



The
Methodist Church
EMMU
of Southern Africa
Education for Healing and Transformation

**INTERNSHIP
2026**

PURPOSE:

To provide student ministers and deacons with an opportunity to continue theological reflection on their academic studies, ministerial and spiritual formation, research and pastoral work, in the context of the vision and mission of the Methodist Church of Southern Africa.

Specific objectives:

To this end, student ministers and deacons should:

1. Engage with the prescribed written material and resources;
2. Contextualise the materials from their own perspectives;
3. Reflect on and process issues and experiences encountered as a student minister and deacon in their daily life. (e.g. HIV and Aids, ecology, transformation etc.)
4. Prepare research papers and projects on given topics;
5. Identify and reflect on incidences and challenges encountered in their pastoral work.

PROJECT REQUIREMENTS FOR 2026

Deacons:

- **First Year in circuit Deacons must do Projects 1, 2, 4 + Deacon Project 1.**
- **Second Year in circuit Deacons must do Projects 4, 6 + Deacon Project 2**
- **Third Year in circuit Deacons must do Projects 4, 7 + Deacon Project 3**
- **Fourth Year in circuit must do Projects 3, 4 + Deacon Project 4.**

Student Ministers:

- **First Year in circuit Student Ministers must do Projects 1, 2, 3 and 4.**
- **Second Year in circuit Student Ministers must do Projects 4, 5 and 6.**
- **Third Year in circuit Student Ministers must do Projects 4, and 7.**
- **Fourth and Fifth Year in circuit Student Ministers must do Projects 4, and 8.**

Note:

1. It is important to acknowledge all your sources and to include your bibliography in all your written work.
2. **IT IS ESSENTIAL TO ALWAYS REFLECT THEOLOGICALLY BEFORE YOU CONCLUDE YOUR WRITTEN PROJECTS EVEN IF THE QUESTION DOES NOT SPECIFY THE REQUIREMENT AS THIS IS THE TOOL YOU NEED TO BECOME ACQUAINTED WITH BEFORE YOU EXIT TO ORDINATION.**

PLEASE MAKE SUFFICIENT COPIES OF THE ENCLOSED PROJECT / ASSIGNMENT COVER



Internship 2026 Assignment / Project Cover sheet

Name: _____

Project No.: ____ Topic: _____ Date: _____

District (Name & Number): _____

C = Competent NYC = Not Yet Competent NC = Not Competent

		C	NYC	NC
1	Was the reading material and/or context understood			
2	Presentation - written and oral: Does the learner communicate clearly and appropriately? Was enough effort put into the preparation?			
3	Content of the written theological reflection: Are the theological issues identified and deeply reflected upon? Is Scripture, tradition, reason and experience critically engaged?			
4	How adequately can the learner describe his or her own growth through the project? Did the project give the learner new insights? Can she/he articulate them?			
5	Ability to interact meaningfully with the rest of the group, and graciously receive feedback.			

PLEASE COMPLETE ALL 5 CATEGORIES OF MARKING

Names

Signatures:

DSS / Convener:

Group Members:

DSS / Convener's Comments:

PROJECT 1 REFLECTIVE LEARNING

The foci of this Project / Assignment are pastoral skills, pulpit skills and management/administration. The intention of the journal is for you to improve on your performance in these areas through reflection and consultation.

INSTRUCTIONS

Keep a “Reflection Journal” for the next six months on your experience of ministry (February to July), written or recorded on mp3/voice note. You must write a one-page (450-500 word) entry or record a 3-5 minute mp3/voice note every week (25 weeks). It is best to make this decision in consultation with your IST convenor.

Reflect specifically on:

1. Services (sacramental ministry, preaching & worship, funerals).
2. Pastoral visitations and counselling
3. Administrative/management functions (leading meetings; handling finances; tasks of coordinating various church activities; managing staff; etc.)
4. The use of technology (how has technology helped or hindered your ministry)
5. PMC's (in your experience of your PMC, how do you envisage the PMC enabling your development as a minister)
6. After your period of reflection, you are required to respond to the 22 questions that everyone who belonged to John Wesley's Holy Club answered for themselves at the end of every day. Your responses to these questions are to be an overview of your experience of ministry over the six-month period under review. (You will find the questions at <https://www.umcdiscipleship.org/resources/everyday-disciples-john-wesleys-22-questions>)
7. At the conclusion of this project, you need to reflect on how your experience of ministry over the last 6 months has affected your understanding of God as well as your understanding of your call.

Reflection: Guiding questions (Do not answer each question! They are here to give you ideas on how to reflect).

