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A misbehaving child

A misbehaving child brings challenges to adults. Punishment or giving a bribe is mostly the usual way to solve his/her problem. But does punishment or giving a bribe have a long-term effect on changing his/her behaviour? As a parent/teacher, we expect our children to be honest, responsible, independence, etc., but the ways that we use to discipline them got the opposite effects. Why? The Positive Discipline program provides the answer. Dr. Jane Nelson, the co-founder of the Positive Discipline (PD), was introduced to Dr. Alfred Adler's theories, and later developed the Positive Discipline Program with her co-founder Dr. Lynn Lott. Dr. Nelson believes what Dr. Adler said, **"A misbehaving child is a discouraged child."** If the parent/teacher could look into the belief behind a child's behaviour, he/she could find that the child is speaking to them in CODE. We have to break the code of the child's misbehaviour.

I practice the Mistaken Goal Chart (see appendix, separate file) that is developed by the PD with the parents in one of my seminars. The parents use the chart to

check out the code of their children's misbehaviours. Then they use the tools that the PD provides to break the code. The behaviours of their children have improved after the parents work out the tools with their children. This improves their parent-child relationship. This is the core theme of the PD Program: Connect before Correct. Dr. Jane Nelson, in her article "Break the code of misbehaviour" said, "The primary goal of all children is to feel a sense of belonging and significance. Too often they form a mistaken belief about how to seek belonging and significance."

The mistake goal chart provides the clues to your child's discouragement. It also helps to break the code and understand what your child needs in order to feel encouraged. In the last column of the Mistaken Goal Chart, there are many suggestions for what this kind of encouragement can look like. Dr. Jane Nelson points out in her article that "most parents don't understand that there is a belief behind every behaviour. Thus they make the mistake of trying to change just the behaviour. The behaviour will stop only when the belief behind

Prayer Activities

Healing Prayer Tree

Draw the outline of a tree on a large sheet of paper—just the trunk, roots, and bare branches. Cut some leaf shapes from green paper.

Whenever you pray for someone who is sick, write your prayer on a paper leaf and stick it onto the tree.

When someone is healed, stick a brightly colored flower on the leaf, and thank God for making the person better.

If the person dies, stick a white flower on the leaf, and pray that God will comfort his or her family.

from: "My Quiet Time with Jesus. Prayer Calendar & Journal".
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SHARING VALUES WITH CHILDREN



EFFORT

Have you ever done something that has meant great effort for you? A physical activity, a school project, adapting to a new place...? In life, we must always make an effort because doing so implies physical movement while at the same time it puts our neurons into action, and therefore it is an act of courage. In the Bible, we find the example of Peter. He was of a coarse and bold nature; quick to respond, act and speak; constantly changing and therefore hesitant; often hasty, impulsive, witty, burly and brave. What a serious problem Peter had to face! But he was not alone. Jesus said, "Follow me". With this, Jesus was saying: "Be strong". Peter had character faults that had to be transformed into virtues. He discovered that he should make an effort; he knew that he had characteristics in his personality that were not the best, and each time faced with them, he decided to demand more of himself and work harder. Jesus always accompanied him during this learning process. Would you like for Jesus to help you achieve what you want? Strive with enthusiasm! Be assured that every sincere effort you make will be blessed by God

Work hard and do not be lazy. Serve the Lord with a heart full of devotion (Romans 12:11).

From: *The Talking Backpack 2 Learning Values with Estela & Mateo*. Developed by CHM of the Inter-American Division.

the behaviour is changed. Breaking the code helps you understand the discouraging belief behind the behaviour and what the child needs to feel encouraged enough to change his or her belief."

You can try to do the following activity that Dr. Jane Nelson suggests. It will help you break the code for specific behaviours that are challenging to you so that you can be encouraging to your child and yourself.

1. Describe a challenging behaviour you are experiencing with your child.
2. Identify your feelings. Remember that a feeling can be described with just one word. (Frustrated doesn't count because it is a general feeling that can be narrowed down to a more specific feeling. In the beginning, you may need to look at the second column of the Mistaken Goal Chart to find the feelings that fit for you.) Write your feeling or feelings below.
3. Describe what you usually do in response to the challenging behaviour.
4. Now get into your child's world. How would you feel if you were a child and your parent did or said what you did

or said?

- What would you be thinking?
 - What would you be feeling?
 - What would you decide to do? (This is a clue to the belief behind the action.)
5. Look at the sixth column of the Mistaken Goal Chart to "break the code" and identify what the child needs.
 6. Choose a suggestion from the last column of the Mistaken Goal Chart that you would like to try the next time you encounter the challenging behaviour. Describe how you think this might be encouraging to your child and how it might help your child revise his or her belief about how to find belonging and significance.
 7. Journal about the results of what you did. If it didn't seem to work to change the behaviour, is it possible that your child is at least making a new decision? ♦

Joyce Ng

Chinese Union
Children's Ministries Director



Talking with GOD

Share it with me?

