

Course Name : 青年事工: 環境和身份
Youth Ministry: Home and Identity

No. of Credit: : 3

Course Lecturer : 梁裕宏 **Dr. Leung Yue Wang, Michael**
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Date and Time : **7 June till 23 August, 7:00-10:00 p.m.**
every Tuesday for 12 sessions
Lecture 4, 7, 11 an hour extension 6:30-10:30 p.m.

I. Course Description:

本課程旨在讓學生能了解青年人成長的基本概念、和所面對的問題，並當中會引申不同的關懷方向。強調以一個全面的角度，包括心理與家庭、社會與文化、心靈與門徒的觀點，去理解青年人的需要，並關注到青年牧者奠定牧養方向的考慮。

This course aims to enable students to understand the basic concepts, theories and problems during the youth developmental, and the involved variation in caring. Emphasis is given to the understanding of youth in a holistic approach, including the psychological and family, social and cultural, spiritual and discipling perspectives. Attention will be paid to the youth minister considerations in establishing the pastoral approach.

II. Course Objective:

1. 從心理、社會、心靈的觀點來看新興一代的三個生命階段；自我概念的發展，身份的探索整合，並生涯天職的發現。To go through the three life stages of the emerging generation as of the psycho-social-spiritual perspectives; the developing self concept, the exploring of Identity, and the discovering of vocation.
2. 對每個生命階段的心理、社會、心靈處境，提供有一個簡短的了解，以考慮教會牧養和事工方向可需要的定位。To allow for each of the three stages a brief understanding of the context for the consideration of repositioning the pastoral direction and ministry undertaking.
3. 對每個生命階段，提供基本的心理、社會、心靈框架，以了解新興一代生命成長的根源和成長所需。To provide for each of the three stages the basic psycho-social-spiritual framework in understanding some of the origin of the developmental needs of the emerging generation.
4. 展示每個生命階段一些可能的牧養和事工回應以作個別的考慮。To showcase for each of the three stages a few pastoral and ministry responses for possible considerations.

III. Course Format:

課堂筆記主要為中文，並以廣東話講課。自我反省練習及堂上討論會在課堂內進行，參與程度會以之作評分。短文將在課前派發，須在課堂前完成閱讀以作討論。作業提交按照指定日期，除申請延遲記錄在案或緊急醫療情況外，遲交將獲降分。所有筆記、文章、資料將以數碼送出。The course materials will be mainly in Chinese and lectures shall be conducted in Cantonese. Self reflective exercises will be conducted and discussions will be in and out of class where participation are graded as of their involvement. Articles in Chinese will be given either on class or a class before and expected to complete the readings for subsequent conversation. Submission of assignments will follow deadlines provided. There will be grade reduction for late submission, except for documented or medical emergencies.

IV. Course Content:

I. 7/6 青年事工簡介 Youth Pastoring Introduction

自我概念的發展 Developing the Self-Concept

2. 14/6 關懷同行 Life Carer for the Un-helped Helper (b. 閱讀文章 1)
3. 21/6 個性長成的場景 Home for Developing the Personality (b. 閱讀文章 2)
(d. 簡介訪談要求 Youth Interview Briefing)
4. 28/6 事工展示 Ministry Showcase (b. 閱讀文章 3)
(c. 書本分享 Reading Presentation: 當子女說你好煩)

身份的探索整合 Integrating the Identity

5. 5/7 人生教練 Wholistic Coach for the Performing Leader (b. 閱讀文章 4)
6. 12/7 建立品格的場景 Home for Building the Character (b. 閱讀文章 5)
7. 19/7 事工展示 Ministry Renewal (b. 閱讀文章 6)
(c. 書本分享 Reading Presentation: Youth Ministry From the Outside In)
8. 26/7 潮流文化的挑戰 Challenge from the Popular Culture
(e. 簡介文章要求 Paper Writeup Requirement)

*** 26/7 d. 呈交訪談報告 Interview Report Due

人生召命的發現 Discovering the Vocation

9. 2/8 啟蒙導師 Enlightening Mentor for the Trapped Disciple (b. 閱讀文章 7)
10. 9/8 發掘氣質的場景 Home for Discovering the Temperament (b. 閱讀文章 8)
11. 16/8 事工展示 Ministry Showcase (b. 閱讀文章 9)
(c. 書本分享 Reading Presentation: Toward a Prophetic Youth Ministry)

12. 23/8 青年事工前瞻 Youth Ministry Forward Looking

*** 23/9 e. 呈交文章 Paper Writeup Due

V. Course Requirements:

- a. 課堂參與 Participation (10%): 鼓勵學生在課堂上積極參與討論和案例研究，並期間所進行的自我意識和反思練習。Students are encouraged to participate actively in discussions and case studies during lectures, as well as the self awareness and reflection exercises.
- b. 文章閱讀 Article Reading (10%, 9 Articles ~30 pages): 文章於前一課堂提供，需於下一課堂前完成閱讀。The digital copy will be provided on class or a class before and prior readings are required for subsequent discussion.
- c. 書目分享 Book Reading Presentation (20%): 同學分組完成以下指定書籍閱讀（三選一），於課堂上概述書本要旨、並個人對青年事工的反思。Complete the assigned book reading listed below and present an overview as well as personal reflection during class.
 - 當子女說你好煩: 與青少年溝通得技巧和心法.
 - Youth Ministry From the Outside In: How Relationships & Stories Shape Identity.
 - Toward a Prophetic Youth Ministry - Theory and Praxis in Urban Context.
- d. 訪談報告 Interview (15%, 2,500 中文字): 與 18 至 25 歲左右的年輕人作面談，要求學生以全面的角度（包括心理與家庭、社會與文化、心靈與門徒的觀點），去了解該年輕人的成長掙扎，並對年輕人的生命成長狀況進行分析，並提出繼續跟進的建議。The interview requires student to use a holistic approach; including the psychological and family, social and cultural, spiritual and discipling perspectives, to reflect on the struggles of a youth around age 18 to 25, and to provide an analysis of the situation of the youth, and a proposal of continue work.
- e. 論文 Paper (40%, 4,500 中文字): 給以下四選一的主題作出討論和回應，這些主題圍繞當今青年的四個議題，內容要求學生發揮課堂所學、或引用書本智識以作啟迪（需提供出處）：獨立與放手, 勇氣與探索, 視野與世界, 夢想與立志（課堂前文章也環繞這四個議題）。It requires student to consolidate what one has enlightened during the course, to provide a dissertation from one of the following given topics, which revolve around a developmental theme of nowadays youth: i) self autonomy to differentiate, ii) courage to explore, iii) embrace perspectives with diversity, iv) dream with an aspiration. (Article Readings are also categories by these four topics)

VI. Bibliography:

Curriculum

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