

iLIGHT

EUD CHILDREN'S MINISTRIES BULLETIN

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God's Communication Style

I often wondered what Jesus' communication style was like in private, away from the spotlight, alone with his disciples. We have Biblical records of his public speaking: the sermons, the parables, the private conversation with Nicodemus and the Samaritan woman, for instance but no record, maybe just few of them, on his intimate moments with his disciples or best friends such as Martha, Maria and Lazarus and some others not mentioned in the Bible. Why asking such a question, you may wonder, and what does it have to do with a Bulletin predominantly dedicated to people who are working with and for children?

Communication—simply honest, clear, authentic communication. Period.

A while ago I was having a conversation with a dear friend of mine, both him and I work in the so called "caring industry", he as psychologist and I as social worker. We were considering the fact that at the root of most conflicts people and families experience lies a lack of proper communication, and that the majority of problems our clients were experiencing could have been easily avoided if clear, honest and authentic communication was employed. I was amazed at this, as the same remark was made by a mediator when I attended a training on this topic several years ago. I am not stating that communication is a panacea and that it

solves all problems, I am very well aware that there are other pressing and complex issues which don't stem from inefficient communication. I am just considering the fact that most conflicts could be easily avoided if we simply knew what it does mean to communicate in an effective way.

I am also aware that this is not the time and space to venture into details on this very important topic, what I would like to consider, though, are some of the effects it has on children and I hope that parents and church members may become more aware of their communication patterns.

Let's go back to Jesus. We are used to talk about the adult Jesus, mostly because the first years of his life are scantily recorded. Apart from his birth, his asylum seeking in Egypt, his staying back at the temple when he was 12, we have no detailed record of his childhood. We have no record of how Mary and Joseph communicated with each other and with him, how they resolved conflicts and how they communicated respect, love and acceptance. We have just a glimpse of this from the few chapters dedicated on Jesus' childhood in "Desire of Ages" by E.G. White.

However, in the Bible we have ample evidences of how effective communication is like which hopefully will shed light on this topic. When I studied Social Work at University, I was astonished to discover

God's Bible Promises for kids

Be patient with the faults of others—they have to be patient with yours!
"Be humble and give more honour to others than to yourselves."

Philippians 2:3

Jesus hears all that you tell him; he will never tell you 'I'm too busy'.
"I asked the Lord for help, and he answered me. He saved me from all that I feared."

Psalms 34:4

from: Daly, R., "God's Little Book of Bible Promises for Children", Autumn House, Grantham, Great Britain, 2000

CARING FOR KIDS



What do children truly need to grow up happy? To feel that they fit in and matter? To believe that they are loved? They need you—you and other caring adults to genuinely be there for them as they're growing up. They need to know you care, not just on special occasions, but *every day*. How do you do that? By accepting, guiding, and loving them in simple, yet meaningful ways. You don't need a lot of time and money; you don't have to be a parent, teacher, or coach. Sincerely Showing children you care can make a difference, helping to bring out the best in them—and in you.

Surprise them.

Stay with them when they're afraid.

Invite them over for juice.

Suggest better behaviors when they act out.

Feed them when they're hungry.

Delight in their discoveries.

Share their excitement.

Send them a letter or postcard.

Follow them when they lead.

Notice when they're absent.

Call them to say hello.

Hide fun surprises for them to find.

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that pure Biblical principles of respect and acceptance of individuals, being nonjudgmental and being inclusive, to name a few, were predominant qualities in becoming professional social workers. I felt as I was reading the Apostle Paul's epistles in academic form. I could not believe my eyes!!! His letters began with words of affirmation aimed at softening the readers' heart so the words of reprimand were accepted more promptly without damaging the readers' self-worth. His communication style was conveying this message: "You're okay; it is what you do that is wrong".

Jesus also adopted the same communication pattern when writing to the seven churches; he began by acknowledging their hard work, the difficulties they encountered in upholding the faith and empathized with them. Only after the readers were reassured of acceptance and support, Jesus did proceed with gentle and yet firm reproach followed by useful suggestions and guidance aimed at rectifying the fault. This is the first principle of effective communication when reproach is unavoidable. It conveys openness to difficult conversations, it avoids defensive mechanism and elicits acceptance of any advice. Both Jesus and the apostle Paul were preparing a safe environment for readers to accept the advice without making them feeling inept, inadequate and unworthy...this is God's communication style!!!

On the other hand, harsh words, destructive criticism, words of blame and faultfinding create barriers, defensive mechanism and resistance as well as emotional distance. They leave long lasting emotional scars, which are more difficult to heal, and sadly damage relationships, that in some cases, can be forever.

Unfortunately children are not spared,

they become casualties of toxic communication patterns. We need to be mindful of their self-esteem and sense of self-worth as it is so fragile and so easily damageable. The detrimental consequences caused by inadequate communication last throughout their lifetime. Families, teachers, church members should pay special attention to their communication patterns when with and around children, as they are so impressible. No wonder Jesus warned against those who "...causes that child to sin, then it will be very bad for that person. It would be better for him to have a large stone tied around his neck and be drowned in the sea." Matthew 18: 6 (ICB, International Children's Bible)

Parents, teachers, churches, it is worth to invest in communication and conflict resolution courses. You will be pleasantly surprised and amazed in seeing how close to Biblical principles these courses are. You have nothing to lose, on the contrary you have much to gain. Church members and families will enjoy a more satisfying fellowship with each other, children will thrive and grow in a safe and all-encompassing environment, and it will be as if on your church front door you have written "children are welcome here" in action rather than in words.