A little girl was walking from the kitchen with a little container in her hand. When she came closer, we were able to see what she had: yogurt. Her uncle Gil, who saw her coming, said: "Wow, some yogurt for me!" After that moment, the 4-year-old girl was faced with a difficult choice. In her hand she had the last yogurt that was in the refrigerator. In front of her was her dear uncle Gil. Her little eyes went back and forth between the yogurt and her uncle, then her uncle and the yogurt. We all watched in suspense, waiting to see how the story would end. All of a sudden, her little hand extended

the yogurt to her uncle, while her little face cracked a little smile.

Uncle Gil hugged his niece and said: "I'm only kidding. The yogurt is yours. I wouldn't be able to take this yogurt from you, my dear."

The little smile of the girl became a big smile. She gave her uncle a tight hug, then opened the yogurt and ate it.

Would you be able to share a meal with a friend? What about with a stranger who was starving? You know, God blesses other people through you. For that reason He becomes happy when you share what you have. And this can be said about sharing clothes, food, toys, and even affection.

Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same.
(Luke 3:11, NIV)

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

Helping Around the World

Lebanon

But he said to me, 'My grace is sufficient for you, for my power is made perfect in weakness.' Therefore, I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me." 2 Corinthians 12:19

For many, it is still difficult to speak of blessings that have come from the COVID-19 global health crisis. Millions lost everything to the pandemic, and the horrors are still too near, too real. ADRA knows this. We worked tirelessly around the world to fight the fallout of the virus, and we are intimately familiar with the heartaches, losses, and traumas that now afflict millions as a result.

But we are also aware of the silver linings. One such silver lining is the newfound empathy for those who have been restricted by circumstances that go beyond the temporary lockdowns many of us experienced during the height of the pandemic. These people include the chronically ill, the elderly, and those with disabilities. Many of these people have been in "lockdown" their entire life.

Consider Rafeef, a ten-year-old who knows what it is like to be cooped up in her home. Born with a rare genetic disorder in her spine, Rafeef cannot walk without assistance, see without

glasses, or learn without specialized care. She can shuffle with the aid of her walker, but she is otherwise immobile and dependent on caregivers. Most of her life has been spent within the walls of her small home in the heart of Lebanon.

Thanks to ABILITY, an ADRA project tailored to the needs of children with physical and mental disabilities, Rafeef no longer waits in loneliness and boredom for each new day. Now, she has a tutor named Ahlam who visits her several times a week. Ahlam knows that life in Lebanon is hard for a girl like Rafeef.

Equipped with a smart tablet and additional educational resources, Ahlam provides Rafeef with access to a world beyond her lonely room, as well as a regular and kindhearted companion.

Sometimes, Rafeef even gets to leave her house and join other students in a classroom not far from home. These moments are little reminders that she is not alone in this world.

"If you don't help girls with special needs in Lebanon, they have no future or hope. A girl with disability is thought to be incapable of anything," she says. "The parents will just try to marry her off to a much older man."

Because parents do not believe

there is value in educating a child with disability, they rarely seek out special care.

ADRA ABILITY is a program that counters that belief and offers hope. Through one-on-one education, tutors like Ahlam are able to visit children in their home and provide a personalized education. Equipped with iPads and additional educational resources, these tutors provide children with access to a world beyond their lonely rooms.

In addition to providing social and educational support, ADRA ABILITY also provides walkers, physical therapy, and specialists.

"Children with special needs require special care," says ADRA Project Manager Rita Haddad. "Even girls without special needs are undervalued here in Lebanon. A girl with special needs is give no priority."

Many of us experienced the stress, frustration, and uncertainty of being isolated at home during the worst of the pandemic. Perhaps, now, our experiences have given us greater empathy for those who truly are trapped by their circumstances and confined to the harsh realities affecting their lives.

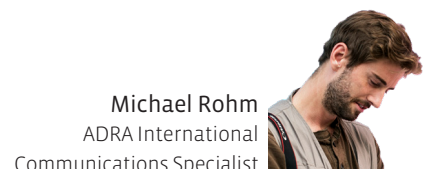
Thanks to your continued support and generosity, Rafeef can have meaningful hope for a brighter future.

If you or your children would like to speak with a child with special needs but don't know how, here are some questions that may be of help:

1. What was the most difficult part for you about being home more during the worst of the pandemic?
2. What gives you hope as you look at your life and the future?
3. What are some silver linings you see from the COVID-19 pandemic?