- What has the experience revealed about my strengths and weaknesses?
- What have I learned about myself as a result of the experiences?
- What new information have I learned about the tasks and my abilities to perform them well?
- What could I have done differently/better? How?
- What caused my greatest joys and feelings of accomplishment? What were my greatest challenges?
- What strong feelings – positive or negative – were elicited by my experiences?
- How has my understanding of my ministry or calling been impacted by my experiences?

Although personal reflection is the emphasis of the journal, you must show at least one example of applying/integrating the knowledge you gained during your academic studies in each entry. For example:

- Cite a specific worship style taught to you and reflect on how it was received and how you felt going outside of your comfort zone.
- Describe how you used a counselling skill during a pastoral visit and reflect of how successful you were and how comfortable you were doing it.
- Mention a leadership technique you applied in a meeting and reflect on whether you could improve on using it.

PROJECT 2
DESIGNING AND IMPLEMENTING A CAMPAIGN
Wesley(an)'s models of economy: using John Wesley's sermon on the use of money.

The MCSA 2024 Conference has directed through the platform of work for all Methodist People within the Connexion that the following should be done:

Each Circuit and District to prioritise financial literacy by ensuring that theological teaching on the Wesleyan theology of money and practical workshops on financial literacy are offered in 2025. This work is to be reported on at CQMs, Synods and Conference 2025.

The above conference directive recognises that whilst many people continue to struggle financially because of the economic conditions in the member states of our connexion, there is also a need for empowering people in financial literacy so that they can become good stewards of the resources God has entrusted to them. In this project you will need to use the Bible and John Wesley's sermon on the use of Money as a tool for teaching, empowering and mobilising your community/circuit to be more financially literate and how to resource for mission.

Therefore, this project invites you to create a campaign responding to a specific issue of concern pertaining to the use of money. Furthermore, it seeks to challenge you to establish resources, both for your use and training others in advocacy and lobbying for the right usage of money in your circuits, society and the wider communities you serve.

The objectives of this assignment are:

1. To assess your ability to identify financial/economic issues of concern as well as the impact they have on the livelihood of those within your local context and Southern Africa as a whole.
2. To assess your ability to reflect theologically on these specific areas of financial literacy and economics:
 - a) To assess your ability to select and contextually read several passages that can help promote the right use of money within the context of Wesleyan Theology and Spirituality.
 - b) To assess your ability to connect the readings within the spirituality of the MCSA (i.e. how do the gleaned themes from the passages interact with the pillars and/or vision and mission of the MCSA?)
 - c) To assess your ability to determine how the Church has addressed this specific concern, using the Wesleyan tradition.
3. To assess your ability to design a campaign (which would include a manual consisting of a sermon series, a Bible Study series, series of weekly workshops or a community project) that would run for a minimum of four weeks.
4. To assess your ability to address a specific financial or economic issue through the campaign, as well as, offering possible ways in which interventions can be set in place in order to create awareness, lobbying support for financial literacy and resource mission.

There are four sections to this assignment. Please read and follow the instructions for each section carefully.

Section A:

Identify a financial/economic issue you would like to address that may be as a result of irresponsible use of money in your local setting. Discuss the details of the identified issue and how it impacts quality of life and the resourcing of mission in your local setting. Include your conversations with the wider society in your response. (300 words)

Section B:

Reflect theologically on this issue and include in your response:

- a) Wesley's sermon on the use of money and any other passages you will be using for your campaign as well as explaining their relevance to that specific financial/economic issue in Southern Africa
- b) The connection your readings have with the spirituality of the MCSA (i.e. how do the gleaned themes from the passages interact with the pillars and/or vision and mission of the MCSA?)
- c) How has the Methodist Church addressed or not addressed this specific issue of concern?

Section C:

Design and implement a campaign addressing this specific financial/economic issue

- a) You are required to develop a manual which will include a sermon series, a Bible study series, a series of workshops or a community project that will run for a period of a minimum four weeks.
- b) Include your sermons and notes and programmes for the Bible studies and/or workshops in your response.
- c) This engagement should not be limited only to the church but should include members of the community or the schools who are not members of the church.
- d) You will need to include feedback from at least five (5) members who attended the sermon series, the Bible studies/workshops or participated in the community project, and two (2) members of the community/school.

Section D:

Assess effectiveness of the campaign

- a) Assess your own effectiveness in addressing the specific financial/economic issue and indicate the interventions that have been put in place as a consequence of you having run the campaign that will help in financial literacy advocacy and resourcing mission.
- b) You are also to report on how this project has changed the way in which you view ministry and the Church's response to contextual issues.

PROJECT 3
THE SPIRITUAL DISCIPLINES

Integrating the Spiritual Disciplines and related Wesleyan Spirituality into your personal life and vocational work.