Let's not forget that Jesus too valued children; he kindly and firmly rebuked his disciples to let the little children come to him. "Don't stop them, because the kingdom of heaven belongs to people who are like these children." Matthew 19:14 (ICB) ♦

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JESUS

wants all of me

The Three Monkeys

Have you ever seen an image with three monkeys, in which one covers his ears, the other covers his eyes, and the third covers his mouth? Have you seen it? Though you can't have your eyes, ears, and mouth covered all the time,

you must be very careful with what you see, what you hear, and what you say.

Ask God to examine your heart and help you make good choices, so that your eyes, your ears, and your mouth will only do what is right and just.

**"We may think we know what is right,
but the Lord is the judge of our motives."**

Proverbs 16:2

From: Ferreira de Oliveira, S. *Talking with God*. Editorial Safeliz, Madrid, Spain, 2015

LOIZ (5 YEARS)

Honey is bee jam.

From: <http://www.enfandises.com/en/bibliotheque/cat-36-food/phrase-22035.html>

IN SYNERGY

ADRA and Children Global Citizenship Education

Violet and her husband talked to me on a hot September day few years ago. As we were chatting about our children and new ADRA school in the area, Violet suddenly said: “You know, my girls are now in school. And this keeps them out of trouble. They do not get married with 11 or 12 years anymore, but only after they finish the school. So ... they do not have children so early. This is good. Really good.” Her husband was nodding with his head. “Yes, education is important. I want all my children in school. Girls, too,” he said. Violet and me are the same age and one of her girls is the same age of my girl. Twelve years. I could not imagine my daughter being married. But in one of the poorest countries in the world, this was a common practice.

One of the barriers to education is being the “wrong” gender. Put simply, gender is one of the biggest reasons why children are denied education. Despite recent advances in girls’ education, a generation of young women has been left behind. Over 132 million young women around the world are not currently enrolled in school. One in three girls in the developing world marries before the age of 18, and usually leaves school if they do.

Keeping girls in school benefits them and their families, but poverty forces many families to choose which of their children to send to school. Girls often miss out due to belief that there’s less value in educating a girl than a boy.

Instead, they are sent to work or made to stay at home to look after siblings and work on household chores. Girls also miss days of school every year or are too embarrassed to participate in class, because they don’t have appropriate menstrual hygiene education or toilet facilities at their school to manage their period in privacy and with dignity.

By investing in girls’ education:

1. Communities are more stable and recover faster after conflict. When a country gives all its children secondary education, they cut their risk of war in half. Education is vital for security around the world because extremism grows alongside inequality.
2. Families are healthier. Educated girls are less likely to marry young or contract HIV —and more likely to have healthy, educated children. Each additional year of school a girl completes cuts both infant mortality and child marriage rates.

What can we do?

1. Learn more about girls and their access to education around the world and than share your knowledge about importance of access to education for all children and adolescents.
2. Advocate for girls and their right to education. Sign the petition at: <https://campaigns.adra.org/campaigns/every-child-everywhere/> *
3. Advocate for affordable and quality schools.



4. Make schools safer and closer.
5. Support projects in your local area and around the world, which provide access to education.
6. Team up with organizations for access to education.

Pray for all children to be able to go to school.

* See also page 10 for more information.

Maja Ahac
ADRA Eurpoe
Advocacy Coordinator



Special Families

During the last 25 years of my professional work with people with special needs, I have met many parents of children with different kinds of disabilities or disadvantages. These parents were people of different ages and with different social status, but something was common for all of them: a specific life experience with the upbringing of children who are considerably different from their siblings and other peers, and often require intensive and special care and support from their parents, siblings and other relatives. If you want to be a good parent in such situation, it requires some specific competencies (compared to usual parenting) – we could say that it is a kind of “parental university” (while usual parenting is a “high school”).

The society in most developed countries has changed significantly in last decades, so the more than 95% of children with congenital disorders (such as Down syndrome etc.) are not born today. Prenatal diagnostics usually recognizes such disorders, and parents have a choice then (although it is an extremely difficult to make such decisions). This means that in such cases the decision to become a parent of a child with special needs is not quite obvious, but a conscious and responsible step (as difficult as

accepting this role in cases when a disorder is recognized later after the birth – or even more).

We cannot always understand and appreciate enough the challenge faced by families of children with special needs. Even in our church congregations, these families are not always accepted with understanding. Sometimes such families can even feel alone among others who cannot fully experience their situation. For that reason, we decided (now as one of the project pilot activities of Adventist Special Needs Ministries in the Czech and Slovak union) to open a “Special Families Club” – a platform and opportunity for families with children with special needs from within our church to meet and share both their joys and troubles. Of course, their friends’ families with children with special needs are warmly invited as well, since this can be a mission activity, too. In addition to the opportunity for meeting and mutual support and inspiration, we are also going to offer participants some interesting workshops, spiritual support and pastoral care during the



regular sessions. We believe that such activity will initiate the rise of a new natural self-help group within our church community, and little by little even a live social network that should help other families to cope with their difficult situation – and their special mission. Even this way we can carry out the biblical challenge “to bear one another’s burdens, and so fulfill the law of Christ”. (Galatians 6:2). It can possibly be an inspiration for your churches as well. Thank you for remembering these special families (and also this activity) in your prayers.