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Michael Rohm
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Communications Specialist

Different Disabilities (Part 2)

Many children can be classified in some way as disabled, including those who are physically, emotionally, or mentally impaired. Here are some hints for dealing with them:

Learning-Disabled Children

A child who has a learning disorder can have difficulty using or understanding spoken or written words. These problems can occur in listening, thinking, talking, reading, writing, spelling, and simple problem solving. Many such children have been incorrectly labeled hyper active or brain injured or intellectually impaired. When teaching learning-disabled children, follow these suggestions:

- Give instructions one step at a time. These children may have problems remembering a list in the original sequence. Repeat important directions.
- Engage all of the five senses in learning. Try to identify which ones the child depends on most.
- Emphasize and repeat the main idea of the lesson.
- Avoid too much aural or visual distraction in the room.

- Use concrete, literal terms and examples. Help children learn through active involvement.

Intellectually Impaired Children

A mental disability can be the result of an injury or a disease of the brain that occurred before, during, or after birth. There are children with all ranges of intellectual impairment—from borderline to profound. Remember these facts about intellectually impaired children:

- Intellectually impaired children learn in the same ways that non impaired children learn: through the five senses, by active involvement, with great amounts of love and attention, and through consistent discipline.
- These children usually have short attention spans. Provide frequent

opportunities to share. Use storytelling, role playing, puppets, music, games, and other Bible-learning activities to teach lessons. Avoid lecturing more than a few consecutive minutes.

- Most children who are mentally impaired can still hear and respond to the gospel. Share verses carefully and with feeling. Allow the child to ask questions, think, and respond as he is able. Remember that the child will respond to the Savior according to his degree of understanding.

Emphasize Abilities

When ministering to children with special needs, remember to capitalize on their abilities. Tailor your expectations to their needs, but challenge them to do their best. Include them in the mainstream of your class unless this jeopardizes the welfare of the child or his classmates. Refrain from showing pity for a child limited by a disability. Pity in itself can be disabling. Instead, be patient and prayerful, and look for the potential in God's special children. Remember that the teacher's attitude toward special people will be the model children will follow.



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

There need to be teachers who are thoughtful, considerate of their own weakness and infirmities and sins, and who will not be oppressive and discourage the children and youth. There needs to be much praying, much faith, much forbearance and courage, which the Lord is ready to bestow.

Christian Education, p. 154



Night fright

The moment I spotted him behind us, I grew uneasy. Jet-black, mid-waist-length hair tied in a bandanna. Dressed in a T-shirt and baggy pants, the young man had followed my family and me off the main street and down the railroad tracks we'd chosen for a leisurely evening stroll.

My mind raced. *Is mass murder in the making?* Quickly I instructed my family to make a quick exit through some brush back to the main street. I breathed a sigh of relief as the young man continued on down the tracks.

Our "stalker" was probably harmless as a cucumber. Still, the entire incident reminded me of the following scenario.

"If you ... were stranded at the midnight hour in a desolate Los Angeles street, and if, as you stepped out of your car with fear and trembling, you were suddenly to hear the weight of pounding footsteps behind you, and you saw 10 burly young men who had just stepped out of a dwelling coming

toward you, would it or would it not make a difference to you to know that they were coming from a ... Bible study?!"*

How would you respond? The atheist university professor who was asked that question had to admit that it *would* make a difference.

A person's beliefs affect his or her actions. The professor knew that a group of guys who's been studying the Word of God would be considerably less likely to have crime in mind than if the 10 young men were obviously drug-dealing gang members.

Our goal as Christians is to know, trust, and serve Jesus better each day. Because an unbelieving world needs desperately to see *your* love in *action*.

Power Burst

"Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come."

2 Corinthians 5:17



*From Ravi Zacharias, *Can Man Live Without God?* (Word Publishing, 1994)

From: Fishell, Randy: *Supercharged! Fast-moving, eye-popping, heart-changing devotional stories.* Review and Herald Publishing Ass, Hagerstown, MD, USA, 2000

TOUGH QUESTIONS & POSSIBLE ANSWERS



If lying is wrong for me, why do you do it?

Preschooler

Older preschoolers generally understand the difference between truth and lies... and they need you to model the importance of truth. When your preschooler sees you lie, it erodes confidence and trust. If you lie, own your mistake, apologize, and ask for forgiveness. It's a teachable moment.

Elementary Age

Welcome to parenting: Your behavior either supports or contradicts what you're reaching your children. If your child catches you in a lie, it's a good opportunity to help your child understand some "lies" are simple misunderstandings and others are intentional misrepresentations. If you're being challenged about the former, talk

through ways to communicate better. If the latter, apologize—and let your child see you try to make amends. Humiliating? Maybe. But you're modeling integrity.

Preteen

Preteens can sniff hypocrisy at 500 yards, and they're often quick to condemn it in others. If you expect your preteen to be open to your observations about his or her character, be open to their observations about yours. Respond not with defensiveness but a willingness to listen. Pray together that neither of you take shortcuts like lying—and ask for forgiveness. Your child will never forget the conversation.

