

# iLIGHT

## EUD CHILDREN'S MINISTRIES BULLETIN

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## Praying with and for our kids

It is true friendship to teach one another to pray. It is a believing [parent's] part to teach their little children to pray. But the Holy Spirit's love is greater than this. He not only puts the words in our mouth, but He puts the desire in our heart. Be yourself. Be natural before God. Do not pretend to express emotions you do not feel. Tell Him whatever is on your heart and mind with whatever words are most natural to you. You do not have to speak to Him in "religious" language about "spiritual" matters only. Speak as naturally and as easily as you would to a friend, since God is just that.

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



## Raising Grateful Kids

Raising kids in our contemporary culture is difficult, but raising GRATEFUL kids is even harder. Our culture and society are constantly advertising instant self-gratification. Everything revolves around Me-Me-Me! Thus, kids feel entitled to all their wants. However, "By learning gratitude, they become sensitive to the feelings of others, developing empathy and other life skills along the way," says Barbara Lewis, author of an old book, *What Do You Stand For? For Kids: A Guide to Building Character*.<sup>1</sup> But, "On the flip side, kids who aren't taught to be grateful end up feeling entitled and perpetually disappointed," says Lewis.

Today's parents face great competition from the Internet, movies, videos, and other media in teaching Christian values to our kids. But in spite of these challenges, Apostle Paul urges us to, "Give thanks in all circumstances; for this is God's will for you in Christ Jesus" (1 Thessalonians 5:18 NIV).

Does research support the benefits of teaching gratitude to our children? The Greater Good Science Center at UC Berkeley's 2018 research reveals interesting findings. This research suggests that gratitude may be associated with better physical and psychological health, increased happiness and life satisfaction, decreased materialism, and more.<sup>2</sup>

The pen of inspiration through Ellen White also reaffirms the UC Berkeley study results.

*"Nothing tends more to promote health of body and of soul than does a spirit of gratitude and praise. It is a positive duty to resist melancholy, discontented thoughts and feelings—as much a duty as it is to pray."*<sup>3</sup>

So more than ever, parents need to teach kids to be grateful. Here are a few tips for parents that could be of help:

### 1. Set an Example.

Kids learn a lot from watching their parents. Some said that "values are caught more than taught." Parents who are good role models are more effective in transmitting their values to their kids. Ellen White also concurs with such importance:<sup>4</sup>

*"Children imitate their parents; hence great care should be taken to give them correct models. Parents who are kind and polite at home, while at the same time they are firm and decided, will see the same traits manifested in their children. If they are upright, honest, and honorable, their children will be quite likely to resemble them in these particulars."*

On the practical side, parents can show the kids what it means to be grateful by offering a genuine, "thank you!" to a waitress who serves you food, a helpful neighbor, or someone who opens the door for you. Thanking children for doing things that are helpful, even when

## INSTILLING A BIBLICAL WORLDVIEW



### Pray for them—Pray with them

Pray that they will grow spiritually and be discerning in the choices they make - *And it is my prayer that your love may abound more and more, with knowledge and all discernment, so that you may approve what is excellent, and so be pure and blameless for the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ, to the glory and praise of God.* (Philippians 1:9-11, ESV)

Teach them that prayer is communicating with God, asking Him to give us wisdom in the decisions we make in our daily lives, talking over our problems with Him. But most of all, prayer is thanking the Lord for all the wonderful things He has done for us. Find moments each day to model prayer for your child.

"Those kittens are cute, Christi. Let's thank the Lord for creating kittens."

"Austin, I know you're nervous about the test. Why not talk to the Lord about your nervousness? Ask Him to help you remain calm and to remember what you've studied."

"Those girls were mean to you, Sophie. We can talk to the Lord right now and ask Him to help you be courageous in spite of the way they are treating you."

Kids need to know that prayer doesn't always change circumstances. (We live in a messed-up, sinful world), but prayer does change our attitude toward the circumstances when we recognize that the Lord is with us through the tough times and the easy times.

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

they are chores like putting away toys, reinforces the behavior and lets them know they're appreciated.

2. Encourage generosity  
Call attention to it when people (including your kids!) do things that go beyond what's expected, such as helping without being asked, being especially thoughtful, or taking extra time to mow someone's lawn.  
Encourage kids to turn their interests into action. Whether it's fundraising drive at school, a bake sale, a run for charity, or donating their toys and books for refugee children, kids are using their skills for a good cause and it gives them a chance to give back at the same time.
3. Talk about feelings  
For kids who have trouble understanding emotions, it can help to have a talk about how showing appreciation makes other people feel. Try asking your child how he feels when people say thank you to him for doing something nice, and then how he feels when they don't. Going over his own feelings will help him understand how his behavior affects others and make it easier for him to understand the emotional benefits of being grateful.
4. Find creative ways to say thanks  
There are lots of ways to show gratitude. If your child isn't comfortable talking to strangers or has a hard time expressing himself in writing, try to come up with a different way for him to show his appreciation.  
Giving a smile or a thumbs up if someone holds the door or show grandma

how much he loves his new coat by drawing a thank-you picture (or taking a smiling selfie!) will work too.