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When I have felt roiled and was tempted to speak words that I would be ashamed of, I would keep silent and pass right out of the room and ask God to give me patience to teach these children. Then I could go back and talk with them, and tell them they must not do this wrong again. We can take such a position in this matter that we shall not provoke the children to wrath. We should speak kindly and patiently, remembering all the time how wayward we are and how we want to be treated by our heavenly Father.

Child Guidance, p. 254



"Stay on Your Side!"



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Incredi-Biblical

"There is a friend who sticks closer than a brother."

Proverbs 18:24

Mom! He's doing it again," Sarah complained. Mom craned her neck from the front seat. "Willie, stay on your side of the car." Willie narrowed his eyes and scrunched his nose. He looked like a pig with a facelift.

"Mom!" Serena screeched.

"Willie!" Mom said sternly.

"What?" Willie said. "I was on my side!"

"Time for a stop," Dad said, letting the car slow down. "If only for my own sanity."

They pulled into the rest area. While Dad and Willie took the dog for a walk, Serena and her mom headed for the

restroom. "Mom, how do you and your brother get along so well?" she asked.

"Well, he hasn't mutilated any of my dolls or set me on fire in more than 25 years," she joked. "That probably helps."

"You guys used to fight too?"

"Of course," Mom said. "But we still love each other. And you know what? Willie is a gift for you from God so you can practice things like patience and forgiveness and tolerance. Sometimes when we're around people who are difficult, our own sharp edges get softened. I think my brother and I softened each other. Now we're a lot closer—to each other, and to God."

Serena thought for a moment. "I guess I could look at it that way," she said. "But you're not having any more kids, are you?"

"No," Mom said. "Why?"

"Because I think I have all the edge-softening I can handle," Serena laughed.

Info Splat

In the United States twins are born in 12 out of 1,000 births. Two thirds of these twins are fraternal (nonidentical).

React now!

How is God using the people around you to soften your sharp edges?

From: Bockmann, M. et al.: *Elasti-Brain. 365 Devotions to Stretch your Mind and Shape your Faith*. Review and Herald Publishing Ass., Hagerstown, MD, USA, 2008

SECRETS FROM THE TREASURE CHEST



My sister can talk back to my parents and get away with it, but I get sent to my room for the rest of the day.

– Heather, 13

Having a brother or sister can be a real pain sometimes, huh? Growing up, I had two older brothers and one younger sister. Although I loved them all dearly, there were times when I got seriously frustrated.

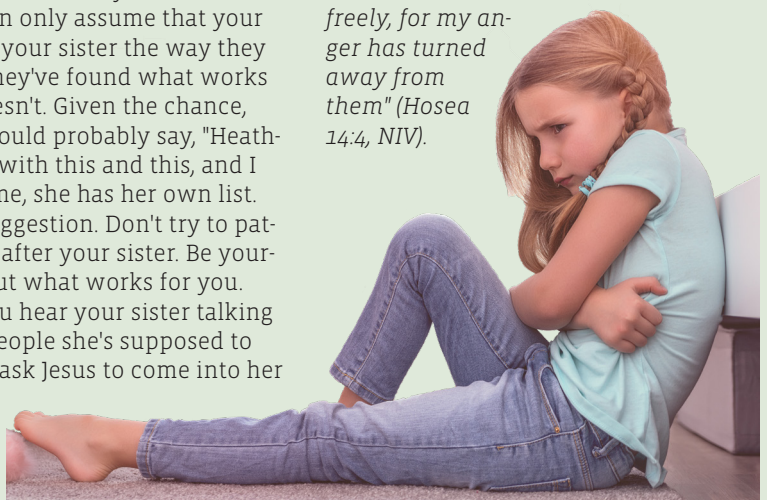
My question for you is, Why on earth would you want to talk back to your parents? I mean, just because your sister does something she shouldn't and gets away with it doesn't mean you should try to do likewise. Hey, Heather. Maybe you should rethink this situation.

How your sister and parents interact with each other is between them. It has nothing to do with you. Likewise, how you and your mom and dad

communicate is non of your sister's business. I can only assume that your parents treat your sister the way they do because they've found what works and what doesn't. Given the chance, your sister would probably say, "Heather gets away with this and this, and I don't." Trust me, she has her own list.

Here's a suggestion. Don't try to pattern yourself after your sister. Be yourself. Figure out what works for you. And when you hear your sister talking back to the people she's supposed to be honoring, ask Jesus to come into her heart. Then love her the way God loves

us. "I will ... love them freely, for my anger has turned away from them" (Hosea 14:4, NIV).



