

Theology, Social Context and Diversity in Youth and Children's Ministry (TMM2651)

Module Level: 5

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: The aims of this module are:

- To equip students with an understanding of contextual theologies of practice in contemporary social and cultural contexts for ministry and mission with children and young people
- To encourage students to develop interdisciplinary perspectives on issues of diversity, inclusion, community cohesion and anti-oppressive practice within ministry and mission.
- To enable students to reflect on issues of diversity and inclusion in work with children and young people and identify ethical and theological dialogue partners to support this.

Content: Approaches to contextual theology in particular to political theology, liberation theology, feminist and womanist approaches as developed within contexts for work with children and young people.

Legal frameworks and best practice in working with diversity, equal opportunities, inclusion and anti-oppressive practice in work with children and young people.

Engagement with theories relating to identity and socialisation in youth and children studies and associated strategies for family, youth and community work.

Learning Outcomes: By the end of this module students will be able to:

Subject Knowledge [SSK 2, 3]

Give a coherent and detailed account of contextual theologies relating to social and cultural identities, diversity and equality themes.

Discuss knowledgeably key debates surrounding identity, diversity, and socialisation in childhood and adolescence.

Subject Skills [SSS 2, 3]

To form and evaluate a theological and ethical basis for engagement with diverse groups and diverse contexts for practice, particularly in approaches to working with children and young people in ministry and mission.

Engage in critical theological reflection on the ways in which approaches to ministry and mission with children and young people are influenced by social and cultural contexts.

Key Skills [KS 1, 2, 3, 4]

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Recognise key issues in their own personal and professional development.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.