Encourage teens to keep a Gratitude Journal listing down each day all the things they are thankful for. According to Oprah Winfrey, a famous American talk show host, keeping a gratitude journal allows her to count her blessings, celebrate the small victories in life, find relief from stress, and be connected to God.<sup>5</sup>

5. Get involved  
Encourage kids to think of people in society who help them, from postmen to neighbors to the local firemen, and say thanks with some homemade cookies and personalized cards.  
Take kids on a special mission to help the less fortunate, for it develops compassion for others and gratitude for their own privileges. Remember, serving and ministering as a family foster closeness and create great memories.

So let's speak gratitude, sing gratitude, teach gratitude, and live gratitude. ♦

<sup>5</sup>Barbara Lewis, *What Do You Stand For? For Kids: A Guide to Building Character*. Free Spirit Publishing, 2005.

<sup>6</sup>Summer Allen, *The Science of Gratitude*. May 2018. reater Good Science Center at UC Berkeley. [https://ggsc.berkeley.edu/images/uploads/GGSC-JTF\\_White\\_Paper-Gratitude-FINAL.pdf](https://ggsc.berkeley.edu/images/uploads/GGSC-JTF_White_Paper-Gratitude-FINAL.pdf)

<sup>7</sup>Ellen G. White, *The Ministry of Healing*, p. 251

<sup>8</sup>Ellen G. White, *Child Guidance*, p. 215.

<sup>9</sup>Benefits of Gratitude: What Oprah Winfrey and Ellen White Say, <https://ellengwhitebookview.blog/2019/03/27/benefits-of-gratitude/>

Linda Mei Lin Koh  
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## Hugs from JESUS

### Thankfulness

**Materials: popcorn, kidney beans, or marbles, bowl**

Give each child five kernels of popcorn, dried kidney beans, or marbles, etc. Pass a bowl around the table to

each person in turn. Have them say one thing they are thankful for and drop a bean in the bowl, then pass it on to the next person until everyone has put all of their beans in the bowl.

Thank you, God, for each thing we mentioned. Amen

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

# ADRA and Kids Project Outrunning the Rain

Jurelma, a young Angolan girl who arrived in Portugal in January 2019, was seeking preparation to enter in Portuguese public school. She just had finished 9th grade late December, in Angola, and, due to her father's death was forced to leave her family and come to Portugal to live with her brother. I had the privilege of supporting her in her studies, living with her on a daily basis. For one entire week, we had non-stop pouring rain. "I'm done with all this rain!" I said, "A person does not know what wear anymore". In her most innocent voice, Jurelma replies: "But this rain does not bother...". It took me a while to understand what she was referring to.

Living in a country whose weather is considered to be one of the most pleasant in Europe, I had never realized how that fact can be so decisive in the lives of people. While in Portugal, when it rains, my major concern is what to wear or if I should carry or not an umbrella, for millions of children their concern will be if they can go out to school. Either because they don't have the proper conditions to leave their homes, or the school cannot offer them the right conditions to shelter the children.

In that day, Jurelma was happy because, despite the rain, she could leave home, get a public transport, and go to a place where she could study, uninterrupted and in time scheduled, while in



her country, that wouldn't be possible.

That's the reason why ADRA is keen to support the education of children who face weather obstacles. The ADRA Kids project is underway in São Tomé and Príncipe, which not only aims to guarantee school material for the children of two rural communities on the island of São Tomé, but also strives to improve the school infrastructure, which is often flooded during the rainy season, as well as to ensure that each child can have access to weatherproof material so that the rain does not prevent them from going to school or becoming ill.

The difference this support makes

is crucial for these children to have a continuous and quality education, advocating ODS 4, to be achieved until 2030. There is still a lot to be done to achieve this!

When you don't feel particularly pleased with the meteorological conditions, thank our God for at least having the privilege of living in a country where your daily activities are not dependent on the state of the weather. You can also:

- Keep informed about what happens in the world, not only in times of catastrophe, but also about aspects of the world's physical geography that allow you to identify the natural difficulties experienced by people;
- Support ADRA and other organizations that commit themselves, through international cooperation and local development, to overcome natural obstacles allowing these populations a better quality of life;
- Organize school material collections with your family, neighbors, co-workers or church members;
- Sponsor a child in São Tomé and Príncipe, making part of the ADRA Kids Project;
- Pray for all children, everywhere.



Beatriz Sardinha Braga  
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Project Coordinator



## The Gospel Changes Everything

Christians aren't reformed, re-educated, or re-packaged. They are re-created and that changes everything including the way we see ourselves and one another. Paul's conversion changed him from the inside-out. He described the experience this way, "So from now on we regard no one from a worldly point of view." (2 Cor. 5:16). How and what we really see makes a big difference in the way we relate.