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From: Mills, C.: *Secrets from the Treasure Chest. Questions Kids ask about Life*. Review and Herald Publishing Ass., Hagerstown, MD, USA, 1996

Divorce

Encouraging Children in Brokenness

The Basics

The changes caused by divorce touch every individual in the family. Two-thirds of all kids experiencing divorce show changes in academic or social behaviors. It's helpful to view divorce not as a single problem or event, but instead, to focus on changes caused by divorce (such as living in a single-parent home, losing the noncustodial parent, changes in routines) and how these changes affect family members. Also, divorce is a loss that must be grieved. Because of their inability to fully understand, process, and deal effectively with divorce and its effects, children's reactions to a divorce are highly dependent on their age and stage in life.

- **Preschoolers and lower elementary school children.** This age group usually reacts with feelings of sadness, insecurity, and helplessness. Children may have increased tantrums or cry more easily, or they may show changes in the normal eating or sleeping habits. You might notice these young children reacting fearfully when separated from parents, like when dropped off for Sabbath school. Children in this age group may revert to talking "baby talk," thumb-sucking, or bed-wetting, or may complain of physical illness such as stomachaches.
- **Upper elementary school children.** Older children are more likely to express feelings of intense anger and rejection. They may have feelings of loneliness, sadness, loss, and fear, or might act like they just don't care. Also be aware that children in this age group may become aggressive, or even hostile, to parents and other adults.
- **Adolescents.** Teens who experience divorce are able to better understand the loss, sadness, anger, and pain than their younger siblings. They may express emotions in aggressive actions or might act out, engaging in delinquent and sexually promiscuous behaviors. Teenagers may also resort to using alcohol and drugs in response to becoming depressed and withdrawn. This depression may manifest itself in suicidal thoughts.

Care Tips

- **Encourage children to talk about their feelings.** Feelings that go unexpressed can lead to anxiety, fear, and depression. If children are allowed to express their feelings, then they can be dealt with reasonably and lovingly. Children of all ages need to know that communication lines are open.
- **Provide a "feeling" vocabulary.** Young children haven't learned the words to describe the intense feelings they have. Take advantage of everyday experiences to label feelings. Or make a feeling chart (happy, sad, and angry faces), and ask the child to point out how he or she is feeling that day.
- **Provide a consistently warm and stable environment.** Divorce causes upheaval in families, so keeping routines in place for the child and rules consistent will give the child a sense of security.
- **Teach children how to use affirmations about themselves.** When the child does a good job or perseveres at a task, respond by saying, "What a great job! You must be very proud of yourself!" By helping the child feel good about him- or herself now, you're creating a pattern for developing healthy self-esteem.
- **Reassure children that they did not cause the divorce.** Children are in a developmental stage where they think everything revolves around them, so many kids worry that their actions or behaviors caused the upheaval in the family. Continually remind the child that the divorce was not his or her fault.
- **Practice effective listening.** Children have many concerns and feelings about their parents' divorce. Many adults find it difficult to listen to children without suggesting a solution to the problem. Adults who listen with patience and caring attentiveness reassure the child that he or she is being heard.

What not to say

- **"You'll still get to see them."** That's not the point. Life will never be the same again for this child. It will never be as secure and ordinary as it has been up

to this point. For younger children, seeing Daddy every other weekend seems like an eternity between visits. For an older elementary child, it can mean managing two sets of households rules, atmospheres, and schedules.

- **"They are better off apart."** This is not the issue from a child's point of view. Often they feel either responsible or at the very least that they could have affected the outcome in some way. Even with parental disagreements or trouble in the home, it was still the life the child knew. Change will take time, and adapting will be tough.
- **"You dad was wrong to ____."** Don't say anything that criticizes or demeans either parent. Children of divorce are best served when they are encouraged to love and accept both parents. Adults fare better, too, if they are encouraged to treat the former spouse in a civil and respectful demeanor.

What to say

- **"I'm here if you need to talk—or even if you don't."** Knowing someone is available to listen to you vent, rant, or cry is a huge comfort. Knowing someone will just be there to be there is also a security a child needs at this point. Sometimes kids don't know how to express their pain so they act out. They need to know someone will stand by and let them process the pain until they can adapt and handle it.
- **"Can I pray?"** Take the child to a quiet corner, and pray right there with him or her. Model how the child can pray for God to ease the pain and show him or her how to go on. Tell God how much the situation hurts, and ask him to provide peace and healing in the child's life and in the family.
- **"I care about you, and so does Jesus."** This break in the family unit feels like a death, and kids can react by feeling lost, abandoned, and alone. Parents are drowning in their own pain and are often unable to meet the emotional or spiritual needs of their children. Knowing someone cares and will stick it out with them is a huge relief.





Redeeming the time (2)

Good to meet you again!

In the last issue, we set out a series of articles focused on the first form of education ever entrusted to the human beings – family education, highlighting the value of the most decisive training children might ever get: time with their parents.

I promised to analyze a biblical principle of ‘redeeming time’ (Ephesians 5:16) with the children, in each of my articles. How could parents ‘make the best use of their time’, or ‘make every minute count’? Of course, not simply by treating their children like biological creatures, or by giving them a weekly ‘Christian shower’ at the church. Most of the times, the content of the church program is a peroration for grown-ups, that might be either boring or mysterious for their green minds. If you consider that encouraging them now and again to read their Bible by themselves equates to fulfilling your duty as a parent, you are again in the wrong. Our children are victims of our lack of time for them.

