

iLIGHT

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Empowering your child with the principles of Jesus

What is empowering? Empowering your children to be what God wants them to be will require two crucial ingredients; a good relationship between you and your children and your availability to them. A good relationship is where a non-threatening environment exists between you and your children; where they feel free to express themselves in your presence. Your availability to your children is determined by how much time and effort you invest in them.

Myles Munroe once said: "The greatest tragedy in life is not death but a life that never realized its full potential." It would be a tragedy if your children failed to realize their God-given potential because they were not adequately empowered. In this article, we will focus on five things you can do to empower your children.

(1) Let them know that they are made in the image of God.

Many years ago, I bought a small second-hand CD player. Then I went and bought a children's CD which was marked *recorded in stereo as a split track*. For two years I enjoyed a cappella music. Eventually, I bought another CD player. I got my children's CD and put it on the new CD player. The old CD was transformed. There was an orchestra playing along with the singing, something that my old faulty CD player which played only one channel, could not

play. The orchestra had been there all along.

In this experience, I learned that we are like a CD recorded in stereo. But many times, the best in us is not brought out because we are being played in the wrong machine. I see Jesus as a CD player with all channels playing that can bring out the best that has been embedded in us. Let us realign ourselves with Jesus. Once we have done this, let us help our children to do likewise.

(2) Love them unconditionally

In his book, *How to Build Confidence in Your Child*, James Dobson relates John McKay's experience, a football coach from the University of South California. In a television interview, he was asked how he felt about having a son who was a talented player. McKay replied that he still would have been proud of him even if he had never played a single game.

When you love your children unconditionally, firstly, they will not try to avoid you when they have done something wrong because they know that your love for them is not based on performance. Secondly, we should realize that children form their perceptions of God through our behavior. Therefore, if you only show love to them when they have done something good, but to withhold it when they have erred, you will be imprinting in their minds that God does the same thing.

Praying with and for our kids

Jesus referred to God as "Daddy" nearly every time He prayed—the only exception was uttered from the cross.

The most important thing you can teach your children in regard to prayer is that they are praying to their heavenly *Papa*.

Teach your children to speak to God as their Father, or, more importantly, as their heavenly Daddy. Impress upon your children's minds that God is tenderly watching over them in every aspect of their lives. Teach them that they can talk to Him about anything and everything on their hearts.

from: "Praying with & for your kids. The Pocket Guide for Parents" Borden Books, Bloomington, Minnesota, USA, 2006

INSTILLING A BIBLICAL WORLDVIEW



Show respect for the authority of God

We live in a world where many people have no use for God except to flippantly use His name during frustrating moments. Or to ridicule Him, His Word and those of us who believe in Him.

We watch TV and hear people carelessly make jokes about their beliefs and read news reports about atheist camps for kids (because why should Christian kids have all the fun?) or atheist “churches” and chaplains. These people are proud of their disregard for God.

Yet the Bible says - *For I know that the Lord is great, and that our Lord is above all gods.* (Psalm 135:5, ESV) The God of the Bible is the one true God. He is sovereign and nothing in this world surprises Him. He has given us a choice—we can choose to follow Him or we can choose not to follow Him. However, whether or not we choose to follow Him does not negate His authority.

He is in charge as Isaiah stated hundreds and hundreds of years ago: *Remember the former things of old; for I am God, and there is no other; I am God, and there is none like Me, declaring the end from the beginning and from ancient times things not yet done, saying ‘My counsel shall stand, and I will accomplish all my purpose’* (Isaiah 46:9-10, ESV).

Just as God gave us a choice so He gives our children a choice. We need to guide them toward making the right choice.

From: Weddle, L.: *10 Ways to Instill a Biblical Worldview in Your Kids*. Awana Clubs International, Streamwood, IL, USA, 2013

(3) You are your child’s a teleprompter

Research by Cobun (1968) reported that: 1% of learning is from the sense of taste, 1.5% from the sense of touch, 3.5% from the sense of smell, 11% from the sense of hearing, **83% from the sense of sight**. No wonder Ellen White wrote that parents should make wise use of every spare moment in training their children to honor God in the home life. Parents stand in the place of God toward their little ones. {MS67-1903.18} She further writes that parents need to appreciate more fully the responsibility and honor that God has placed upon them, in making them, to the child, the representatives of Himself. Parents should know that character revealed in the contact of daily life will interpret to the child, for good or evil, those words of God. {Ed 244.5}. God-fearing teachers [parents] will practice every principle they seek to imprint on the minds of the children.¹

(4) Be careful of what you plant in your child’s mind directly and subliminally

In your home environment, is it social media, secular TV programs, or your arguments that are making imprints on your child’s mind or is it exploring nature, eating together, reading the Bible and praying together? Things are implanted on their minds; some directly and others subliminally. And these kinds of stuff will come up in them when they encounter certain things. Remember the experiment of Pavlov? Even when there was no food, when the dogs heard the bell, they salivated.