The World Health Organization estimates that there are 1.1 billion or 15% of the world's population with some kind of disability.<sup>1</sup> Statistics, however, don't tell the whole story. Some were born with a disability while others acquired theirs through some experience in life. For many years the Church has focused on disability as something that deprives an individual of being able to do or be something that is normally done by self or by others. To accommodate this, an emphasis has often centered on providing physical access for those with limited physical mobility and for those hear or see poorly or not at all. No doubt this focus has been important. Without denying or neglecting this special need, the General Conference recently changed its name for this ministry from "Adventist Special Needs Ministries" to "Adventist Possibility Ministries" (APM). By doing so, a greater emphasis will be given to helping indi-

viduals find meaning and purpose in their own lives. It is our desire for these persons not only to be ministered to but to also find roles in which they too can minister to others.

Developmental psychologists tell us that happiness is composed of at least three "A's" which are Acceptance, Achievement, and Affection.<sup>2</sup> Encompassing each of these is another "A" which is Attitude—one's outlook on life in general. Biblically speaking, every person was born with an inherent dignity that no physical "disability" can remove.<sup>3</sup> With the name change, the possibilities of each individual become the ministry's distinctive objective.

Adventist Possibility Ministries operates key principles that open doors for greater individual possibilities. These include but are not limited to the following:

1. An emphasis on the value of each person regardless of what they can or cannot do.
2. We believe, "If we wish to do good to souls, our success with these souls



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will be in proportion to their belief in our belief in, and appreciation of them."<sup>4</sup>

3. All are "broken" in some way and are in need of wholeness.<sup>5</sup>

<sup>1</sup>World Health Organization (2018), <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>.

<sup>2</sup>Elizabeth B. Hurlock, *Developmental Psychology: A Life-Span Approach*, Fifth Edition, p.20

<sup>3</sup>Genesis 1:26; Philippians 2:12,13

<sup>4</sup>Ellen G. White, *Fundamentals of Christian Education*, p.28

<sup>5</sup>The Adventist Possibility Ministries website lists the seven different categories of ministries of APM, <https://www.possibilityministries.org/>

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Were children, in the home life, educated and trained to be grateful to the Giver of all good things, we would see an element of heavenly grace manifest in our families.

Child Guidance, p. 148



Bible Passage

Read 1 Kings 21 with this devotional.



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We cannot help despising Ahab's actions. What a selfish man he was! He wanted his neighbor's vineyard, and when he couldn't get it he threw a tantrum. Then he arranged for his neighbor's murder and took possession of the vineyard anyhow. He deserved all the judgment that finally came to him.

We need to be constantly aware lest selfishness overwhelm us, for we read that in the last days people will be lovers of their own selves—covetous, boastful, and proud. And you know, if you leaf through magazines featuring stars of TV, music, and other media, you might get the idea that the above description applies to some of them. Years ago a proud old nobleman lived in Sweden when people did their traveling by stagecoach. It was the custom to stop now and then at an inn to change horses during a long

journey. Well, this proud, rich man came to an inn one day and shouted, "Horses, landlord. Horses at once!"

"I'm sorry, sir," said the landlord, "but you'll have to wait till your horses are rested. I have no more fresh horses." Just then two lovely horses were brought out of the stable and hitched to a carriage in which a quiet little gentleman was sitting.

"I thought you said you had no fresh horses," shouted the selfish man.

"These were ordered by that gentleman before you came," the landlord said quietly.

But the selfish man called toward the carriage, "Say, my man, let me have those horses, and I will pay you well for them."

"I'm sorry," he replied. "I need them myself, and I am ready to start."

"Perhaps you don't know who I am," the other man boasted. "I am Field Mar-

shal Baron George Sparre, the last and only one of my race."

"That's good," said the quiet gentleman. "It would be terrible to think there might be more like you." And he drove off.

Then the landlord turned to the haughty man and said, "There goes the king of Sweden."

And the story ends there. I'm sorry, for I'd like to know how the selfish old man felt after that. But never mind. We can imagine it easily enough. Just be sure you are never selfish and demanding like that.

Let no one seek his own, but each one the other's well-being.  
1 Corinthians 10:24

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

TOUGH QUESTIONS & POSSIBLE ANSWERS



Should I run from a bully?

Preschooler

Bullying starts early—and so should learning appropriate responses. Practice with your preschooler two responses: First, report bullying to adults (including you) immediately. It's not "tattling." And second, confront bullies verbally; it usually prompts them to stop. Suggest your child say, "I'm sorry I made you angry, but don't want to fight."

Elementary Age

Your elementary-age child may well face a social stigma if he or she "tells" on a bully. However, it's okay to get teachers and other adults involved if the bullying continues or becomes physical in any way. Teach your child to never bully others; encourage him or her to always stand up for him- or herself if he or she

is bullied in person or through social media. Urge him or her to also stand up for others being bullied—it will continue if bystanders don't get involved. Encourage your child to gather friends and act brave and confident with bullies, and to say in a loud voice, "No! Stop it!" if a bully is bothering him or her.