There is hidden, yet powerful potential to save our families, in ‘redeeming the time’ activities. Are you aware that a family is like a school, where 24-hour classes are being taught and examinations are regularly taken?

Let’s cast a glance at the Biblical model of schooling depicted in Deuteronomy 6:6-9, counting and highlighting

the extremely important moments, you should particularly focus on, when you pursue your pedagogical role.

First of all, *‘these words that I give you today are to be on your hearts.’* It all starts with the teachers’ qualities followed by their qualifications. New Living Translation reads, *“you must commit yourselves wholeheartedly to these commands”*, and God’s Word translation *“take to heart these words...”*

To help children keep a sense of religion in their minds, it was commanded that the Bible principles should be fully put into practice by parents, day in, day out, whenever they go, by associating religion with all the most familiar and oft-recurring scenes of domestic life. What are the words that parents should remember, meditate upon, love and pursue? *“Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength.”* (v.4-5)

As the heart is the seat of the practical intellect, this means to commit the Bible words to memory, but with a conscience to do them. These words are to be the conversation topic of the members of the household on all fitting occasions. Matthew Henry’s Concise Commentary suggests some means of keeping religion alive in our hearts and houses: 1. Personal meditation – we cannot efficiently

pass God’s words on to our children unless we are daily changed by them. 2. The words we use to speak about God and religious values should be pious, with due reverence and seriousness, not matters of doubtful disputation. 3. The Bible should be habitually read, making the Word of God familiar to our children.

Our children should not be ashamed of our God and religion. Our religion should not be a mere matter of taste, of sentiment and of philosophic speculation. It must be regarded as the ultimate privilege of meeting our supreme Lord and Master.

In one of his sermons, Moody shared the story of a father who had a son who had long been ill and whose end was approaching. One day, when the father came home, the mother told him that their child was about to die, and the father went to his bedside straight away. “My son, do you know that you are dying?” he asked. “Then I will be with Jesus soon” was the answer. “Yet, father,” he added, “don’t grieve for me, for when I see Jesus one day, I will go straight to Him and tell Him that you brought me to Him when I was a child.” The spiritual appetite of our children is less keen and requires to be whetted by constant teaching, primarily through our example.

See you next time with “impress them on your children.”

CREATIVE WORSHIP IDEAS FOR BUSY FAMILIES

Treasure God's Names

Bible Connection

"You shall not misuse the name of the Lord your God, for the Lord will not hold anyone guiltless who misuses His name" (Exodus 20:7, NIV).

Things you need:

- An attractive gift box or a box you can decorate as a treasure box
- Paper in bright, jewel colors
- Pencils, erasers, and scissors
- Templates or pattern for gemstone shapes

Worship activities

1. Read the Bible verse and talk about why God’s names are so special. Talk about why God has so many

names. Perhaps He has lots of names because He is important in so many different ways? Why is it so wrong to use His name badly?

2. Think of all the names for God and Jesus that you can remember, and make a list of them. Use a Bible encyclopedia or the Internet to help you.
3. Then use the templates to cut gemstone shapes from the colored paper. Work together to write each of God’s names on a different paper gemstone.
4. Make a display of the names on your bulletin board, or gather them up into the treasure chest box, to remind you how precious God’s names are.



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Prayer

Invite each person to choose two or three gemstones with God’s names written on them. Praise God for each of the special names you have chosen, and for any of His wonderful characteristics that are associated with that name, such as *Savior*, because He saves us, or *Creator*, because He made us.

Experiment #2: The Cup that Never Fills Up

Sometimes we try to fill our lives with many things (money, relationships, successful careers...) but we remain empty because those things are empty too. Only Jesus can fill up the emptiness of your life. This experiment is an excellent illustration of this valuable lesson.

Materials: A strong opaque plastic cup (not a disposable one), acetone (nail polish remover), Styrofoam packing peanuts, water jar, plastic platter

Time: 5-10 minutes

Safety gear: No special safety gear needed. However, acetone is a corrosive substance that can cause skin and eye irritation. It is also flammable. Do not leave within reach of children.

Values: Priorities, time management, fulfillment.

Procedure:

1. Before the start of the experiment and out of sight, fill half of the cup with acetone.
2. Introduce the cup to the audience, along with a large pile of Styrofoam packing peanuts. Explain: *This cup represents our lives and these (the Styrofoam peanuts) represent things that we devote our time to because*

we think they will give us meaning. For some people these may be their jobs, sports, money, or Instagram friends...

3. Ask someone in the audience to estimate how many Styrofoam peanuts would fill up the cup. Make a small pile close to the cup with the suggested amount.
4. Start dropping the Styrofoam peanuts into the cup slowly, one by one. While you do this, you can talk about some Bible characters who tried to fulfill their lives with different things, but they felt still empty (Zacchaeus-money, Nicodemus-knowledge, the woman at the well-relationships). Keep talking and dropping peanuts for several minutes. When the small pile is over, start with the large pile. You will be able to drop as much peanuts as you want without filling the cup up.
5. Explain to the audience: *When we intend to fill our lives with things that are empty, we will be never fulfilled no matter how hard we try. Zacchaeus, Nicodemus, the woman at the well, and many others only felt*



fulfilled when they met Jesus and opened their lives to his influence.