PURPOSE OF THIS PROJECT

The intention of this project is that the minister gains an understanding of the role of spiritual disciplines in a Christian's life. Further, the minister should understand John Wesley's own view of the spiritual disciplines (which Wesley generally referred to as 'means of grace'). The minister should then combine this understanding, systematize / thematize it, and pass it on to others. Most especially the minister should grow in their own practice and appreciation of some of the spiritual disciplines.

TASKS

1. Read *MISSING JESUS? FINDING THE SHEPHERD WE LOST* by John Wessels. The chapters that are pertinent to completing this project are 1,2, 3, 20, 21, although it is important to note that the entire work will guide your response.
2. Read Wesley sermon 16 "The Means of Grace", sermon 43 "The Scripture way of Salvation", sermon 12 "The witness of our own Spirit".
3. Read some online articles or other resources that may help you develop an understanding of Wesley's relationship with Spiritual Disciplines (Means of Grace). Focus here could be given to the Southern African context.
4. Your Personal Devotional Life:
 - a. Chapter 20 of *Missing Jesus? Finding the Shepherd we Lost* suggests a specific way of praying the Lord's Prayer. Pray the Lord's Prayer in this suggested way every day for one month.
 - b. Chapter 21 of *Missing Jesus? Finding the Shepherd we Lost* offers 35 other spiritual disciplines. Select any three that you are drawn to. Take time to choose your three. Which shimmer for you? Which feel interesting or exciting? Which do you feel prompted to practice?
 - c. Get an electronic version of the resource John Wessels developed as a companion to Chapter 21. This can be obtained at [Missing Jesus - Downloads](http://missingjesus.net/frmDownload.aspx?fl=Additional%20resources.pdf) (<http://missingjesus.net/frmDownload.aspx?fl=Additional%20resources.pdf>) or by requesting it by email from john@trinitylinden.org.za
 - d. Practice the three disciplines you have chosen so that you discover their power.
 - e. Write a 2 000 word reflection on your personal experiences with these Spiritual Disciplines.
5. Your vocational work:
 - a. Based on the readings of *Missing Jesus? Finding the Shepherd we Lost* and the sermons of John Wesley mentioned (and any other Wesleyan resources you believe may be relevant) develop and teach a six week course on the spiritual disciplines. Give a title for your course.
 - b. Write a 5 000 word summary of the content of the course. This must include the content you taught and the questions for discussion.
 - c. The course should have no less than eight participants. You must develop an evaluation form that the participants complete. The original evaluation forms from all participants must be submitted. The forms can be anonymous.

PRESCRIBED RESOURCES

Wessels, John, *Missing Jesus? Finding the Shepherd we Lost*, Porcupine Press, 2019. (This resource can be ordered from the website [Missing Jesus](http://missingjesus.net) (missingjesus.net); info@missingjesus.net; 0722272773; copies will be brought to the January seminar)

Wesley's sermon 16 "The Means of Grace"

Wesley's sermon 43 "The Scripture way of Salvation"

Wesley's sermon 12 "The witness of our own Spirit".

PROJECT 4
CONTEXTUAL ISSUE
Post Mission Congress: Crossing over to the other side

Assignment Brief

Word Count: 3,400 words

Format: Typed, 1.5-spaced, Times New Roman, 12pt font

Submission: Submit via Email to your IST Convener. In addition, print a copy for your District IST Meeting

Objectives

- Investigate the preparation your current circuit did for the mission congress last year
- Critically assess your current Circuit's alignment with the resolutions of the 2025 Conference.
- Reflect on the practical implications of the Mission Congress for local ministry.
- Propose actionable steps for deeper missional engagement in the Circuit.

Assignment Structure

Chapter 1: Introduction (400 words)

- Give a brief overview of the Mission Congress and its significance.

Chapter 2: Investigative Report on Circuit Preparation (1,000 words)

- Describe how the Circuit prepared for the Mission Congress, include interviews and evaluate effectiveness also touching on the hindrances.

Chapter 3: Analysis of Conference Resolutions (800 words)

- Summarize key resolutions and discuss relevance to Circuit context including any foreseen challenges in implementing such resolutions.

Chapter 4: Implementation and Local Impact (800 words)

- Investigate steps taken since the Mission Congress and assess the impact thereof.

Chapter 5: Personal Reflection and Recommendations (400 words)

- Reflect on learnings and suggest practical ways forward.