Preteen

Bullying comes in many forms: physical, verbal, social, and cyber. Tell your preteen it takes courage to confront bullies—and sometimes that courage is in turning bullies in to authorities. Your preteen may also thwart bullying by showing kindness. Bullies are usually mean because they're troubled, and by showing kindness rather than acting like a victim, your preteen could stay away

from harm and help someone at the same time. Thank your preteen for telling you what's going on—and check in often.

Related Scriptures

See Leviticus 19:18 about revenge and 2 Timothy 1:7 regarding living a fearful life.



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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: Lying

**Question:** Sometimes a child looks me straight in the face and tells an obvious lie. What should I do?

**Answer:** Preschool and early elementary-age children enjoy stretching their imaginations by telling "whoppers." If a child stretches the truth, reply by saying, "It's fun to tell make-believe stories, isn't it? Now I need you to tell me what really happened."

Older children lie when they feel trapped, embarrassed, or shamed in front of their peers. Avoid placing a child in a position that feels threatening. Wait a few minutes to readdress your question in a different context.

Helping children understand the value of their words is important. When you're sure a child is purposefully lying, ask, "Is that what you want me to believe?"

Or simply remain silent, stand near the child, and patiently wait for a truthful answer. In a safe environment, most children will come clean. Kindly and privately share with children that when they lie they make it difficult for others to trust them.

## What you should do

- Recognize when tall tales are used by a child to avoid correction for misbehavior.
- Praise children who openly admit a mistake, but follow through on consequences.
- Teach children that trustworthiness and reliability are the keys to freedom in your class.

## What you should not do

- Don't confront a child about telling a

lie unless you're positively certain—and then do so in private.

- Don't scold a child with a lively imagination. Instead help the child distinguish between truth and fiction by teaching him or her to say, "I'm telling a story" or "I'm telling the truth."
- Don't be hard on a child who's lying to retain his or her dignity, such as a child with soggy clothing who insists he or she hasn't wet his or her pants.

## Expert Tip

Lying to escape consequences for misbehavior often works in a classroom with too many kids and not enough adults. So keep your teacher-to-child ratio around one teacher to eight kids for elementary-age children.

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

God sometimes loves to hide things a little in His Word. So again and again, we find spiritual truths in places where we would not have expected them at first. The third chapter in the book of Nehemiah is such a scriptural passage. On the surface, this chapter describes ten gates of Jerusalem and lists the workers who worked on them. But if we dig a little deeper into the meaning of the word, we find that God has hidden significant spiritual truths in the names of the city gates. I would like to look at them more closely for our families in the next issues of this bulletin. The order of the gates in the wall around Jerusalem at the time of Nehemiah gives us a spiritual outlook on the journey on which God will accompany His children and our families until the return of Jesus Christ.

The practical and also the spiritual meaning of a wall and its gates in the Bible is the following: It is meant to ward off evil, to let in good. A city without walls and gates could be destroyed more easily by burglars. It is the same with our families: without protective walls with gates, something can quickly penetrate us, which has a destructive effect.

While thinking about this story of Nehemiah, the following thought came to my mind: Are the spiritual walls and gates of your personal life, your marriage, your family, perhaps, broken down as well? Has evil invaded your life

and robbed you of God's blessing? Do you feel frustrated and inferior? Then this text could be just for you! For everything that is broken (be it a city wall as in Nehemiah, or a marriage or family) can be rebuilt - God has promised this!

If we build a spiritual wall in our personal life or as a family, it should protect us from enemies. But it must also have gates, so that on the one hand it encloses us protectively, without completely enclosing and isolating us on the other.

Our whole Christian life revolves first and foremost around God. This is symbolized by the fact that the Temple was located within the wall of Jerusalem. So it should be in our family life as well. Jesus is our center.

But now to the meaning of the first gate. We will look at the others in the following bulletins this year.

The Sheep Gate (Nehemiah 3:1): "And Eliashib the high priest arose with his brethren the priests, and they built the Sheep Gate; and they sanctified it, and put in its wings;..."

The sheep intended for sacrificial service were brought into the city through this gate which was not far from the temple. The fact that Nehemiah mentions this gate first and that it was built by the high priest with his brothers makes it clear how important the right starting point for our togetherness is: it is first of all about our relationship with

God! A common, daily family prayer could illustrate this. Whether in the evening or in the morning, suitable for children and the elderly - this gives security and gives courage for the day. Both parents bear the responsibility for this. In the New Testament, they are called "priests of God". And their task is to pass on the "good news", the eternal gospel, in a way that can be experienced: God loves us so much that he has redeemed and accepted us through Jesus Christ. We are allowed to bring all our problems, our sins, our misconduct and failures to him. At that time, the sinner did this by bringing the lamb to the temple, confessing his sins to God there and offering the sacrifice. The priest helped him and was allowed to assure him on behalf of God that God had forgiven him and is with him. This is exactly what Jesus did for us. Furthermore, Jesus also calls himself the good shepherd - and even the door to the sheep. Whoever trusts in Jesus has forgiveness and is a child of God. No one can tear you out of the hand of the great shepherd Jesus Christ. This certainty must also be conveyed to our children. Acceptance by God is the first and most important foundation of our togetherness in the family (Jn 1:29; 10:11+28; Jn 10:7+9): our children should know this: whatever happens, with our parents there is much forgiveness! For our Father in heaven assured us of this through Jesus!