As said by the Greek philosopher, Aristotle, “Give me a child until he is 7 and I will show you the man”² and echoed by Ellen White,³ the foundational period to empower your children is from pregnancy to age 7. Newsweek Magazine, May 31, 2004, writes that no educational system, no matter how it is designed,

can make up for what’s not given to children in their homes. “And “... if a child is not receiving basic Christian nurture in the home, even the best teachers ... will have minimal impact.”⁴

(5) Watch your words

A marine biologist once told me that some species of fish grow in relation to the body of water around them. He explained that a whale, for example, will grow into a large mammal when it is in the ocean; but if the same whale has a small dam for a home, it would not grow as large. What kind of words fill your home environment? Words can create or destroy (Proverbs 16:24). I am a product of my parent’s encouraging words. As an adult, my full height is 1.49 meters. When I was in primary school, I was teased all the time. And in retaliation, I stoned anyone who teased me. But my parent’s words empowered my inside. One of the Bible passages they used was the blind’s man story in John 9:1-3 where Jesus said that through the man’s blindness, God’s name would be glorified. Then they would say, “Through your shortness, God’s name will be glorified.” I may be short outside but empowered by my parent’s words, inside me seats a giant.

Empower your children with the principles of Jesus so that they can maximize their-God-given potential. ♦

¹Ellen White, *Counsels to Parents and Teachers*. pp 183, 184.

²<https://www.goodreads.com/quotes/709859-give-me-a-child-until-he-is-7-and-i> (accessed February, 2017)

³To learn more on the topic 0-7, read Kay Kuzmas’ book entitled *What you Need to know About the First Seven Years*, Nampa, Idaho.: Pacific Press Publishing Association, 2006.

⁴Marjorie Thompson, *Family the Forming Centre*, 1996.

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Hugs from JESUS

Nerves

Do you know what nerves are? They are little fibers (like little strings or soft wires) inside your skin, all over your body, that make you able to feel. [Have the child lie on his/her tummy on the

floor and give him/her a back rub.] If you had no nerves inside your skin, you wouldn’t be able to feel this back rub or be able to feel anything touching you at all!

Thank you, God, for making nerves in my back so I can feel this nice back rub. Amen

From: Dillon, Sally D.: *Hugs from Jesus*. Review and Herald, Hagerstown, MD, USA, 2001

A Smile is Worth a Thousand Words

I say nothing. I just smile.

I smile because the words don't come. Try as I may, there are thoughts, but there are no words.

If there were words, I would say, 'Thank you'. I would say a BIG Thank You to ADRA for helping my mum and me. You see, its not only that I can't speak, I am unable to walk or run or play or do much of anything, except smile. I've heard the word lame to describe me, that's a short one. I've also heard the word paraplegic, which I think means, a serious problem with my lower limbs.

Every day, my mum has to pick me up and take me to the river to wash me. The river is a long way from our house and I know that it tires my mother to have to take me there several times a week. Sometimes, my uncle comes to take me and wash me just to give my brother a break, but he isn't as gentle as my mother. He's kind, but he just wants me to get stronger and it's unlikely that will ever happen in the future.

One day, ADRA came to our village. They were there for a while. I wondered what they were doing, but I try as I would, no sound would come out of my mouth when I tried to ask. Words like sanitation and purification were words that I heard over the few months that they were here. But I didn't really understand what they meant.

However, what I did understand was the disability bathroom that they provided for me. Now, my mother doesn't have to take me to the river and be absolutely exhausted. I can go to the toilet and wash just outside my bedroom door. My mother is now able to get a job working 5 days a week instead of scrounging around to seek for whatever work she can find and I can be clean and fresh every day. Mum can now simply push my wheelchair into the toilet and shower instead of taking hours to drag my heavy body to the river on her small shoulders.



I wish I could personally thank ADRA for what they have done for me. I wish I had the words to express my gratitude... but I say nothing, all I can do is smile and I hope that the nice people from ADRA understand the words behind my smile.

Catherine Anthony Boldeau
ADRA-UK
Development Education Officer



When motherhood is a special challenge

There is no doubt that motherhood is always a challenge. However, every year millions of women become mothers of children with special needs. Did you ever wonder how mothers of these children are chosen? Maybe you have already read a famous column written by Erma Bombeck¹. She somehow visualized God hovering over earth selecting his instruments with great care and deliberation.