Assessment Criteria

- Depth of investigation and use of sources (interviews, documents, observations)
- Clarity and coherence of writing
- Critical engagement with Conference resolutions
- Practical insight and theological reflection
- Originality and relevance of recommendations

Grading Rubric (Total: 100%)

Criteria	Excellent (16–20)	Good (11–15)	Adequate (6–10)	Poor (0–5)
Introduction & Contextualization	Clear, engaging introduction with strong contextual understanding	Good introduction with adequate context	Basic introduction with limited context	Weak or missing introduction
Investigation of Circuit Preparation	Thorough investigation with multiple sources; insightful analysis	Good investigation with some sources	Limited investigation; basic analysis	Minimal or no investigation
Engagement with Conference Resolutions	Deep understanding and critical engagement	Good understanding; some engagement	Basic summary; limited analysis	Poor understanding; lacks relevance
Analysis of Implementation & Impact	Strong analysis; clear evidence of impact	Good analysis; some evidence	Basic analysis; limited evidence	Weak or missing analysis
Personal Reflection & Recommendations	Thoughtful reflection; practical recommendations	Good reflection; relevant recommendations	Basic reflection; generic recommendations	Minimal reflection; lacks recommendations
Structure, Clarity & Writing Style	Well-organized; clear, coherent writing	Mostly organized; clear writing	Some organization; writing unclear	Poorly structured; frequent errors
Referencing & Use of Sources	Proper referencing; diverse sources	Adequate referencing; some sources	Limited referencing; few sources	No referencing; lacks sources

Grade Bands:

Competent 50% - 100%

- Not yet Competent 0% - 49%

Useful Articles and Resources

Aziz, G., 2022. 'Youth Ministry as a Public Practical Theology: A South African Evangelical Perspective', *HTS Theological Studies*, 78(1), pp.1–8. Available at: <https://doi.org/10.4102/hts.v78i1.7273>.

Dreyer, W. (2016) 'Church, mission and ethics. Being church with integrity', *Hervormde Teologiese Studies*, 72(1), pp. 1–8. doi:10.4102/hts.v72i1.3163.

Knoetze, J. (ed.), 2022. *Mission: The "Labour Room" of Theology*. Bloemfontein: CLF Publishers.

Magezi, V., 2023. 'Quest for African Practical Theology: Lived Religion, Social Transformation and Public Aspiration as Organising Centres', *Practical Theology*, [online] Available at: <https://doi.org/10.1080/1756073X.2023.2183305>.

Methodist Church of Southern Africa, 2025. *Pilgrimage of Renewal: Journey to Mission Congress 2025*. Johannesburg: MCSA Connexional Office. Available at: <https://methodist.org.za>.

Methodist Church of Southern Africa (2026), 2026 Year Book. Methodist Publishing House: Cape Town.

PROJECT 5
LEADERSHIP IN TIMES OF SOCIAL MEDIA
Is Social Media a Tool to Build or Distract?

Introduction

The paper titled “**The Church and Social Media**” by Sorin Bădrăgan explores the relationship between the church and social media, emphasizing the need for churches to adapt to the growing influence of social networks, where nearly half the global population is active. While social media is commonly viewed as a tool for ministry, its deeper implications, as outlined in the mediatization theory, suggest that it shapes personal and societal dynamics significantly. The church must respond not only by utilizing social media for outreach and community building but also by addressing its negative impacts, such as mental health issues stemming from social comparisons. Bădrăgan advocates for a multifaceted approach, encouraging churches to engage actively online, offering support to those affected by social media’s darker aspects, and recognizing the integrated reality of media and religion in contemporary society.

Guidelines

Assignment Length: 4700 words, bibliography, supporting documents, use size 12 font and 1.5 spacing.

Style: This project is more practical than theory, yet it combines the two. As you engage with this project, you should show good leadership, theological perspective, and relevant contextual examples. This project is about leadership, therefore, clear evidence of leadership exercised by you must be shown. Be as practical as possible and display good knowledge of yourself, your context, the prescribed resources, and others.

The aim of this project is to show how you reflect on theory and devise tools to display your leadership in church and especially outside church. Your theological training should enable you to think critically with achievable solutions.

Key Insights

- The significant presence of social media users necessitates that churches adapt their ministerial strategies to engage effectively with these platforms.
- Social media is not merely a tool but a transformative factor that influences personal and public life through mediatization.
- The church faces challenges in addressing the negative psychological impacts of social media, such as anxiety and depression linked to social comparisons.
- Historical perspectives on the interaction between religion and media have often overlooked the importance of technology in shaping religious practices and beliefs.
- A proactive approach is needed for churches to not only disseminate their messages but also to provide support and community for those affected by social media’s negative aspects.

Section 1

MCSA Social Media Policy.