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## EMPOWERMENT

Failure is relinquishing your rights to the calling God has placed on your life, losing your fervor to complacency, and overloading your appointment calendar because you fear others will disappoint you. Failure is trying to do it all yourself. Perfection might not be possible, but success is within your reach, and it all starts with empowerment.

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

### QUICK AND EASY WORSHIP IDEAS FOR KIDS

#### God knows my name

##### Bible Stories

The boy Samuel—1 Samuel 3  
The calling of Abram—Genesis 15

##### Things you need:

- Book of names and their meanings
- Paper, pencils, crayons, stick adhesive
- Variety of pictures from magazines or from computer clip art

##### Worship activities

1. Talk to your child about his or her name. Tell him or her why you chose the name you did, and how you chose that name from thousands of others.
2. Tell your child that you are going to play a game. He or she must go outside the room and come in when he or she is called.
3. Call out three different names and then call the child's name. Do this several times.
4. Then take the paper and make a picture of your child's name. Draw the outlines of the letters and let your child color the letters. Write the meaning of your child's name on the paper, and then cut out some pictures to illustrate the meaning. Paste these pictures around your child's name.
5. Tell your child that God knows him or her by name. He doesn't ever forget or get our names muddled up, as other people might do. He knows our names because He loves us very much and we are important to Him.

6. Create a special prayer of blessing for your child, using the letters of his or her name to help you form an acrostic prayer, in which each phrase begins with a letter of his or her name. For example:  
Dear Father, thank you for Sam.  
Please bless him.  
S—Send your angels to watch over him.  
A—Always keep him safe.  
M—May he choose to do what is right.  
In Jesus' name, Amen.

##### Another option

Use a computer graphics program to create a name picture by using interesting word art. Add the meaning of your child's name and any pictures that illustrate the meaning. Then print out the page and frame it to go in his or her room.



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"I have summoned you by name; you are mine."

Isaiah 43:1

##### Just for you

What does your name mean? Why were you given your name? What do you like about your name? Who are the people who call your name and you feel delighted? Who are the people who call your name and your heart sinks? Imagine God calling your name in the most loving way He could. How would you respond to His call?

## Jesus loves science. Do you?

The greatest desire of Christian educators involved in children's ministries is to drive all children under our care closer to Jesus. We do our best to encourage these young girls and boys to know Jesus better, personally and deeply, because people can only love what they know, and we want them to love Jesus, and to become imitators of him.

What if we could teach our children the same way that young Jesus was taught? Actually, we can. The same resources used for Jesus' education are readily available for us today.

*Jesus' education was gained from Heaven-appointed sources, from useful work, from the study of the Scriptures, from nature, and from the experiences of life—God's lesson books.\**

In our current ultra-technological society, teachers and children leaders have at their disposal so many educational gadgets and gizmos that we are in danger of forgetting some of the simplest, yet most effective means to reach the children's heart: Scripture and nature. In the Seventh Adventist church, the wise Sabbath School system helps young and old to study the Bible systematically but, what about the other book? According to Ellen White, the study of God's creation was crucial in Jesus' upbringing:

*And spread out before Him was the great library of God's created works. He who had made all things studied the lessons which His own hand had written in earth and sea and sky. Apart from the unholy ways of the world, He gathered stores of scientific knowledge from nature. He studied the life*

*of plants and animals, and the life of man. From His earliest years He was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life.\**

The "scientific" study of nature was so influential in Christ's life and ministry that he used the same resource in his own teaching as an adult:

*The great Teacher brought His hearers in contact with nature, that they might listen to the voice which speaks in all created things (...) The parables, by means of which He loved to teach lessons of truth, show how open His spirit was to the influences of nature, and how He delighted to gather the spiritual teaching from the surroundings of daily life. The birds of the air, the lilies of the field, the sower and the seed, the shepherd and the sheep—with these Christ illustrated immortal truth.\**

I hope that at this point you are already persuaded that we should use lessons from nature a lot more in our church activities for children. But, just in case, here is one last quotation to convince you, once and for all:

*So we should teach. Let the children learn to see in nature an expression of the love and the wisdom of God; let*



*the thought of Him be linked with bird and flower and tree; let all things seen become to them the interpreters of the unseen, and all the events of life be a means of divine teaching.\**

That will be the topic for this section during 2020. We will review some of Jesus' teachings and provide fun experiments and interesting nature illustrations to make them remarkable and unforgettable for our little loved ones. The first one, next month. In the meantime, I recommend you an interesting book on this topic:

*Let There Be Science: Why God Loves Science, and Science Needs God*, by David Hutchings & Tom McLeish (Oxford: Lion, 2017).