Related Scriptures

Exodus 20:16 addresses lying, Proverbs 6:6-9 laziness, and 1 John 1:9 confession of sins and forgiveness.



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: Challenging Kids

Question: One child in our ministry is particularly challenging—and now he's in my class. How can I handle him?

Answer: You'll inevitably encounter a child or two who's tough to handle: the strong-willed, uncooperative child who never misses class. Adults talk behind closed doors about what a problem the child is, and everyone knows how the child's behavior impacts a class—except the child.

Strong-willed children tend to search for control over their world. And when adults leave kids out of the discussion about their behavior, it takes away kids' opportunity to help solve the problem, which would allow them more control over the situation.

God calls us to use gentle, loving, direct communication (Ephesians 4:15). This is true even when it comes to a child's disruptive behavior. Explain to the child how his specific choices affect you and other children. When you treat children with respect and give them a sense of control over their environment, they'll often cease to push boundaries.

What you should do

- Talk directly to the child about your behavior expectations.
- Give specific examples of the child's unacceptable behavior.
- Make a plan in advance with the child for how you'll handle behavior problems.

What you should not do

- Don't commiserate with other adults about the child.
- Don't assume that "bossing" the child into shape will work.
- Don't address behavior problems without including the child in the conversation.

Genius tactic

Give your challenging child consistent responsibility in the class, such as passing out supplies or checking the room at the end of class to ensure lights are out, chairs pushed in, and trash is off the floor. When you give challenging children roles of responsibility, many embrace these important duties and leave behind their wayward ways.

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

360° CHILDREN'S LIFE ISSUES



One billion children across the world are exposed to violence in childhood each year

Background

Violence against children is a serious human rights and public health problem that has devastating and costly consequences. Its destructive effects harm children in every country, impacting families, communities, and nations, and reaching across generations. As a result of global attention to the burden of violence against children and efforts to address it, it is important to use the best available evidence to measure how many children in various regions of the world are exposed to violence. But the global burden of violence against children is unknown.

Key Findings:

- A minimum of 50% of children in Asia, Africa, and Northern America experienced past-year violence.
- The number of 2-17 year old who experienced the most severe forms of violence in the past year is estimated to be at least 64% of children in Asia, 56% in Northern America, 50% in Africa, 34% in Latin America, and 12% in Europe.
- Over half of all children in the world – 1 billion children ages 2-17 years – experience violence every year.

Violence Against Children and Youth

Violence is a major public health and human rights concern.

A first step in preventing violence globally is understanding how much it happens, where it occurs, and its impacts on the health and well-being of children and youth.

Violence is preventable.

High-quality, timely data on violence provides critical information to develop prevention strategies based on the best available evidence on what works to stop the violence.

From: <https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/index.html>

The many faces of violence against children

Violence against children has many faces and forms: physical abuse, sexual abuse, neglect or negligent treatment, emotional abuse, and more.

- Every five minutes a child dies from violence. [The Global Partnership to End Violence Against Children 2016]
- One billion children – over half of all children aged 2 to 17 – are estimated to have experienced emotional, physical and/or sexual violence. [WHO 2016]

- One in 10 girls – 120 million – under the age of 20 has been subjected to forced sexual acts. [UNICEF 2014]
- Nearly one in 10 children – 250 million worldwide – lives in a country affected by conflict. [UNICEF 2016]
- At least one in six children entering an SOS Children's Villages' program has previously experienced violence.
 - Devastating impact of violence
 - Violence can affect a child for the rest of their life, with severe consequences for a child's physical, psychological and mental health. Without adequate support and care, violence and trauma can have long-term effects on a child's development and future life.

Children who have experienced violence are also more likely to perpetuate the circle of violence, passing on patterns of violence to their peers or to future generations.

Therefore, ending violence against children is not only important for each child's rights, but also for healthy communities and societies.

From: <https://www.sos-childrensvillages.org/end-violence-overview>



"Where did we ever get the crazy idea that in order to make children do better, first, we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?"

—Jane Nelson, Ed.D.

From: <https://www.verywellfamily.com/inspirational-parenting-quotes-1094736>

QUICK AND EASY WORSHIP IDEAS FOR KIDS

Values Tower

Bible Connection

Micah 6:8. This is a summary of the important values God wants us to live by. What other values are important to you as a Christian?

Things you need:

- 25 large plain index cards or sheets of paper cut in half
- Marker pens
- Reusable adhesive (such as Sticky-Tack®) for sticking the index cards to a wall or door, so you can move them around during the activity

Worship activities

1. Read the Bible verse and explain the various values it contains. Ask family members to think of other values that are important guides for our lives, such as honesty, kindness, sharing, showing respect, being patient, putting others first, forgiving each other, being loving, taking care of the earth, worshiping God, and keeping each other safe. When have you seen each other living by good values recently?
2. As the various values are mentioned, write them on separate index cards or sheets of paper. Write at least 10 to 12.
3. Think about each of the values and decide which are the most important ones for your family.
4. Work together to make a tower of value cards, by using reusable adhesive to attach them to a safe surface, such as a door. Leave plenty of space

between each card so you can add other cards and move the value cards around. Put your most important values at the top of the tower.