Before starting to do the project, especially the practical parts, write your own reflection and observation on how the Church in general and the Methodist Church in particular have related to social media, whether positively or negatively or both. As a part of this reflection, reflect on the Methodist Church of Southern Africa’s Social Media Policy. This reflection should not be long and should be part of your IST Seminar discussions. (700 words)

Section 2

Read and discuss “The Role of Social Media in Peacebuilding and Conflict Resolution”

Considering this, how can social media be strategically utilized to enhance peacebuilding and conflict resolution while preventing violence, promoting empathy, and combating misinformation and hate speech?

Secondly, what strategies can be developed to enhance the constructive capabilities of social media in conflict resolution while mitigating its inherent risks such as polarization and the spread of false information?

Having looked at and discussed the above, write a **discussion paper** from your answer. Organise a **seminar** for leaders in church and community where you will lead and facilitate a discussion on The Role of Social Media In Peacebuilding And Conflict Resolution, and the outcomes should be developed into a **working paper** that you will present as a motion to the CQM with an anticipation to go to the conference eventually. This should also be broadcast live on your church’s Facebook page, and screengrab the comments as part of your working paper. There should be clear evidence that must form part of your submission. A discussion paper (1000 words), working document (1500 words), CQM resolution, evaluation form, attendance register, and four signed testimonies should be submitted.

Section 3

The Effect of Social Media on Church Management

Choose any social media platform and post on the dangers of inciting conflict on the platform and what should be the best way of engaging one another on the platforms. The post can be written, or you can do a video or even add extracts of other social media posts that will be able to inspire conversation on your post.

Attach the post to your written submission together with all the comments. In your written reflection assess whether your post attracted a meaningful engagement or if people were not interested. Based on your reflection, argue whether social media platforms are helpful in meaningful interactions and if it is important for the church to invest in how it uses social media platforms to engage, inform and evangelise. Written reflection (1500 words), social media post, and at least five comments responding to or engaging your post need to be included in this section.

Prescribed Resources

Bădrăgan, S. (no date) 'The church and social media.'

Hesse, L.N. (2019) 'The effect of social media on church management,' *Texila International Journal of Management*, pp. 145–147. <https://doi.org/10.21522/tijar.2014.se.19.01.art016>.

James, A.B. (2024) 'The role of social media in peacebuilding and conflict resolution,' *IJCSPUB*, 14(2), pp. 770–776.

Recommended Resources

Afolaranmi, A. (2021) *TOWARDS A THEOLOGY OF CONFLICT TRANSFORMATION IN CHURCHES THROUGH SOCIAL MEDIA*, *Peace and Conflict Journal Conference*.

https://nsuworks.nova.edu/pcs_conference/2020/day1/14/.

Badmos, K. (no date) 'Effects of social media on the church.'

Drescher, E. (2011) *Tweet If You Love Jesus: Practicing Church in the Digital Reformation*. Morehouse Publishing.

Madise, M. (2023) 'Adapting or Adopting Digitisation: The Methodist Church of Southern Africa (MCSA) during Covid-19 Lockdown (2019 to 2022),' *Studia Historiae Ecclesiasticae*, 49(2). <https://doi.org/10.25159/2412-4265/12577>.

Nell, I., 2016, 'Virtual leadership? The church as a South African case in point', *HTS Teologiese Studies/Theological Studies* 72(2), pp. 1-9.

Pimay, A. & Riyadi, A., 2023, 'Virtual Religious Conflict: From Cyberspace to Reality', *HTS Teologiese Studies/Theological Studies* 79(1), pp. 1-6.

PROJECT 6
CHILDREN AND YOUTH MINISTRY
Building an Intergenerational Church: A Vision for Children and Youth Inclusive Ministry

1. PROJECT DESCRIPTION

This project invites probationers and deacons to delve into the call of The Methodist Church of Southern Africa (MCSA) to establish intergenerational ministry where children, youth, and adults connect through ministry and mission. By incorporating Scripture, Wesleyan theology, developmental theory, and the Reggio Emilia Approach, this project aims to prepare ministers and deacons in training to foster congregations where individuals of all ages are actively engaged in God's mission.

The project emphasizes that children and youth are not just future members of the Church but are also present disciples, image-bearers of God, and partners in ministry. Through theological reflection, practical ministry design, and an understanding of the Southern African context, this project offers a comprehensive framework for developing ministries that value the inquisitive voices, unique gifts, talents, and leadership potential of young people.

The project also incorporates a deep exploration of the Reggio Emilia Approach as a way to understand children's spirituality, creativity, and sense-making processes.