As He [God] observes, He instructs His angels to make notes in a giant ledger:

*"Armstrong and Beth; they get son."
"Forrest and Marjorie; daughter."
"Rutledge and Carrie; twins."
Finally, He passes a name to an angel and smiles, "Give her a child with special needs." The angel is curious. "Why this one God? She's so happy."
"Exactly," smiles God, "Could I give such a child to a mother who does not know laughter? That would be cruel."
"But has she patience?" asks the angel.*

"I don't want her to have too much patience or she will drown in a sea of self-pity and despair. Once the shock and resentment wear off, she'll handle it. I watched her today. She has that feeling of self and independence that is so rare and so necessary in a mother. You see, the child I'm going to give her

has his own world. She has to make him live in his world and that's not going to be easy."

"But, Lord, I don't think she even believes in you."

God smiles, "No matter, I can fix that.

This one is perfect—she has just enough selfishness."

The angel gasps – "Selfishness? Is that a virtue?"

God nods. "If she can't separate herself from the child occasionally, she'll never survive. Yes, here is a woman whom I will bless with a child less than perfect. She doesn't realize it yet, but she is to be envied. She will never take for granted a 'spoken word'. She will never consider a 'step' ordinary. When her child says 'Momma' for the first time, she will be present at a miracle, and will know it! I will permit her to see clearly the things I see... ignorance, cruelty, prejudice....and allow her to rise above them. She will never be alone. I will be at her side every minute of every day of her life, because



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she is doing My work as surely as if she is here by My side."

"Lord, and who do you choose to be her Guardian?" asks the angel, his pen poised in mid-air. God smiles, "A mirror will suffice."

That's an interesting idea, isn't it? And in many ways quite encouraging, I guess...

¹Published in the Today Newspaper, September 4th, 1993



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He [Jesus] wanted his disciples to be sanctified, and he made himself their example, that they might follow him. What if fathers and mothers should take this same position, saying, "I want my children to have steadfast principles, and I will give them an example of this in my life"?

Christian Education, p. 175



Bible Passage

Read Matthew 3 with this devotional.

When we have been disobedient, unkind, dishonest, or discourteous, we must do more than feel sorry. We must bring forth the fruits of repentance. In other words, we must show by our actions that we are sorry and that we are trying to correct our mistakes.

A train was waiting at the station, almost ready to start. Standing near the platform of one of the coaches stood a casually dressed man. He had a disability and looked as though he had neither wealth nor influence. "All aboard, Limpy!" shouted the conductor.

"Time enough, I reckon," replied the stranger.

"Get on, Limpy!" The man made no reply, but walked in and took a seat. In a few moments along came the conductor. "Your ticket, quick," he said to the stranger.

"I don't pay," quietly replied the man. "We'll see about that," the conductor said as he moved down the aisle collecting his tickets. "I'll put you off at the next station."

Just then a passenger stopped the conductor. "Do you know who you were talking to just then?"

"No, sir."

"That is Peter Warburton, the president of this railway company."

"Are you sure?"

"Yes. I know him well." The color rose in the conductor's face. He was in trouble now. When he had finished taking the tickets he came back and stopped beside Mr. Warburton. He placed his books and tickets in his hands and said, "It serves me right, sir. I resign my place."

"Sit down, young man," said Mr. Warburton. "You have indeed been very impudent. Treating passengers that way badly injured the company's reputation. Remember, you cannot judge someone by the clothes they wear, and even the poorest passenger should be treated courteously. Take up your books. If you change your course of action, I shall tell no one about it."

That's it—change your course of



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action. You may make a mistake, but you should not make the same mistake again and again. Make it right, then change your course of action. Don't make that mistake again.

Bear fruits worthy of repentance.

Matthew 3:8

From: Hare, Eric B.: *Skyscrapers. Daily Devotions for Juniors*. Review and Herald Publishing Ass., Hagerstown, MD, USA, 2009

TOUGH QUESTIONS & POSSIBLE ANSWERS



How come my friends are mean to me?

Preschooler

The preschool years are all about learning social skills. Ask what your child means by "being mean" and listen carefully. Your child may have been teased, had a friend who didn't share, or had a friend who hurt him/her. Determine if this is a report of growing pains or bullying. Use the situation as an opportunity to explore what it means to be a good friend as you read Proverbs 17:17 together.

Elementary Age

Because healthy relationships are a critical component in your child's development, it's important to help him/her discern who's a good friend and who's not. Ask questions about what happened and help your child determine if

he or she has been a good friend in this situation. Then discuss how he or she can go about resolving the dispute. If bullying is occurring, get involved. Talk to your school or church leaders about the bullying. Teach your child how to avoid physical conflict but still stand up for him- or herself.