\*All quotes on this article are from Ellen White, *Child Guidance*, pages 50-52.

Noemi Duran

Geoscience Research Institute  
Director of the European  
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## Children's Devotions

### JEROME (4 YEARS)

Thank you God for having made me that nice!

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







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# From the HANDBOOK

## on Children's Ministries

### The Bible and Children

Children need to know what the Bible says, understand what it means, and apply it to their daily lives. (...)

A wise teacher will teach Bible concepts that are age appropriate. (...) If a child reads a Bible verse and finds its meaning obscured by unfamiliar words, word order, symbolism, or cultural context, he will find it hard to apply the meaning to experience (and, ultimately, to behavior).

Centuries ago, it was considered blasphemy to translate the Word of God into common languages. (...) Many died for the mission of making the Word of God available in a language the common man read and understand.

Today's Bible teachers need just as much enthusiasm for expressing the clarity of God's truth. Paul urged Timothy to be a teacher who "rightly

[divides] the word of truth". (2 Tim. 2:15). (...) The best translation to use with children is one that carries out the original meaning of the text using age-appropriate vocabulary.

Paul reminded young Timothy that "all Scripture is given by inspiration of God, and is profitable ... for instruction in righteousness..." (2 Tim. 3:16-17). All Scripture is indeed useful for teaching, but Paul himself knew and used the technique of developmentally appropriate concepts in dealing with spiritually immature Corinthians (1 Cor. 3:2).

Teachers should encourage children toward Bible memory, but with verses that can be easily understood. Comprehension of meaning is just as important as memorization of the words.(...)

For classroom reading, use children's

Bibles that feature not only a clear translation, but also large print, illustrations, and possibly study helps. (...) Encourage children to read their personal Bibles at home.

For very young children, publishers provide Bible storybooks that feature summaries of the familiar Bible stories and lots of colorful illustrations. (...)

As learners approach third and fourth grades, they have enough grasp of history and geography to understand a little about biblical archaeology. An interesting study for children at this age is the exploration of how the Bible came down to us through the ages. (...) The history of the Bible is filled with adventure, intrigue, and exploration. A child who takes his Bible for granted may learn new respect for it when he discovers its wonderful story.

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

### PARENTING TEENS

#### Teens

The origin of the word teen is the old English word *teona*. It means injury, anger and grief. The teen years can be painful for both teen and parent.

#### Suspended in time

Although a teen has not yet earned the freedom of adulthood, he has lost the privileges of childhood. As a result, for seven years, he finds himself suspended in time. The average 15-year-old feels as though everything he finds appealing is prohibited.

#### Worse than before?

The media overflow with statistics on juvenile crime, delinquency, teen pregnancy and drug abuse. Are teens today worse than we were? Not *worse*, but it is safe to say that teens today definitely differ from the teens of twenty or thirty years ago.

#### The difference

Teens today do very much the same things as we did, but they do them at an earlier age than ever before. Sociologists confirm that children grow up faster. They date earlier and are introduced to all facets of life at an early age.

#### More money

Teens have more money, more access to transport, more leisure time, and less supervision than ever before. They also mature sexually three years earlier than the last generation.

#### Adult problems

The difficulties with teens are compounded by adult problems. Divorce, inflation, energy crises and political corruption are not pretty pictures. Adults who cannot handle their own difficulties are hardly equipped to cope with the problems erupting inside a teen. Through this difficult time, a teen needs parents who can recognize that he is changing into an adult rather than parents who



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overreact to teen attitudes and behaviors.

#### Easily upset

Until the teen years, your youngster has more or less accepted your guidance, at least after a little persuasion. Now, however, you may notice that he wants every sentence verified. The child who once seemed so content in your care now seems troubled, restless and easily upset.

#### Appropriate discipline

The methods of discipline you previously used now seem heavy-handed. Your teenager's self-esteem takes a nosedive. The closeness you dreamed of maintaining with your teen seems unattainable. The active listening you've been saving to use isn't working as you thought it would...

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



# ACTIVITY REPORT



## News from the French Italian Swiss Conference (FSRT)

### Aventure Bonheur

The project "Aventure Bonheur" (Adventure of Happiness) created by Elena Melzi Zagara, CHM leader of the FSRT, is based on biblical principles teaching wisdom and the importance of taking care of one's soul and body (1 Thess 5:23, Pr 2:10-12, 1 Cor 3:16-17, 1 Cor 6:19-20, Pr 4:20-23).

This activity project for children and parents addresses the theme of physical, mental and spiritual health.