2. PROJECT AIMS

This project aims to:

a. Develop practical strategies for ministering to children and youth

- Equip ministers and deacons with skills for designing lessons, liturgies, pastoral care practices, discipleship spaces, and community engagement.
- Promote creativity, storytelling, movement, visual imagery, and multi-sensory learning.

b. Foster a sense of community across generations

- Strengthen intergenerational bonds in congregational life and worship.
- Create worship and ministry expressions that integrate children, youth, adults, and elders as co-participants.
- Cultivate a culture of belonging grounded in Wesleyan communal theology and Methodist Covenant principles.

c. Provide theological, biblical, and pedagogical resources

- Offer tools, templates, models, and readings that empower inclusive ministry.
- Encourage the use of the Reggio Emilia Approach for reflective, creative, and child-centred ministry formation.

3. LEARNING OUTCOMES

By the end of this project, probationers and deacons will be able to:

- I. Articulate a biblical and Wesleyan theological foundation for intergenerational ministry, emphasising grace, community, and belonging.
- II. Design inclusive worship, teaching, pastoral-care practices, and ministry programmes where all ages can meaningfully participate.
- III. Integrate child-development principles and contextual realities of Southern African children and youth into ministry design.
- IV. Apply creative and reflective practices inspired by the Reggio Emilia Approach in preaching, worship design, and pastoral ministry.
- V. Develop a ministry plan for circuits/societies that positions children and youth as partners in ministry and mission.

4. PROJECT OUTLINE / MODULES

Two modules need to be completed in the doing of this project. Module 3 is compulsory and the student needs to select either Module 1 or Module 2.

MODULE 1 (Optional): THEOLOGICAL FOUNDATIONS FOR AN INTERGENERATIONAL CHURCH

Key themes to consider in this module

- Children and youth as imago Dei
- “Let the little children come to me” (Mark 10:13–16)
- Old and young dreaming and prophesying together (Joel 2:28; Acts 2:17)
- Wesleyan emphasis on grace, discipleship, and community
- Methodist Covenant theology and belonging

Practical Reflection Task

Write a 5–8 pages theological reflection explaining why children and youth fully belong in the mission and ministry of the Church. Your reflection should integrate the provided key themes, scripture, and Methodist theological principles, and consider practical implications for worship, discipleship, and leadership.

Recommended Online Readings

Methodist distinctives

<https://www.methodist.org.uk/about/what-is-distinctive-about-methodism/>

The Child in Christian Thought – Marcia Bunge

<https://www.scribd.com/document/481644506/The-Child-in-Christian-Thought>

John Wesley on discipleship

https://divinity.duke.edu/sites/default/files/documents/22_Wesleys_Prescription_Duke.pdf

South African Child Theology Movement papers (SciELO South Africa)

MODULE 2 (Optional): SAFEGUARDING WORKSHOP DEVELOPMENT & PRACTICAL IMPLEMENTATION

This module seeks to equip ministers and deacons with practical skills to design, deliver, and evaluate a safeguarding workshop suitable for children or youth in the Methodist Church.

Each probationer minister or deacon must create, conduct, and document ONE safeguarding workshop using ONE topic from the list below.

Workshop Topics

Children’s Workshops	Youth Workshops
I Am God’s Beloved: My Body Belongs to Me	Justice, Dignity & Safety (Christian Response to GBVF)
God’s Safe Circle: Safe vs Unsafe Spaces at Church	Christ-Centred Healthy Relationships
Wise Choices With God’s Help	Whole & Well: Faith & Mental Health
Shining Light Online	Digital Disciples: Faithful Living Online
Strong in God’s Love: Confidence & Boundaries	Godly Decisions: Consent & Moral Responsibility

Proposed workshop structure (expected length of 5-8 pages)

1. **Workshop title**
2. **Target age group** (children or youth)
3. **Duration** (45 – 90 minutes)
4. **Learning Objectives** (minimum three)
5. **Safeguarding content outline**
6. **Teaching methods** (storytelling, drama, group work, visuals, digital content)
7. **Key messages & take-home points**
8. **Scripture integration**
9. **Safeguarding references** (MCSA policy, Children’s Act, UNICEF)
10. **Evaluation tool** (feedback forms or short reflection)
11. **Report summary**

MODULE 3 (Compulsory): DESIGNING CHILDREN AND YOUTH INCLUSIVE WORSHIP

Areas to explore

- Multi-age and intergenerational worship services
- Story, movement, image, sound, and play as teaching tools
- Reggio-inspired worship stations, wonder questions, prayer corners
- Liturgical involvement of children and youth
- Sacred spaces and visual imagery for spiritual formation

Practical tasks

Task 1: Design ONE intergenerational event (An outline only, 1-2 pages)

Examples:

- Intergenerational storytelling night
 - Prayer walk
 - Family Communion retreat
 - Family Sunday service
- (Choose one and design a cohesive, meaningful event.)