6. Put the cup on the platter and pour the water from the jar into the cup until it overflows. Explain: *Jesus, "the living water" is the answer to an empty life. He can fill up your cup with meaning and love, so much so that you will be able to pour it into others.*

The Science Behind The Experiment:

The acetone dissolves the Styrofoam peanuts, which are mostly made of air. Each peanut becomes a tiny plastic-like residue so the actual amount that can be dropped into the cup is huge.

Noemi Duran

Geoscience Research Institute
Director of the European
Branch Office



WOMEN AND CHILDREN

girls4christ

G4ch is a project of women's ministries for teenage girls and young women from the age of 12 upwards. It is so important that girls and young women find a home in our churches, a place where they can address special questions dealing with their day-to-day lives. It is a safe place where girls find security and the freedom to talk about issues they face at home, in school, or elsewhere. They need mentors who can model what it means to be a Christian woman in today's world. Adolescence is a unique time of life, and every generation of young women experiences it a little differently because of the culture in which they're growing up. G4ch will help to teach adolescent and teen girls essential knowledge and life skills while developing bonds of friendship within the group, fostering a healthy sense of self-worth and self-confidence, strengthening their self-responsibility and nurturing each member's own spiritual life. There is much that we

can do with g4ch, but foremost is that we want our girls to discover God for themselves, by building up a relationship with him through relationships with women who can show them the way. G4ch is also a door opener for outreach to girls of other cultures.

How can YOU start?

Work together with your church's youth leader. Get to know the girls in your church. Ask them for their needs. Look for resources and create a team. Plan g4ch days and/or weekends where the girls can meet and spend time together. Invite a speaker and create an atmosphere where the girls feel comfortable and cherished.

Some of the topics of the girl's interests are listed here:

- How to get along with parents,
- Relationships with peers and siblings,

- Personal devotions,
- Health tips,
- Communication,
- Conflict resolution,
- Sexuality,
- healthy friendships and dating,
- abuse and broken homes,
- beauty in God's eyes,
- media
- and many more

For more information get in contact with us. To see photos of some activities, see p. 10.

Dagmar Dorn

Inter-European Division
Women's Ministries Director





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TURBOCHARGE

your Children's Ministry

The "Eyes" Have It!

If you want to effectively communicate to today's kids, then you'd better go visual. Leonard Sweet, author and a forward church thinker, reminds us of the importance of communicating visually. He says, "Research shows the brain's ability to read print on a page is about 100 bits per second. The brain's ability to take in images is about a billion bits per second. You do the math." Here are some ways to go visual so you can "see" great results.

Make an icon for each key truth you teach. Over time, kids will remember the key truths when they see the icons. For example, if one of your truths is "God wants me to take a step in my spiritual growth", then perhaps your icon could be a footprint. After kids see the footprint icon a few times, they will begin linking it to the truth.

Show Bible stories instead of telling them. There are great videos for almost every story in the Bible. Many videos

show Bible stories quoted word for word from Scripture. There is so much power in communicating Bible stories visually.

Use visual objects and images when teaching. When you teach, illustrate what you are saying. For example, if you are teaching about Satan tempting Eve in the Garden of Eden, have a rubber snake and an apple in your hand. If you are talking about a lion, show a picture of a lion.

Use video clips to illustrate your lessons. One of the most effective ways to visually connect with today's kids is to show video clips that illustrate what you are teaching. Here's an example. You're talking about faith. You could pause and say, "Check this out." On screen comes the scene of Indiana Jones standing and looking across a large ravine. Suddenly he closed his eyes and steps forward onto an invisible stone bridge he was told would catch him. What a great picture of faith! Kids love it! Obviously,

you need to use wisdom and discretion when showing clips. Make sure they are age-appropriate. Depending on your church culture, you might even want to inform parents ahead of time about the clip you will be showing. Also, make sure your church has a licensing agreement that allows you to show short clips for no profit.

Mix it up. Kids need a variety of visual communication. Some weeks make the entire lesson on video. Some weeks teach live and use visual props. Some weeks use pictures on the screen as you teach. Some weeks use movie clips. Mix it up. Even visual communication can become a rut if you don't change it up.

Jesus emphasized the importance of the eye in Matthew 6:22-23. The eye is a direct link to inside a person. It has been called the window of the soul. As we speak the communication language of this visual generation, we will gain access to their hearts.

From: Hudson, D. & Werner, S.: *100 Best Ideas to Turbocharge your Children's Ministry*. Group Publishing, Loveland, Colorado, USA, 2013

52 WAYS TO PARENT HAPPY CHILDREN

Speak gently!

Children are very vulnerable to their parents' yelling. Children whose parents shout at them regularly report feeling very sad, wanting to run away from home, and even wishing they were dead.

Better than yelling!

Want your child to listen to you? Try this instead:

- Stop what you're doing.
- Get down to your child's height by kneeling or crouching.
- Hold their hands gently and smile warmly.
- Look into their eyes.
- Speak gently, respectfully and kindly.
- Tell them simply and clearly what you need them to do now. Just give one or two instructions at a time so

they can remember them easily.