5. Talk about each of the values as you work. How do you live them out? Why might one be more important than another? Or would you rather arrange the cards in a different way to show that some are equally important?

Other ideas:

- Encourage older children to find a

As Christian parents we want to pass on our important values to our children. Here's a way of exploring your family values together.

Bible verse about each of the values you have chosen.

- Make a poster of your top ten family values. Write them out in a simple and appealing way and print a copy from your computer. Frame them and hang them where they'll be seen every day.



Prayer

Pray that God will help each of you to live according to His important values. Pray about some of the challenges you face as a family as you try to live out your values in a complicated and broken world.

God takes care of the little birds. Will you help?

"Look at the birds: they do not plant seeds, gather a harvest and put it in barns; yet your Father in heaven takes care of them!" Matthew 6:26 (GNT)

Have you ever thought about the amazing diversity of birds that exists? When God created birds (Genesis 1:20), for sure He put enormous creativity in the design of those incredible plumages, with all those color combinations, those elegant feathers, the beaks of a hundred different shapes, the necks, the legs... The Bible tells us that God not only gave attention to birds when He designed them. To this day, He cares for the birds, even for the little ones, and provides them with food although they do not plant or harvest (Matthew 6:26). The main message of this text is to teach us that we are more important than birds and thus, God will always take care of us, but we can also learn from it to act like God and care for His lesser creatures.

The activity that I would like to recommend for you to do with your group of children this month is to help Jesus take care of the little birds in your area.

Winter is a difficult time for birds. In many countries, temperatures drop and the ground is covered with snow,

making it difficult for them to find food and water. A good way to help is to provide them with energetic food that allows them to keep warm and active despite the cold.

To make a bird feeder is an easy and fun activity that you can do with children. There are many options. If your church has a backyard or a garden, you can make a large bird feeder for the group and place it there. You can also make simpler individual bird feeders that the children can take home to hang in their terraces or balconies. On the Internet, there are dozens of tutorials for making DIY bird-feeders so I am sure you will easily find one that suits you. However, here are some tips from my experience:

- If possible, make the bird feeders with recycled materials, such as used plastic bottles.
- Choose a bird feeder that has a cover so the food does not get soaked or washed away in case of rain.
- Do not place the bird feeder on a surface that can be accessed by rodents. It is always better to hang it.
- If you want to feed little songbirds and not larger birds like pigeons, put a small perch on it where pigeons cannot hold on to.



- Fill the bird feeder with commercial bird food, or use seeds that are not roasted or salted. You can also use fresh fruit and some peanut butter to give the birds a boost of energy.

When the bird feeder is finished and working, your children will love to spend time observing the birds that come to it. Ask the children to draw or photograph them. Try to identify the species with the help of a bird field guide. Count them, take note of the times of the day when they come more often. Tell the children to pray to God and thank Him for His great care every time they see one bird eating in the bird feeder. Observe how birds behave when there is more than one in the feeder. Do they share? Do they fight?

There are so many lessons and applications that you will get from this simple activity! And your group of children will develop love and empathy towards God's creation.

Noemi Duran

Geoscience Research Institute
Director of the European
Branch Office



Children's Devotions



HANNAH (6 YEARS)

I think I'm gonna be good for the rest of my life. Well, except when I make mistakes. But we can blame that on my emotions.

From: https://www.boredpanda.com/cute-funny-quotes-kids-little-hoots/?utm_source=google&utm_medium=organic&utm_campaign=organic

From the POCKETBOOK

for Peer Helpers



©Shutterstock.com

Skills

The word "skill" may be defined as an ability which is gained by knowledge and practice. To work effectively as a peer helper, certain skills must be learned through this process. These skills are constantly improved and perfected as you put them to use.

Basic to all peer helping will be skills in developing active listening, responding to helpees, sending effective messages, practicing values clarification/ problem solving/ decision making, and intervening in a crisis.

Characteristics of Active Listening

- Restate the person's most important thoughts and feelings.
- Be attentive. Don't daydream—keep your thoughts from wandering. Focus your thoughts on the person you are listening to.

- Convey understanding and acceptance by non-verbal behavior (posture, voice tone, eye contact, facial expression, gestures).
- Put yourself in the other's place to understand what the person is saying, how he or she feels, and the values involved in the situation.
- Do not interrupt. Have patience—allow the person time to express his or her full thoughts and feelings.
- Do not offer advice or suggestions.
- Avoid bringing up similar feelings and problems from your own experience.
- Develop the attitude that listening is fun and personally enriching.
- React appropriately. Applaud with nods, smiles, comments, and encouragements.

