

Teen Ministry Forum by Jim Miles

Summary: Students will be required to plan, set up, promote, moderate, and counsel in an online teen ministry forum. The forum will be created this year, and be an on-going element of our school's web site and ministry.

Faith Integration:

Faith is integrated in this lesson in that the purpose of the forum is ministry to teens in a peer-to-peer format. Students will have a faith basis for constructing the forum, as the teacher discusses the opportunities for ministry online. As a preparation for making their forum, their faith will be affected by participating in a currently operating forum ministry.

Curriculum Benchmarks (Technology Foundation Standards for All Students; http://cnets.iste.org/students/s_stands.html):

- ✚ Students employ technology in the development of strategies for solving problems in the real world.
- ✚ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- ✚ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Multiple Intelligences addressed (Gardner):

1. **Verbal/Linguistic** – Words typed in the forum's discussion boards are the basis of the assignment. Also, words used in planning and presenting the website hosting the forum are key components.
2. **Visual/Spatial** – Graphics will decorate the website and also be used in storyboard-planning of the website hosting the forum. The color and style of the forum will be a function of visual creativity.
3. **Bodily/Kinesthetic** – Keyboarding is listed as an activity addressing this intelligence. Obviously, there will be lots of that going on!
4. **Intrapersonal** – Since this intelligence is introspective and has to do with journaling, etc., this could become a major component of many entries in the ministry discussions. Peer counseling has a lot to do with self-knowledge, and my introspective students may well be the best peer counselors.
5. **Interpersonal** – Like the intrapersonal above, this is a key peer counseling intelligence: being comfortable interacting with people on lots of different levels.

Materials/Hardware/Software: <http://www.invisionboard.com/> is a company offering a high powered bulletin board package for free. It is called Invision Power Board. It requires [PHP](#) 4.0.6 or better [4.1+ highly recommended] and [MySQL](#) 3.22 or better [3.23.33+ recommended]). A great example of this free software

in use is the website of my church, designed by my friend Don Bickner: <http://lemooresda.org/forum/index.php> The hardware they will use can be any computer with access to the Internet, including those found in our student computer lab, in classrooms, or in their homes.

Assessment/Evaluation: Students will be evaluated with a rubric, based on the amount and quality of their contributions to the bulletin board ministry.

I am setting up a new website for our academy this summer, and in the fall I will make this assignment for my Bible students, and I'll work with some of them on setting up the bulletin board. I've had experience setting up an Invision Power Board already this summer; I'll assist the more techno-literate ones in setting it up.

The following Web sites will be visited by students to prepare them for creating their own:

<http://www.nwdcyd.org/phpbb/index.php?viewcat=3>

<http://www.teenmania.org/discussion/index.cfm>

<http://www.tc.asn.au/phpBB/index.php>

Teacher preparation: I need to acquire the web host for the school, and transfer the school's current site to the new host (1-2 days); I will type up a general description of this project, taking from this plan many details, for distribution to students (1 hour)

Students Preparation: Students will learn most of what they need to know from examining and participating in the web forums listed above. Those who did not participate in a peer-counseling unit I offered last year will need to take it before becoming forum counselors.

Activities/Procedures: Students will be required to plan, set up, promote, moderate, and counsel in an online teen ministry forum. The forum will be created this year, and be an on-going element of our school's web site and ministry.

Teen Ministry Forum Rubric

	1	2	3	4	Total
Story Board	No logical sequence of information; menus and paths to information are not evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.	
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Teamwork	One or two people did all or most of the work.	Most team members participated in some aspect of the work, but workloads varied.	Most team members contributed their fair share of the work.	The work load was divided and shared equally by all team members.	
Forum Moderators	Provides no questions or topics	Asks a few questions, or questions that have yes-no answers; hardly ever starts discussions	Asks some questions, some of which stimulate thinking; sometimes initiates discussion	Asks open-ended questions that stimulate thinking and lead to deeper understanding; initiates discussion on meaningful topics	
Forum Participants	Hardly ever or never posts on the forum	Posts very brief items that involve little thought	Participates some meaningful items, but is inconsistent or sporadic in activity on the forum	Consistently shares experiences and opinions, and often builds on previous posts by agreeing, disagreeing, giving examples, asking questions, defining issues/terms, etc.	

This rubric is based mostly on the Student Web Page rubric found at <http://www.ncsu.edu/midlink/rub.mm.st.htm>

and the AVLN discussion scoring guide, found at http://coursesites.blackboard.com/bin/common/content.pl?action=LINK&render_type=DEFAULT&file_id=_943110_1