Other alternatives to yelling

- Imagine your child is a visitor in your home and speak to them the same way you'd speak to a special guest. This will also teach them how to respect others.
- If your children can read, make large, bright cards with simple instructions and pictures on them. Hold these up as warning cards instead of shouting at them.
- Ring a bell for mealtimes, or to bring the family together to get ready for an outing, etc. Set a goal that everyone comes to you within a minute of the bell ringing.
- If you're feeling very angry about your child's behaviour, take time out to calm yourself down before trying



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to deal with the situation.

Oh no! I yelled! ... Now what?

- As soon as you can, sit down with your child and apologize for yelling at them.
- Tell them that you were wrong to yell at them and that you know it can feel sad and scary when someone shouts at you.
- Explain that you try not to yell, but sometimes you find it very hard to know what to do when they disobey you, or when they don't seem to listen.

From: Holford K.: *52 Ways to Parent Happy Children*. Autumn House Publications, Grantham, Lincolnshire, UK, 2016



ACTIVITY REPORT



News of Women's Ministries and ADRA

g4c at PulseMeet 2019



At the PULSE.meet2019, Women's ministries presented a workshop. A booth drew attention to many young people, who came and asked for information about g4ch.

Activities in different countries



ADRA Campaign



EVERY CHILD. EVERYWHERE. IN SCHOOL.

ADVOCACY: HOW-TO GUIDE

Every child. Everywhere. In school. is a global, Adventist-led movement to ensure that every child, everywhere, attends school, completes their education, and can fulfill their God-given potential. A petition

will be used to call for action on this issue. More information about the campaign can be found at ADRA.org/InSchool.

How will the petition be used?

The petition will be used to demonstrate to leaders from across the world the need to take urgent action to see all children receiving a quality education.

Where do I find the petition and resources?

You can direct people to sign the online petition at ADRA.org/InSchool/Petition. You can find a printable version of the petition, along with the resources referred to below (including speaking notes, email templates, conversation guides, and social media tools) at ADRA.org/InSchool/Resources.

Getting Signatures for the petition

Making this petition effective will require people to sign up. Our goal is to get 1 million signatures! That's where you can help. The good news is getting signatures to see every child in school is easy. This petition will exist both online and offline, so you can point people to the website or print out the petition and get them to sign up on the spot.

Getting signatures in your church

Ask the leadership whether you can have five minutes to explain the petition during the service to ask congregational members to sign up. It's best to get people signing up on the spot, rather than waiting to the end of the service. That means either getting them to pull out their phones and signing up to the petition on our mobile site or ensuring you have plenty of copies of the petition, clipboards, and pens (perhaps one for each aisle) available to pass around.

Engage your students/school community

If you're a teacher, school administrator, or student you can engage your students and school community in the campaign. Register your interest when you sign the petition to be alerted when we release our school pack.

Support the campaign as a church department

Department leaders, you can make the campaign a focus or complementary element to your events calendar for 2019 and 2020. Please contact Advocacy@ADRA.org for more information.

Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

2019



May 2-7

Communication Congress
Varna, **Bulgaria**

May 16-20

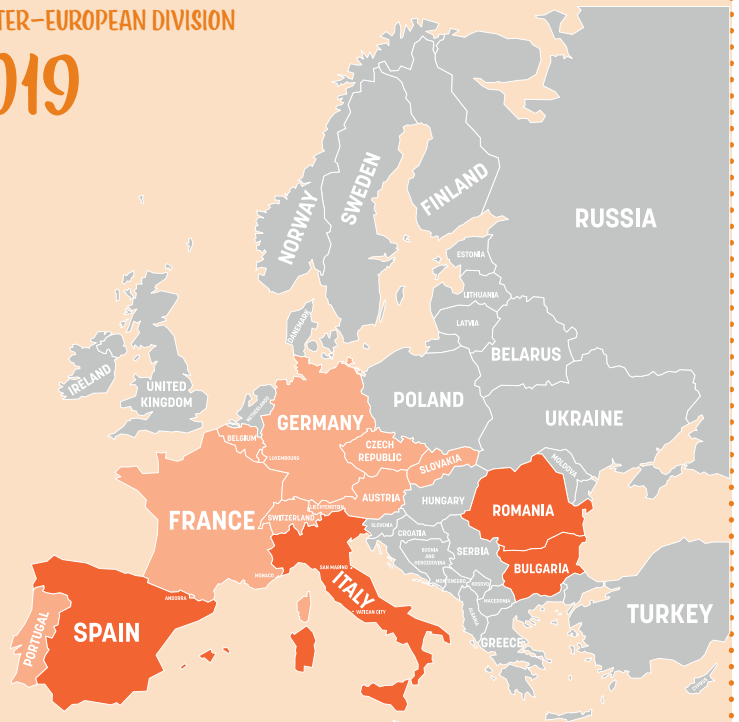
CHM Training Course with L. Koh
Timisoara, **Romania**

June 12-15

CHM Program and Training Course
Barcelona, **Spain**

September 18-22

People 7.0. Forward Together
Interministries Summit
Organized by
Children's / Family / Women's Ministries
Lignano Sabbiadoro (Venice), **Italy**



REGISTER NOW!