Preteen

You can't manage your preteen's relationships—and probably shouldn't, if they're normal and healthy—but you can help your preteen discover how his/her communication style and expectations might be contributing to the issue. If your preteen reports all his friends are mean, there's likely one of two things going on: bullying on the friends' part or unrealistic expectations on your preteen's part.

Help your preteen work on making and maintaining relationships. And if bullying is present, get involved.

Related Scriptures

Explore God's take on friendship with these passages: Proverbs 17:17; Matthew 7:12; and 1 Peter 4:8.



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From: *Trust Us... They'll Ask. Answers to your kids' toughest and most awkward questions*. Group Publishing, Inc., Loveland, Colorado, USA, 2011

Good Ideas for Bad Behavior: Gossip

Question: We have a problem with gossip among our preteens. A couple of kids have been hurt and stopped coming. How can I stop it?

Answer: Preteens—especially girls—are wired to be social and focused on talking and relationships. That's a prime environment for gossip! The preteen leader who thinks her group is immune to gossip is out of touch with preteens. Gossip can be very harmful to kids and our group, and it must be confronted head-on. Here's how.

- Speak about gossip regularly. Share with all your preteens what the Bible says about gossip (check out Proverbs 16:28 and Proverbs 20:19). Help kids understand how seriously it can hurt others.
- Share personal stories. Help kids understand how you've been hurt by gossip or perhaps found out that you

hurt someone else with gossip.

- Model a commitment not to gossip. Don't talk about others, and refuse to listen to gossip.
- Personally challenge kids who gossip. Confront them firmly and lovingly.

What you should do

- Be proactive. Communicate clearly and often that gossip is a form of bullying and that it's just as harmful.
- Establish all-girl small groups where preteens can practice honesty and discuss issues in a non-judgmental environment.
- Teach the value of behaving empathetically.

What you should not do

- Don't engage in gossip yourself—ei-

ther about other adults or the kids.

- Don't assume that nothing seriously damaging is going on—gossip is a form of alternate aggression that can be hard to detect, and it's very detrimental to kids emotionally.
- Don't call kids "gossips," hoping the label will discourage them. It's dangerous to label kids at all, but assigning a negative label can instill the assumption in kids that they're destined to live out what they've been named.

Expert Tip

Whenever you encounter a group of kids enmeshed in gossip, take the opportunity to reorient the conversation by saying something positive about the gossip target and then asking each child to also say something positive.

From: *The Quick Guide to Discipline for Children's Ministry*. 101 Good Ideas for Bad Behavior. Group Publishing, Loveland, Colorado, USA, 2009

KIDS & FAMILY

BY RAINER WANITSCHKE,
EUD FAMILY MINISTRIES



My family: a safe place with 10 beautiful doors

In the January issue of the bulletin, we started to look at the gates of Jerusalem in the reconstruction of Nehemiah's time. The reason for this is the symbolic nature, which is also important for our families.

The first gate mentioned in Nehemiah 3 and built by the High Priest, his family and the other priests, was the Sheep Gate. Since it was very close to the temple, the sacrificial animals were brought in and brought to the temple through this gate. This was to make it clear to all Israelites that God's unique way, the sacrifice of Jesus Christ, is the sole foundation and security for their salvation. Our families also need a secure foundation: the togetherness of mum and dad and with the children is first of all oriented towards the Word of God = Jesus and his unique way of dealing with, loving and appreciating us humans, which he has proven through his life and sacrifice. These qualities should also be the foundation of our family life. This brings us to the second gate: the fish gate.

Through this gate, the fish were brought to the fish market just behind it. Jesus used the symbol of the fish to give his brothers and sisters the mission to be fishermen of men for the Kingdom of God: it is not about catching fish by a fishing rod! When using a rod, I use a bait to lure a single fish into the "trap". Fishing is about casting nets so

that as many as possible are caught without being hurt or baited. Ellen White once commented on this: Jesus' method alone will give us true success in trying to win people (especially our children) for the Kingdom of God. For Jesus went first to where the people were. He sat with them, listened to them, helped them with their needs and only when he had won their trust did he invite them to follow him.

Do we know the needs of our children? Our spouse? Did we first build trust with them? How can this best be done? The August 25, 2017, issue of the journal "Psychology today" said: "Speak kindly to me. Without raising your voice. But with the determination of someone who can convince me of what I am capable of. Talk to me and smile once more. In this way, I may quickly learn that love rules the world and not fear. Give me tender words, as often as you can, so that the language of feelings leaves no room for resentment and hatred." When I read this, I involuntarily had to think about the way Jesus dealt with the people of his time.