- Do not argue mentally with self-talk.
- Have a desire to listen. There is no such thing as uninteresting people—only disinterested listeners!
- Do not antagonize the speaker with hasty judgments.
- Listen for camouflaged feelings. Many times feelings are hiding behind words. Ask yourself what feelings you think you are hearing.
- Avoid changing the subject. Sometimes you may get off-track and need to refocus on the actual issue.

Remember: As with any skill, peer helping improves with practice.

From: Sturkie, J. & Gibson, V.: *The Peer Helper's Pocketbook*. Resource Publications Inc., San Jose, CA, USA, 1992

BENEVOLENT EDUCATION

What children are taught stays for life

Our lives are shaped as profoundly by personality as by gender or race. And the single most important aspect of personality—the "north and south of temperament," as one scientist puts it—is where we fall on the introvert-extrovert spectrum. Our place on this continuum influences our choice of friends and mates, and how we make conversation, resolve differences, and show love. It affects the careers we choose and whether or not we succeed at them. It governs how likely we are to exercise, function well without sleep, learn from our mistakes, delay gratification, be a good leader, and ask "what if." It's reflected in our brain pathways, neurotransmitters, and remote corners of our nervous systems. Today introversion and extroversion are two of the most exhaustively researched subjects in personality psychology, arousing the curiosity of hundreds of scientists.

These researchers have made exciting discoveries aided by the latest technology, but they're part of a long and storied tradition. [...] Both personality types appear in the Bible and in the writings of Greek and Roman physicians [...]

Yet today we make room for a remarkably narrow range of personality styles. We're told that to be great is to be bold, to be happy is to be sociable. We see ourselves as a nation of extroverts—which means that we've lost sight of who we really are. Depending on which study you consult, one third to one half of Americans are introverts—in other words, *one out of every two or three people you know*. (Given that the United States is among the most extroverted of nations, the number must be at least as high in other parts of the world.) [...]

Introversion—along with its cousins sensitivity, seriousness, and shyness—is now a second-class personality trait, somewhere between a disappointment and a pathology. Introverts living under the Extrovert ideal are like women in a man's world, discounted because of a trait that goes to the core of who they are. Extroversion is an enormously appealing personality style, but we've turned it into an oppressive standard to which most of us feel we must conform. [...]

As children, our classroom desks are increasingly arranged in pods, the better to foster group learning, and research suggests that the vast majority of teachers believe that the ideal student is an extrovert. [...]

If you're an introvert, you also know that the bias against quiet can cause deep psychic pain. As a child you might have overheard your parents apologize for your shyness. [...] Or at school you might have been prodded to come "out of your shell"—that noxious expression which fails to appreciate that some animals naturally carry shelter everywhere they go, and that some humans are just the same.

"All the comments from childhood still ring in my ears, that I was lazy, stupid, slow, boring," writes a member of an e-mail list called *Introvert Retreat*. "By the time I was old enough to figure out that I was simply introverted, it was a part of my being, the assumption that there is something inherently wrong with me. I wish I could find that little vestige of doubt and remove it."

From: Cain, S.: *Quiet. The Power of Introverts in a World that Can't Stop Talking*. Penguin Books, London, UK et al., 2012



CRAFT IDEAS



Easy-to-do crafts with & for kids

Cactus Pet Rocks



Things you need

- Rocks – choose them based on the size of your terra cotta pot. A flat surface area is needed for the googly eyes.
- Googly eyes
- Outdoor acrylic paint—green, white & bright green
- Mini Terra Cotta Pots
- Hot glue (adults only) or Glue dots for kids



Procedure

1. First, select your rocks. As mentioned above, you want to look for rocks that are flat on one side so the eyes will go on smoothly. You can even see if you can find some extra details that may give the rock a mouth.
2. Clean your rocks before painting.
3. Paint with outdoor paint if you want to place outside. Otherwise, regular acrylic paint works well. We did 2 coats of the lighter green to ensure we got complete coverage. Once you have

the green painted, use the white to create different cactus designs!



4. Now glue on your googly eyes! Use hot glue or glue dots.
5. Now they are ready to go into their pots!

If you'd like them to stand higher in their pots, use a little bit of paper towel or foam in the bottom of the pots.