INTERMINISTRIES SUMMIT
Children's Ministries • Family Ministries • Women's Ministries

PEOPLE 7.0

Forward together

SAVE THE DATE

LIGNANO SABBIAORO
ITALY

18-22
SEPTEMBER
2019

Seventh-day
Adventist Church
INTER-EUROPEAN DIVISION

Registration Coming Soon
www.people7.net

More information: info@people7.net • [+41] 31 359 15 55

Visit
people7.net
for more information
and registration. Save money by
registering before May 1!



Challenges Gen Z faces

How can leaders and parents help build a strong faith?

Culture is what people come to see as normal. We don't think about it. Whether we realize it or not, there are shaping and normalizing forces at work every second of every day in our society, schools and mobile devices. There is no way for teenagers—or any of us, for that matter—to grow up in a culture and not be shaped.

What is true and good can become normal for a generation, but so can what is false and harmful.

A person's world-view is a web of habit-forming beliefs about the biggest questions of life that helps them make sense of all their experiences. Everyone has a world-view. And as followers of Jesus, we are not to passively allow ourselves to be shaped by our culture. We are not to conform to the ways of this world, we are to be conformed to God's ways and become more like Jesus (see Rom. 8:29; 12:2).

As I have worked with Christian teenagers over the past 15 years, I have developed a framework that I call the "Three Rs of World-view Transformation." In order to build a strong and lasting faith, students need reasons, relationships and rhythms. These are the things we can directly influence.

First, Gen Z needs reasons for faith: to know why they believe what they believe (see 1 Pet. 3:15). Apologetics is not optional. They also need to be inoculated against false ideas while they are younger and in an environment where we can help them discover reasonable responses to objections to their faith. This requires safe space for them to ask questions and explore doubts. In short, teenagers need a grown-up world-view, not coloring-book Jesus. It's so fun to see teenagers' confidence grow and their faith come alive when they discover that Christianity is actually true!

Next, teenagers need wise relationships. Gen Z increasingly feels isolated and alone, but they hunger for real relationships. There are four strategic relationships we can help them cultivate: God, parents, mentors and friends (see Prov. 13:20). I am convinced that relationships are the most powerful shaping influence during the teenage years.

Last, students need rhythms to help them practice their faith. We become what we repeatedly do. Gen Z can't build a strong world-view if they never practice it. We

must help students ask who they are becoming. Formation of virtue is more than just doing the right thing; it's about becoming the kind of person who loves what is good. Through rhythms and spiritual practices, we can indirectly affect our desires, loves and character (see Heb. 5:14). In addition to the work of God's Spirit and our response to his grace, this process takes time, intentionality, honest conversation and mentors.

One of the things we have learned by working with Gen Z at Impact 360 Institute is that you can't mass-produce transformation. True information is essential, but by itself it is not enough. It's just as essential that students have space, relationships and practices to take ownership of their faith.

As our post-Christian culture increasingly marginalizes Christianity, it is critical for those of us who care about the next generation not to take a business-as-usual approach to their formation. If we do nothing they will be shaped away from life with God in Christ. We have the opportunity to re-imagine what passing on our faith to the next generation looks like in this unique cultural moment. Let's be creative, courageous and faithful!

Excerpt from an interview with Jonathan Morrow

To see the whole interview, visit: www.barna.com/gen-z-qa-with-jonathan-morrow/

RECOMMENDED RESOURCES



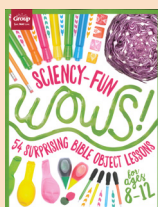
FATHERS
Norel Iacob, Ed.

This book is both a study and a celebration of an extraordinary metamorphosis — a man becoming a father. In order to capture this spectacle from its most cinematic angles, we have aimed at recording various comprehensive perspectives, gracefully shot by fourteen authors coming from eight culturally distinct countries. Their wide lenses and heterogeneous shooting techniques will guide you through a complete sensorial immersion in the life of a father.



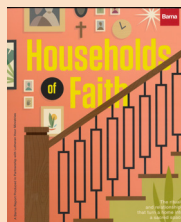
FOLLOWING JESUS (available also in French)
Peter Roennfeldt

Disciples are protégés, learners or apprentices to Jesus who multiply disciples by following His methods, cultivating His movement, preparing people for His coming! Movements occur where disciples of Jesus mingle, sympathise, meet needs, invite and make disciples who multiply within their relational or community streams! You are invited, called and commissioned. Go deep with these 50 studies from the ministry of Jesus, discover the progression of His disciple-making, and hear again the Voice who still calls people to "Follow Me" as part of a movement that continues to change lives and our world.



SCIENCE-FUN WOWS
Barna Group Publishing

Science experiences are a surefire way to get kid's attention. Even better? When kids get to help! Supplement your Bible lessons with these Bible-related object lessons from the popular Dig In curriculum. You 8- to 12-year-olds will participate in exciting science fun that focuses on the life of Jesus. These memorable object lessons will stick with kids for years to come!



HOUSEHOLDS OF FAITH
Barna Group Publishing

How Christians order their days and connect with relatives and housemates is a critical aspect of spiritual growth. This book presents a vivid portrait of the domestic lives of practicing Christians, including an overview of modern living arrangements and the relationships that define them; details of housemates' regular interactions—practical, recreational, and spiritual; insights about relationships that have a positive and enduring influence on housemates. This book provides vital principles to strengthen followers of Christ, their homes, and ultimately, the family of God



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