### Preparing the project

In September 2018, during a Potluck, the idea arose to propose this adventure to the church of Gland. A small and enthusiastic group of representatives from different departments of our church (Youth, ChSS, Family, Communication, Elders) is set up to carry out this project.

Conceived as a playful expedition with family and friends, the children will go and discover what happened in their bodies when they eat. By venturing into various workshops, children will be

able, for example, to immerse themselves in the digestive system, discover tastes, make creative plates or express their choices, habits or desires regarding their diet, accompanied at each step by their parents. The course has been designed to stimulate the children's interest, to provide food for thought and to encourage exchanges with their parents and, why not, lead to decisions for their daily lives.

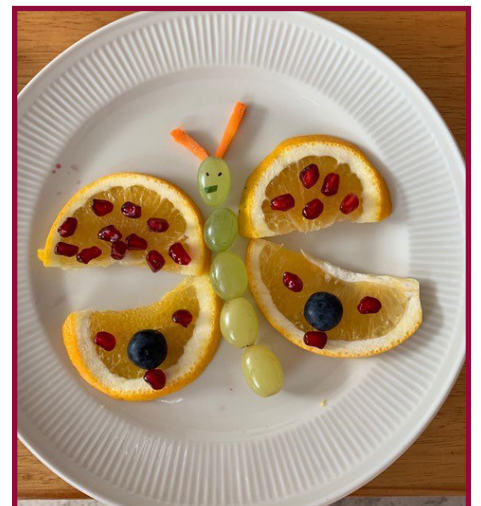
In concrete terms, more than 20 volunteers, members of all ages of the Church of Gland were involved in the preparation and animation of the activity. From adapting the path to the premises of our church to the preparation of the material for the workshops offered (supplies of crafts and illustrations, fruit, supports and souvenirs for the children, etc.), everyone worked in collaboration with the founding team of Elena Zagara.

### September 29, 2019, Aventure Bonheur in Gland

D-Day: 9:00 a.m. That blessed day begun

with a wonderful sunshine. Elena and her family, helped by the first volunteers, are already busy on the church square to set up the main tent, the main workshop of the itinerary. In front of a wide-open giant mouth, children will be invited to be "eaten" and then experience all the necessary digestive processes, and to experiment some surprises. Until 2pm, it's a authentic ant hill in action, where everyone is ready to help setting everything up before the arrival of the first adventurers accompanied by their parents.

17h: end of Adventure Happiness. No less than 40 children aged between 4 and 11 years old, from the church of Gland and 5 other regional communities, lived 3 hours of adventure with friends and their parents to discover food and the digestive system. Beyond the memory of a fun afternoon, we hope that the children brought home the interest of knowing the complexity of our bodies and the importance of taking care of them, with the help of their parents.





# ACTIVITY REPORT



## News from the French Italian Swiss Conference

### CHM in Collaboration

For the second consecutive year, the Ministry for Women's Affairs and the Ministries for Children organized a long weekend in May in the chalet at Le Diablerets. It is a charming place where nature reveals itself with the magnificence of the infinitely large and the infinitely small.

The need for collaboration arose from the need of several mothers, who were able to benefit from a specific program for women (MIFEM) while the children benefited from a specific program just for them (CHM).

The difference in the ages of the children did not prevent the establishment of a good group dynamic. The children experienced together strong spiritual moments and very amusing recreational moments.

On Sabbath morning, during an exchange around the Word of God, several children/adolescents expressed the need for God's support in their daily lives, to face challenges and difficulties especially in relationships with schoolmates. Others thanked the Lord because they recognized God's intervention in specific moments

of their lives. We experienced intense moments of sharing, reflection and prayer.

Several activities, games, cooking workshop, walks, and even an unexpected swim in the "cool" waters of a river in the high mountains...

A great opportunity for mothers and children too!



## Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

# 2019



### February 14-17

CHM Training Course  
Brussels, **Belgium**

### February 20-24

KID U Train the Trainers  
Terceira, Azores, **Portugal**

### February 27- March 2

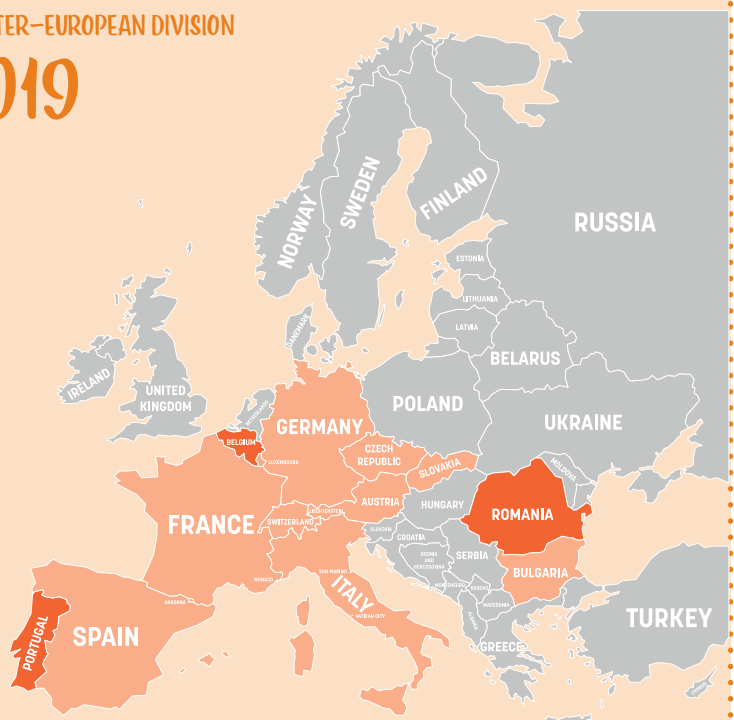
KID U Training Course  
Lisbon, **Portugal**