Karen Holford applies this to the treatment of children too in the following way:

"Strategies with younger children: Start by listening. When we keep telling kids what to do, they tune out. The more we listen, the more they will listen to us, because they re-

alize that we're interested in their opinions. **Quieten your voice.** Rather than shouting, try speaking kindly or whispering. When young children hear whispering, they think it's a secret and something they'll want to hear! Yelling makes kids think they've done something wrong, so keep that to a minimum. **Confirm they've understood.** Once you've told or asked them something, check that they understand. Ask, "What have I just said? What will you do now?" Young children can find lots of information overwhelming, so they forget things easily. Give easy, simple requests and make sure they get it. **With Teenagers: Pick your moment.** Teens are more likely to listen in a neutral, less intense environment. Saying you need to have a chat can scare them, so try doing an activity together, such as cooking or shopping. **Work as a team.** Telling teens what to do can backfire, so if you need to discipline them, address the chat as if you're coming up with a solution together. Tell them how you feel, ask how they feel, then ask how they think you can solve the issue together."

Participate in the world of our children and the people around us. Going there, listening, perceiving and satisfying needs, gaining trust and inviting them to trust Jesus. Simply put: Become a fisher of men! A fishing gate should be standard in every family.

EMPOWERMENT



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Your ministry's impact is equal to the individuals you empower to see it accomplished. Be selective, choose wisely, and trust immensely.

From: Bealer, J. & McClain, G.: "Don't Quit." Orange, Cumming, GA, USA, 2017

QUICK AND EASY WORSHIP IDEAS FOR KIDS

God knows everything about me

Bible Story

Psalm 139

Things you need:

- Paper and pencil

Worship activities

1. Ask your child to draw a picture of him- or herself.
2. Ask your child how well the child thinks he or she knows him- or herself.
3. Ask your child the following questions:
 - a. How many toes do you have?
 - b. How many legs?
 - c. How many fingers?
 - d. How many eyes?
 - e. How many ears?
 - f. How many teeth?
 - g. How many hairs?
4. Each time your child answers a question, write the number next to that body part of his or her portrait. If counting is still hard for your child, help him or her to count with you.
5. Even though your child knows him- or herself really well, there are still things he or she can never know, such as how many hairs are on his or her head. Even counting our own teeth can be hard!
6. But God knows everything, all the time. Even though He doesn't really need to know how many hairs are on our heads, He still knows, because He cares about us so much.

7. Thank God in your prayers for all your fingers and toes and ears and eyes and teeth and hairs.

Other options:

- Make fingerprints with your child, using a washable, nontoxic inkpad.
- Show your child how each fingerprint is different. Show how your fingerprints are different from his or hers. Perhaps you could collect the index fingerprints of every family member and see if you can guess which belongs to each one.

"You are familiar with all my ways."

Psalm 139:3



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Just for you

In what ways has God made you unique? What do you appreciate about the unique ways He has made you? What do you appreciate about the uniqueness of your other family members?

Experiment #1: What is in your Heart?

Jesus said to them, “You are the ones who make yourselves look right in other people’s sight, but God knows your hearts. For the things that are considered of great value by people are worth nothing in God’s sight. (Luke 16:15 GNT)

In the text above Jesus is talking to the Pharisees, and he is reprimanding them because they were very concerned about external appearances but they did not care much about what God holds dear: what is in people’s heart.

Using the following experiment, you can illustrate that the external appearances can fool us, but God knows what you are actually made of.

Materials: A piece of red cabbage, bleach, commercial hydrochloric acid, water, three glass containers (transparent), gloves, blender

Time: 10-15 minutes.

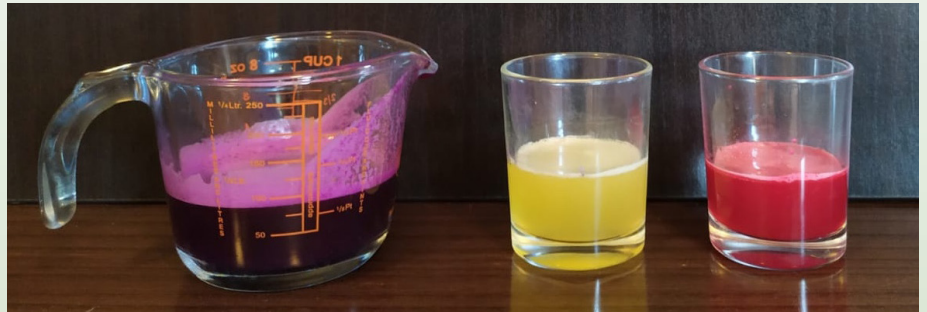
Safety gear: Both bleach and hydrochloric acid are corrosive substances that can cause skin and eye irritation. Use gloves and do not leave them within reach of children. To reduce the risk, you can dilute both with water.

