFC Youth and Young Adult Ministry Roundtable, 2011. 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*. Coppel, TX: Christian Leadership Publishing, 2015.

Siegel, Daniel J. *Brainstorm: The Power and Purpose of the Teenage Brain*. New York: Jeremy P. Tarcher/Penguin, 2013.

Young-Eisendrath, Polly. *The Self-esteem Trap: Raising Confident and Compassionate Kids in an Age of Self-importance*. New York: Little Brown, 2008.