### March 3-8

ChSS Training Course  
**Romania**  
for Pastors and ChSS Teachers

### March 21

**GYD & GCD**



# What it takes

## Ideas for Planning Intergenerational Worship

**W**hat does it take to become intentional about intergenerational worship?

The first step is to take an objective look at your congregation. You probably have a good idea of the balance of age groups in your congregation and how well each is represented in worship. But you might be surprised at what you can learn if you ask some of the following questions.

- Who worships at our church?
- Assess the current generational make-up of your congregation. Go through the church directory, calculating the number of people or percentage of your congregation in each age category. Evaluate how well represented these groups are in worship. (In some cases, entire age groups will be absent from corporate worship because of their own age-specific events that happen concurrently with worship.)
- Put pictures of the youth group, kids in the nursery, retirees, widows, and so on, on your planning bulletin board. Keep their faces in front of

you. Attend their group events. Pray for them as you plan worship. Learn their names and find out what their passions are.

- Create a grid of several (eight to ten) people in your congregation who represent various age or stage-of-life categories. When you select songs, dramas, readings or sermon illustrations, imagine how that piece will “play out” with each of the people on your grid.
- Take note of a particular age category that has low representation in your worship. It might seem convenient to focus on the larger categories, but this defeats the purpose of intergenerational worship. The absence of a certain age category in worship is like a hole in the family fabric; our task is to look for ways to re-engage that group.

What do the various generations value? How do they think? What are their gifts?

- Study intergenerational materials (see

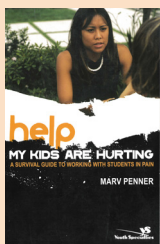
recommended resources, p. 9 and p. 45).

- Read what the other generations are reading; watch what they are watching. Subscribe to their magazines; watch a movie with the youth group.
- Take what you read seriously but with a grain of salt. Keep in mind the characteristics of generational groups, but remember that these groups are made up of individual people with unique personalities, styles, opinions, and desires.
- Ask people about themselves. Get to know them. Don't rely solely on books about them.
- Discover hidden talents. Who plays the saxophone? Who's involved in community theater? Whose art project was selected for the school arts festival?

*To be continued in the next issue*

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

### RECOMMENDED RESOURCES



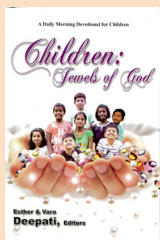
**HELP! MY KIDS ARE HURTING**  
Marv Penner

What to do—and what *not* to do—when kids are in pain. You know your students are vulnerable to all sorts of hurts. Whether they're family problems, depression, bullying, loneliness, or other issues among the myriad of emotional difficulties adolescents face, you know they're in pain—and you want to help. This book is a great introduction to ways to bring compassion and care to your kids and your ministry.



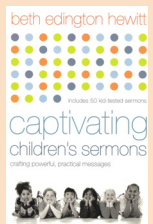
**HEROES – VACATION BIBLE SCHOOL**  
NAD CHM

Heroes was created by the North American Division of Seventh-day Adventist Church and is licensed to the General Conference of Seventh-day Adventists to allow for Divisions, Unions and Conferences world-wide to translate, contextualize, produce and distribute in their territory. For EUD Territory, please connect with us to get the material.



**CHILDREN: JEWELS OF GOD**  
Esther & Vara Deepati, Editors

Mridula “Milly” Lakra, CHM Department of Southern Asia Division of SDA, as led by the Spirit of God, recognized the pressing need to provide daily spiritual nourishment for children who are bombarded with overwhelming challenges through media and otherwise every single day. This book will help (1) understand the love of the Creator God, (2) know His plan for their lives, (3) rely on His wise leadership, and (4) enjoy a vibrant relationship with Jesus.



**CAPTIVATING CHILDREN'S SERMONS**  
Beth Edington Hewitt

Deliver dynamic children's sermons that capture the hearts and minds of kids... and adults!  
It's a challenge to prepare effective age-appropriate children's sermons for wiggly kids with short attention spans. But a simple, straightforward, biblically based children's message can have a huge impact on kids—and their parents. This book provides 50 kid-tested, ready-to-use messages to get you started.



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