Task 2: Create a full intergenerational worship service presentation

- Minimum of 25 slides (use Canva Free).
- Include visuals, transitions, worship flow, songs, and participation points for all ages.

Task 3: Write a full liturgy (5–8 pages)

The liturgy must include:

- Call to worship
- Opening prayer
- Songs/Hymns (from recommended resources and your own choices)
- Readings (intergenerationally accessible)
- Offering prayer
- Intercessions (3 voices: child, youth, adult)
- Benediction
- Message using Godly Play to retell a Bible story creatively and symbolically

Task 4: Evaluation

- After the event, write a personal evaluation of how you experienced the preparation for the event as well as the event itself. Include what you discovered about intergenerational worship and your ability to minister intergenerationally (1-2 pages).
- You also need to include evaluations from at least one parent, one child, the Sunday School superintendent, a society steward and any other 2 members who attended the event.

Recommended online readings

- John Roberto – Intergenerational Faith Formation
- Godly Play (Jerome Berryman):
<https://www.godlyplayfoundation.org>
- Loris Malaguzzi – *The 100 Languages of Children*:
<https://www.reggiochildren.it/en/reggio-emilia-approach/>
- Reggio Emilia Approach overview:
<https://www.reggiochildren.it/en/reggio-emilia-approach/system>

Worship Resources

(Found on YouTube)

- CJ & Friends
- eKidz Worship
- Hillsong Kids Africa
- Young & Free
- Maverick City Kids / Youth

PROJECT 7
CLERGY AND LAITY
Practical Strategies for Ethical Leadership: Ethical Leadership in Church and Society

1. GUIDELINES FOR THE PROJECT

Assignment length: Ten pages including bibliography

Spacing: 12-point font, 1.5 spacing

Writing style: Clear, reflective, practical, theologically grounded, contextually aware

Sources required:

- Scripture
- Methodist theology (doctrine, identity, ecclesiology, mission, spiritual formation)
- African ethical perspectives
- At least five academic sources

Examples: Kretzschmar, Maluleke, Forster, Kumalo, Kunhiyop, Molefe, Methodist doctrinal statements, Conference documents, and theological reflections across the Methodist tradition.

2. PURPOSE

To help Probationer Ministers understand and practise ethical leadership at personal, congregational, churchwide, and societal levels within the Methodist Church of Southern Africa.

3. PROJECT DESCRIPTION

The Methodist Church of Southern Africa ministers across six nations that continue to face significant ethical challenges. These include corruption, political instability, community violence, economic injustice, conflict in Mozambique, gender-based violence, declining integrity in public life, and a growing mistrust in leadership.

Clergy and Laity therefore share a calling to offer ethical leadership shaped by Scripture, Methodist identity, African wisdom, moral courage, and compassionate spirituality. This project guides you in understanding ethical leadership within Methodist theology and helps you equip congregational leaders through teaching and practical ministry.

4. EXPECTED LEARNING OUTCOMES

By completing this project, students will be able to:

4.1. Personal Spiritual and Ethical Formation

Demonstrate growth in personal integrity, spiritual discipline, and ethical conviction.

4.2. Theological Understanding

Explain ethical leadership using Scripture, Methodist theology, African ethics, and contemporary scholarship.

4.3. Contextual Discernment

Identify and analyse ethical issues affecting your congregation, community, and national context.

4.4. Practical Leadership

Design and lead an Ethical Leadership Workshop that trains others in ethical understanding and action.

4.5. Teaching and Facilitation Skills

Apply effective teaching methods adapted to your congregation's context.

4.6. Critical Reflection

Analyse ethical dilemmas and reflect maturely on your own leadership practice.

4.7. Community Impact

Demonstrate that ethical leadership teaching leads to real change in your Society or Circuit.

5. PROJECT COMPONENTS (What You Must Produce)

Your full submission must include the following:

5.1. PART 1: ETHICAL LEADERSHIP IN YOUR OWN LIFE

a) *Personal Ethical Formation*

Explain how your spiritual practices shape your ethical leadership. Reflect on prayer, Scripture reading, Communion, class meetings, Methodist spirituality, emotional maturity, boundaries, accountability, and patterns of holiness and discipline.

b) *Clergy and Laity Shared Ethical Responsibility*

Describe how clergy and laity work together to build an ethical congregation. Use Methodist theological principles such as connexional identity, conferencing, communal discernment, holiness of heart and life, and disciplined accountability. Explain how these help create a culture of trust, justice, compassion, and integrity.