Values: Honesty, Care for the people’s hearts instead of external appearances.

Procedure:

Do steps 1 and 2 in advance, not in front of the audience

1. Blend and strain the piece of red cabbage. You need the juice, which should be of strong purple color.
2. Using gloves, pour a little amount of bleach in one transparent container, and a little amount of hydrochloric acid in another. You can dilute them with some water. Both are transparent liquids and they should look very similar.



3. Show the two similar containers to your audience. Tell them: *These two cups represent two people. They look very similar, so from their external appearance it is very difficult to know if they are good or bad people. Jesus said to the Pharisees that they could deceive others, try to look good in front of people, but God knew their hearts.*
4. Take the red cabbage juice and say: *This liquid here represents God looking into our hearts.* Pour a little amount of the juice in each of the containers. The bleach will turn yellow and the hydrochloric acid will turn bright red. Conclude: *As you can see, although they looked very similar, they were in fact very different.*

The Science Behind The Experiment:

Red cabbage contains a chemical called anthocyanin, which is a pH indicator and changes color depending on the acidity of its environment. In an acidic environment it is reddish-pink, in a neutral environment it is purple, and in a basic (or alkaline) environment it turns bluish-green and even yellow. You can make extra red cabbage juice and allow children or young people to repeat the experiment themselves, mixing it with some harmless substances: lemon juice (acidic), vinegar (acidic), baking soda dissolved in water (basic)...

Noemi Duran
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Children’s Delegations

ROBIN (5 YEARS)



That pullover you bought for me on the computer, will it come out of the printer?

From: Perles d’enfants 2010. Editions 365, Paris, France, 2009



From the HANDBOOK

on Children's Ministries

Active Learning

Children will not actively apply what they have been passively taught. Learning that leads to changed perceptions and behavior must actively involve the student. By participating in the learning process, a child owns, appropriates, or internalizes Bible truth for application in daily life. How can the teacher provide such learning opportunities?

Purposeful activities can be designed to promote the aim of the lesson while meeting the age-group characteristics and needs of the learners. The more of the five senses that an activity utilizes, the greater the learner's involvement and rate of retention. Research has proven that learners remember only 10 percent of what they hear and only 20 percent of what they read. Since lecture and reading are the two most common teaching methods in educational ministries, these percentages are somewhat depressing. Research shows, however, that the use of visuals boosts learning by an additional 10

percent. The combination of both seeing and hearing pushes the percentage all the way to 50 percent. Teachers don't have to settle for sending their learners home remembering only half of what they've seen and heard. If a learner has comprehended enough of a lesson to verbalize the concept in his own vocabulary, he will be able to remember 70 percent of the information. The learner who not only can talk about a concept in his own words but can also be actively involved in learning it will retain a whopping 90 percent!

(...) Why should we expect our learners to apply God's Word to their lives solely on the basis of lectures? To equip them, we must provide teaching that promotes not only the understanding of Bible truth, but the know-how and desire to apply it to daily life.

Activities that teach Bible truth can involve art, creative writing, drama, discussion, games, research, books, music, nature – the possibilities are endless. The success of such

an activity depends on whether the teacher follows these guidelines:

- The activity must be appropriate to age level. Research is a good activity for upper elementary children but not for those in early childhood. On the other hand, art activities provide projects appropriate for all age levels.
- The activity must be lesson related. All segments of a lesson must focus on its theme. Any song, project, or game that does not direct the learner to the lesson aim distracts them from it.
- Activities must be varied. Children have different learning styles and preferences. Aurally oriented learners manage well with lectures, storytelling, and recorded resources. Visual learners enjoy pictures, time lines, maps, and charts. Some children learn best when they are physically active. Using a variety of activities guarantees each type of learner an opportunity to succeed.

From: Choun, R. & Lawson, M.: *The Christian Educator's Handbook on Children's Ministry*. Baker Books, Grand Rapids, MI, USA, 2002

PARENTING TEENS

Mentally absent

Your teen does not want to stay at home with the family anymore. When he is at home, he seems to be mentally absent. His mind has wandered off. At times he acts as though it is a crime to be seen in your presence...

Highs and lows

The teen's emotional highs and lows, bursts of temper and periods of sluggishness confuse you. You wonder whether you are losing your touch as parents. Your challenge is to understand yourself *and* your teen.

Storms come and go

Storms come. You try hard to remember what it was like when you were young. You listen to scary stories your friends relate about how they failed when difficult times came. Fortified with little hope of success, you bravely turn your face into the storm... Only to discover that the current deluge is over, but a new one is brewing.