From: <https://www.thebestideasforkids.com/pet-cactus-rocks/>

Paper Frog Craft



Things you need

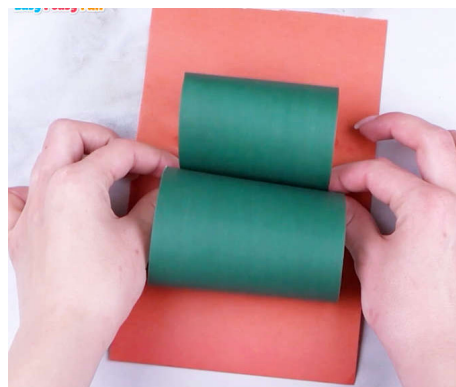
- craft template (optional, can be downloaded on the link below)
- paper in various colors
- scissors
- glue

Procedure

1. Prepare the base for your craft. This can be in any color.
2. Cut a green paper strip for the body,

glue the ends together to make a paper roll.

3. Apply glue on the paper roll and stick it on the base (lower half of the base).
4. Make another paper roll, a little bit smaller than the first one, for the frog head.



5. Cut two oval shapes for eyes and stick them on the frog.
6. Add eyes (you can use googly eyes, stickers or draw the eyes yourself).
7. Cut a pair of hind legs and stick them on the bottom of the body.
8. Cut two front legs and stick them on the frog's body.



9. Draw mouth.



10. Cut a strip of red paper for the tongue and stick it below the mouth line.

From: <https://www.easypeasyandfun.com/how-to-make-a-paper-frog-craft/>



FOCUS ON...



Special Activities & Events

Adventist International Congress for Deaf and Deaf-Blind

Adventist International Deaf and Deaf-blind Congress Online

The programme that we are preparing for you includes a series of interesting and original activities. You will surely find what interests you and meets your expectations in the short time of three hours of programme.

There will be moments of friendly relationship, even though only on the screen; listening to messages presented by selected speakers; watching interesting presentations and music.

The guests are Deaf and professional speakers:

- Jitka Moravkova - Friday
- Douglas Da Silva - Saturday
- Henry Maina Kamau - Saturday
- Carlos Martinez, International Mime, will be with us and will present three pieces.

The host of the Congress online is Geoffrey Zobries, Deaf and Director of the German Deaf and Deaf-blind Adventist Association.

Time: March 12-13

For more information and registration visit <https://admi.adventist.eu/>



Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

2021



January 27-May 12

Faith & Science Fundamentals

Webinar, every Wednesday

<https://www.facebook.com/GRI-Live-Creation-101992155041587>

February 26-27

KID Revival Meeting Portugal

Online, Zoom

March 12-13

International Deaf Congress

Online, Zoom

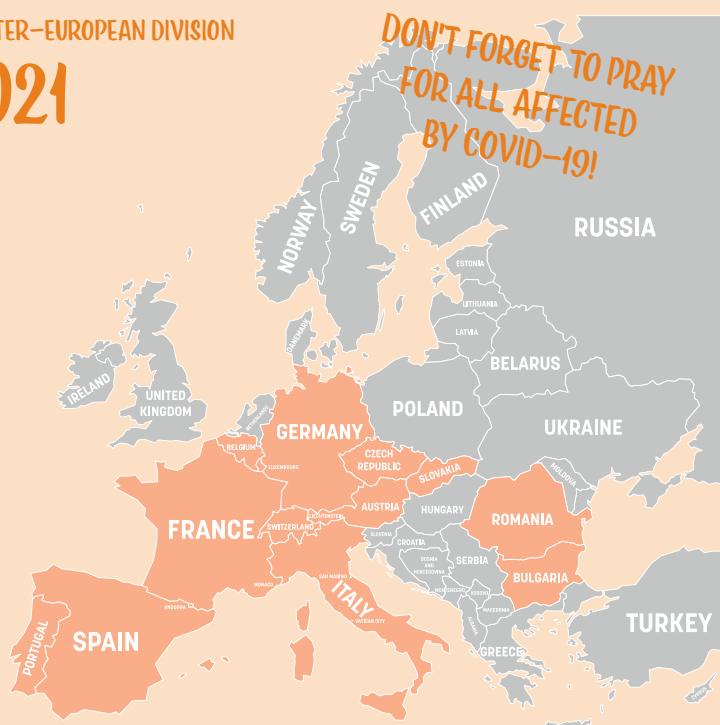
March 20

Global Youth and Children Day

April 19-21

GAIn Congress

Online



DUE TO THE CORONA VIRUS ALL PLANNED EVENTS HAVE BEEN CANCELED OR POSTPONED. WE OBSERVE THE DEVELOPMENT AND INFORM ABOUT EVENTS AS CIRCUMSTANCES PERMIT.



Call-Back

Defining moments. Do you have them in your life? Moments that have become critical to new directions and relationships? That cold night in the winter of 1999 became one of my life's defining moments. It was a painfully cold moment, but I wouldn't trade it for anything.

Early in our marriage, April and I lived in Holland, Michigan, where we were part of a church community that we loved. We were eager to succeed in His service, so we asked God

to bless our ministry. In spite of our youthful inexperience, He answered our prayers and blessed our church with unexpected growth.