5.2. PART 2: ETHICAL LEADERSHIP IN YOUR CONTEXT

a) *Methodist Theology on Church Effectiveness*

Reflect on Methodist teachings on Christian life, holiness, mission, and discipleship. Explain how Methodist spiritual disciplines and practices address moral failures in the church and strengthen ethical leadership.

b) *Ethical Priorities in Your Circuit*

Identify **five ethical priorities** needed in your Society or Circuit. Examples: stewardship, financial transparency, safeguarding, gender justice, responsible leadership, conflict resolution, care for the poor, racial reconciliation, confronting corruption, youth formation.

Explain why each priority matters and how you will encourage it.

c) *Critical Ethical Dilemma (One Page)*

Describe one ethical dilemma from your ministry experience.

Explain the moral tensions and how Scripture, Methodist theology, and African ethics guided your response.

5.3. PART 3: ETHICAL LEADERSHIP WORKSHOP

You must **plan, lead, and evaluate** an Ethical Leadership Workshop in your congregation or Circuit.

a) *Workshop Programme*

Provide a simple timetable showing the devotion, Scripture, teaching, group work, case study, and closing reflections.

b) *Themes and Purpose*

State the themes you taught. Examples: Christian character, justice, stewardship, truthfulness, reconciliation, public ethics, Methodist identity. Explain why these themes matter for ethical leadership.

c) *Methods of Facilitation*

Explain the teaching methods you used, for example:

- Bible study
- Methodist conferencing
- African storytelling
- Case studies based on your context
- Group reflection
- Ethical decision making exercises

d) *Teaching Materials*

Attach all notes, handouts, case studies, or slides you used.

e) *Ethical Practice Identified*

Describe one ethical practice your leaders agreed to implement. Examples: safeguarding, accountability structures, financial transparency plan, gender justice initiative, peacebuilding work.

f) *Evidence of Workshop*

Provide proof: photos, attendance register, brief confirmations, or a note from your Superintendent.

g) Feedback from Five Participants

Collect written feedback from five attendees on your content, clarity, and facilitation.

h) Self Evaluation (Half Page)

Describe honestly what went well, what you would improve, and what you learned.

i) Impact Follow Up Note (One Page)

Explain any decisions, changes, or new actions taken in your congregation after the workshop.

6. REQUIRED USE OF SOURCES

Your assignment must show engagement with:

- Scripture
- Methodist theology
 - Methodist doctrine
 - Methodist Rule of Life
 - Conference statements
 - Methodist spirituality
 - Holiness of heart and life
 - Connexional ecclesiology
- African ethical frameworks
- At least five academic sources, such as:
 - Kretzschmar on Christian ethics
 - Maluleke on public and prophetic theology
 - Kumalo on ethics and public life
 - Kunhiyop on African Christian ethics
 - Molefe on African personhood
 - Forster on Methodist spirituality and ethical formation

7. MARKING RUBRIC

Area	Marks
Use of Scripture, Methodist theology, African ethics, academic sources	20
Personal ethical reflection	15
Contextual ethical priorities	15
Ethical dilemma analysis	10
Workshop design and materials	15
Evidence and participant feedback	10
Self-evaluation and impact follow up	10
Writing quality	5
Total	100

8. CONCLUSION

This project aims to help you grow as an ethical Christian leader rooted in Scripture, Methodist theology, African moral wisdom, and the realities of Southern Africa. It equips both clergy and laity to embody integrity, justice, compassion, accountability, and moral courage in church and society. By completing this project, you strengthen the ethical witness of the Methodist Church of Southern Africa and contribute to the moral renewal of your community and nation.

PROJECT 8
PRACTICAL THEOLOGY
Assisting congregants to cope with Mental Health Challenges

People are often forced to overcome many challenges at the same time. This is especially true with regards to ministry. These challenges create instability and uncertainty in individuals and families, leading at times to mental health challenges.

Create a model of support that you will implement in your local church to address mental health in **not less than 3000, but not more than 3500 words**. To achieve this, cover the following areas:

A. Research:

1. Select and describe a mental health challenge that is most prominent or common in your local community and also indicate what the triggers could be, if any. (300 words)
2. Assist the congregants to be informed about the mental health challenge you have identified from a scholarly perspective. Use proper academic referencing. (300 words)
3. Indicate how this particular mental health issue affects youth and children. (300 words)
4. In your project, demonstrate how people understand the mental health challenge of your choice, including the stereotypes (also mentioning the contributing factors to such stereotypes) that your community holds about the mental health challenge of your choice, including how youth and children understand such an issue. Include evidence of how you have collected this data. (600 words)

B. Contribution:

5. Develop a practical model indicating ways in which those who suffer from and as well as those who are affected by the mental health challenge described above may be supported, especially youth and children. Practically demonstrate how the model you have come up with will be or is being implemented and sustained. Please provide evidence of the practical steps taken to implement this strategy. (1500 words)