It's normal!

If this even partially describes your

home, relax. It's normal! You need not feel as though you are failing as a parent because you find yourself embroiled by emotional struggles with your emerging adolescents. You are experiencing the early process of rebellion.

What's rebellion?

By definition, rebellion refers to resistance or rejection of authority or control. Pause a moment... Ask yourself what would happen if your child never resisted or rejected your control.

Preparing for independence

During the teen years the emerging adult begins to extricate himself from his parents' values, ideas and controls—and attempts to establish his own. This is a necessary process. It is a process of establishing one's own individuality, code of ethics, values, ideas and beliefs.

Recognition

Through rebellion the teenager cries out for recognition of his individuality. He no longer wants you to consider him your



property, but nonetheless he remains your responsibility. He is attempting to find out who he is and what he stands for.

On the line

Both his identity and self-respect are on the line. In his search to find these answers he may react more strongly to your authority than he previously did. You would be wise to recognise that his reaction is *not* something personal against you, but something *normal* developing within him.

Yes, rebellion is normal!

Normal rebellion will lead the adolescent to a mature life. This constructive time period will assist the teenager in shedding childish ways and developing independence. The challenge is to keep the lines of communication open at all times.

From: Van Pelt, N.: *Parenting Teens*. Autumn House Publications, Grantham, Lincolnshire, UK, 2009



ACTIVITY REPORT



March 21, 2020: Global Children's Day

Global Children's Day

On March 21, 2020, once again, the Global Youth Day will take part. And again, we are called to support this special day with Children's Ministries, making it a special day also for our youngest.

A SERMON IN shoes

GLOBAL CHILDREN'S DAY, MARCH 21, 2020

Global Children's Day 2019

Some activities from the GCD in Romania included help for poor people and children in Mihaesti and Pitesti, and visiting old people and hospitals in Plosca and Tg Jiu.



A SERMON IN SHOES
(A Poem)

Do you know that you're a sermon in shoes?	Jesus walked the streets to preach, befriend, and heal;	Sharing our food and clothes with the needy,	Remember, you're always a sermon in shoes!
Preaching to others about love, kindness, and patience, too.	Showing us that we should follow His love and zeal.	Cleaning the streets and beaches to keep them tidy.	Walking and talking
Reaching out to the poor and homeless,	So, let's walk and talk about His great love,	Singing to cheer the sick and the lonely,	Preaching and teaching
Helping the elderly and refugees with loving kindness.	Preach and teach and live for Him above.	Living out my life as a sermon in shoes!	Living out the Kingdom tools.

*Linda Mei-Lin Koh
GC Children's Ministries*





ACTIVITY REPORT



March 19, 2019: Memories of Global Children's Day



Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

2019



March 3-8

ChSS Training Course
Romania
for Pastors and ChSS Teachers

March 21

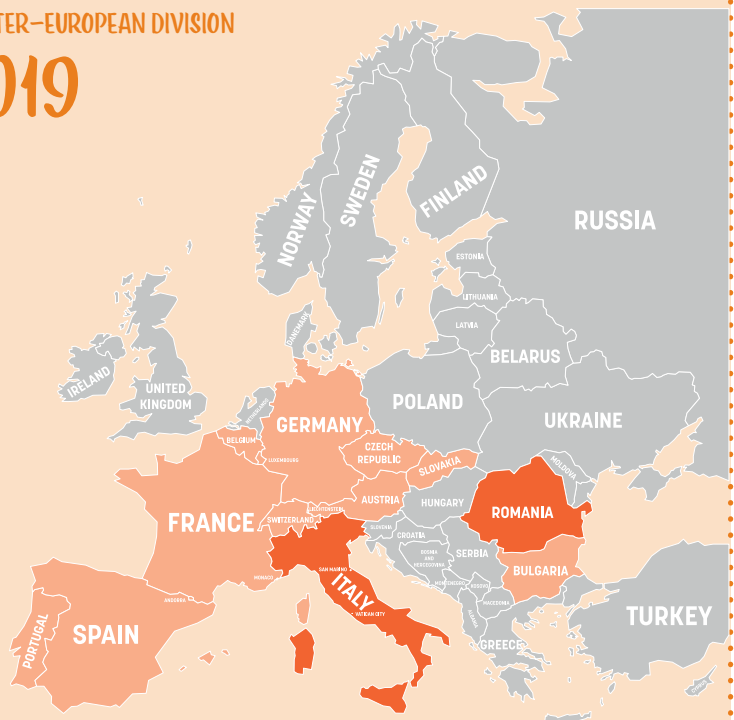
GYD & GCD

March 27-30

CHM Training Course
tbn, **Italy**

April 24-28

EUD - GAIN
Bucharest, **Romania**



What it takes

Ideas for Planning Intergenerational Worship

What do we do in our worship service?