The talented ministry team at the Holland church prayed, worked together, and enjoyed providing innovative ministry for our church family and for those who lived within driving distance. As we prayed, cared, and shared, God brought us more and more people who were hungry for hope. Soon we needed to build a new church.

You might say, "Great story!" Yes, it is a great story of how God blessed a couple and a church family to grow together. But the story doesn't end there. You see, at that time we had two children: Jason (age six) and Julie (age three). As our ministry grew, my time with these two children slowly melted away like butter on a skillet.

I had become seduced with the thought that my greatest service for God was what I did for Him outside my home. I was one hundred percent emotionally engaged with the people in my church and community. When I came home, I had little left emotionally to pour into my family. I gave my family what was left of my time and my heart, and that was not enough.

So it was on that wintry night that our two children, dressed in their pajamas, met me on the way out the door. "Where are you going, Daddy?" they asked. "To church," I quickly replied as I pulled on my boots and coat. "Daddy, you're always gone! Stay home tonight and play with us!" they pleaded.

I did a quick check in my mind to gauge how candid our children were being with me. "Well," I thought to myself, "I'm usually working five or six nights a week." I had been doing that for longer than I could remember. This routine had become so commonplace that I'd concluded that it was what I needed to do. It was a requirement in my life as a leader.

"Sorry, kids! I gave the leaders my word that I'd be at the meeting tonight. Maybe we can play tomorrow night." My kids' eyes began to fill with tears. They knew that Daddy's "tomorrows" seldom came.

A quick hug to each one and then I'd be on my way—or so I thought. Their little arms hugged me so close, that, when I tried to stand up they wouldn't let me go. I was stuck. A glance at the clock on the wall told me that I had five minutes to make it to the meeting. I would NOT be late.

I had to pry their fingers off my neck. "I love you, kids. See you in the morning!" I said as I closed the door. As I left home and headed to the meeting, I couldn't shake from my mind the sight of my children crying and holding out their arms to me, their busy, busy father.

Their cries of "You never play with us anymore!" echoed in my mind as I crunched my way across the frozen snow to the meeting across the street. As I walked, a cold wind whipped across my

face—a cold that matched how I felt inside. God had just confronted me through the voices of my own children. Fortunately, though, He was about to confront me again!

As I walked, a Voice stopped me in my tracks. I knew that Voice. That Voice spoke to me through the Bible, in my prayers, and sometimes in the most inopportune times. The quiet Voice to my heart challenged me with these words, "When I come again, I will not ask you first about the new church you're building or how many people you've visited, helped, or baptized. I'll ask you first, 'Where is your wife and where are your children?'" I gasped in the brisk air and waited to hear more. There was nothing, only the howling of the wind.

My pace slowed as I shuffled my feet through the snow. I knew where April would be when Jesus came again. She would be standing there beside me with a grateful heart for all Jesus had done for her. "But what about our children? Where would they be?" I wondered. I realized that I had no clue.

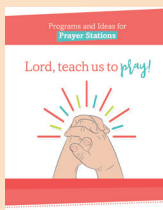
I had not been playing with them. I had no time to reach their hearts for God. With sickening clarity, I realized I was so focused on bringing others in the church and community to come and know God that I'd found no time to bring my own children to Jesus!

Sure, I made it to the meeting on time. Of course, I did. It was an important meeting. But more important than my children? "Ouch. My priorities are way out of place," I thought to myself. As the meeting began, I silently promised God, "Something's about to change!" But where would I begin?

From: MacLafferty, D.: *Inside Out. Children and Families Trusting, Following, and Sharing Jesus.* College Press, Collegedale, TN, USA, 2015.

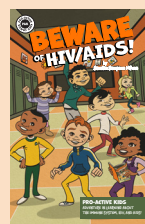
For more helpful resources to disciple your children, youth, and family, go to www.indiscipleship.org

RECOMMENDED RESOURCES



LORD, TEACH US TO PRAY Sonia Canó

Like many parents and leaders, the author is very concerned about statistics regarding the spirituality of children and adolescents today. The study of the Bible, prayer and church attendance to worship has been declining very rapidly in recent years. In these pages you will find suggestions for prayer stations to use in your Sabbath School programs. You can find and download this resource at: <https://children.adventist.org/prayer-book-lord-teach-us-to-pray.pdf>



BEWARE OF HIV/AIDS Saustin Mfune

The HIV and AIDS pandemic is a major public health problem and has claimed the lives of over 32 million people by the time of publishing of this useful book. Close to 40 million are living with HIV and AIDS, two thirds in Africa. Social and economic circumstances, ignorance and myths continue to fuel the crisis. This book is Saustin Mfune's first comic book dealing with a very much needed resource to help children and adults as well to fully comprehend HIV and AIDS. Available at: <https://www.faithfinders.com/beware-of-hiv/aids.pdf>



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