- Analyze your worship services. What are the usual elements of your services?
- Which elements are “open” and which are “restricted”? Are there some that can only be performed by an ordained person or a paid professional? Is it a long-standing tradition that the pastor reads the Scripture text and that a paid organist plays the postlude? You may have to break with tradition in order to increase intergenerational participation in worship.

Who participates in worship leadership? Who is engaged by the worship pieces?

- List worship leaders by age categories. How well does this list match with the demographics you discovered earlier? Does one age group dominate your worship leadership team?
- Now that you have a good idea of how intergenerational your worship already is, you can create strategies to increase the participation of various age groups.

Who could do what?

- Merge the list of “hidden talents” you discovered in getting to know people with the list of worship elements that are open to new leaders.

- Add new names to your “worship participants” list and keep them in age categories for the time being. When planning a service, attempt to pull leaders from each age group.
- One way to safely introduce new participants into worship is to pair new leaders with experienced leaders. Ask a young piano student to play the melody line of some songs on the synthesizer while the piano or organ is playing. Ask a new reader to be part of a choral reading before giving him a solo part. This allows new leaders to share their gifts, builds their confidence, and prepares them for future leadership.
- Simply put, asking a wider variety of people to carry out the tasks of leading worship will establish an intergenerational face on your worship service. But you’ll want to go much deeper.

What else could we do in worship that would allow us to use the gifts and garner the spirited interest of our age groups?

- Involve all ages in designing and creating visual art for worship. Look for a way to balance one generation’s need for images with another’s need for words.
- Replace some songs with more prayers or Scripture readings. This may be especially

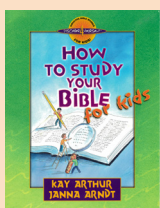
helpful if the generations in your congregation are at odds about musical style. Songs may become a weapon in style “wars”; prayers and Scripture are less likely to rub one generation or another the wrong way.

- Create oxymorons! Juxtapose two things that don’t readily go together. Ask a high school student to sing an ancient chant, ask the 75-year-old bass to sing “Jesus Loves Me.”
- Invite people from all generations to comment on the worship service. Ask how the songs, prayers, art, and so on helped them worship (but avoid asking like/dislike questions). Give people a voice and follow up to let them know they were heard.
- Recruit people from all generations to serve on your worship committee or as worship planners.
- Consider the content of your worship. How does the congregational prayer engage the concerns of thirty-somethings? How does the sermon apply to high school students? Were the songs meaningful to retirees?

To be continued in the next issue

From: <https://www.reformedworship.org/article/june-2005/what-it-takes-ideas-planning-intergenerational-worship>

RECOMMENDED RESOURCES



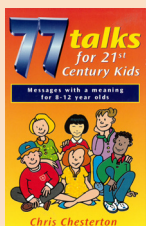
HOW TO STUDY YOUR BIBLE FOR KIDS
Kay Arthur & Janna Arndt

Bible study is serious fun! This book helps you find out for yourself what the Bible is all about—and give you exciting ways to do it! It helps you teach the basic skills of Bible study for a lifetime of discovering God’s Word.



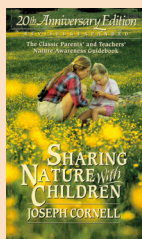
CHILDREN OF THE KINGDOM
Joyce Good Reis

In this book, the author offers a delightful collection of children’s sermons covering topics such as sharing God’s love, valuing others, faith, prayer, and giving thanks. Reis also provides some creative ideas for successfully delivering the message to children—including wearing roller skates for a message about accidents!



77 TALKS FOR 21ST CENTURY KIDS
Chris Chesterton

“This generation of kids is force-fed entertainment and information coming through a glass brightly. It is a diet high in sugar and spice but low in real nutrition. These children are starving for meaningful human contact,” observes author Chris Chesterton. “They are spiritually hungry.” These 77 messages for kids are modelled on the examples of Jesus and the prophets. They take the stuff of the world and use it as a lens to focus truth from beyond time. They are interactive in a way tough-pad and keyboard can never be.



SHARING NATURE WITH CHILDREN
Joseph Cornell

This is not just a book, but a powerful approach to nature education. The author is one of the most highly regarded nature educators in the world today. His expertise, and his irrepressible enthusiasm for the grandeur and mystery of nature, spill over onto every page. His unique blend of knowledge and warmth creates an atmosphere for learning that is very contagious.



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