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Talking to Kids about the Coronavirus

Kids worry more when they're kept in the dark

News of the coronavirus COVID-19 is everywhere, from the front page of all the papers to the playground at school. Many parents are wondering how to bring up the epidemic in a way that will be reassuring and not make kids more worried than they already may be. Here is some advice from the experts at the Child Mind Institute.

- **Don't be afraid to discuss the coronavirus.** Most children will have already heard about the virus or seen people wearing face masks, so parents shouldn't avoid talking about it. Not talking about something can actually make kids worry more. Look at the conversation as an opportunity to convey the facts and set the emotional tone. "You take on the news and you're the person who filters the news to your kid," explains Janine Domingues, PhD, a child psychologist at the Child Mind Institute. Your goal is to help your children feel informed and get fact-based information that is likely more reassuring than whatever they're hearing from their friends or

on the news.

- **Be developmentally appropriate.** Don't volunteer too much information, as this may be overwhelming. Instead, try to answer your child's questions. Do your best to answer honestly and clearly. It's okay if you can't answer everything; being available to your child is what matters.
- **Take your cues from your child.** Invite your child to tell you anything they may have heard about the coronavirus, and how they feel. Give them ample opportunity to ask questions. You want to be prepared to answer (but not prompt) questions. Your goal is to avoid encouraging frightening fantasies.
- **Deal with your own anxiety.** "When you're feeling most anxious or panicked, that isn't the time to talk to your kids about what's happening with the coronavirus," warns Dr. Domingues. If you notice that you are feeling anxious, take some time to calm down before trying to have a conversation or answer your child's questions.

Praying with and for our kids

Good communication isn't dependent upon how many words you say, nor upon how impressively you say them. Good communication is a very simple matter of speaking effectively. The key is, keep it simple. Prayer is two-way communication, not a monologue presented on an earthly platform for a heavenly audience. It is rare to hear someone pray in such a way that allows God an opportunity to say anything. Why not begin your prayer with a word from God—a verse of Scripture from the Psalms or other In other words, let God have the first word.

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

INSTILLING A BIBLICAL WORLDVIEW



Show them how to be students of the Bible

Do your kids know how to study the Bible? Do they know how to find the Greek or Hebrew meaning of a word? Do they know that the places talked about in the Bible are real places? Do they know how to use a concordance or Bible dictionary? (With so many resources online, researching is easier than ever.) Why not study a verse a day... or a week? Read it. Memorize it. Look up the meaning of the words in their original language. Talk about the context. Who was saying it to whom? Why was he saying it? How can the verse apply to your own life?

Often we read some prewritten devotional that has a verse tagged onto the end. Sometimes we actually look up the verse and sometimes we don't because we're in a hurry. Devotional books are great, but, in addition, kids need to study the Bible itself.

Remember what Paul wrote to Timothy. (2 Timothy 2:15, ESV) Show your children how to be a student of the Bible, a right hander of the word of truth; a student as interested in finding all the facets of a verse as they are learning stats for their favorite sports team or computer game.

Make the story fascinating. Do it together. Or, choose a verse and have each family member do his own research and then get together and all share what they learned. Making sure, of course, that the final result is biblically accurate.

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

- **Be reassuring.** Children are very egocentric, so hearing about the coronavirus on the news may be enough to make them seriously worry that they'll catch it. It's helpful to reassure your child about how rare the coronavirus actually is (the flu is much more common) and that kids actually seem to have milder symptoms.
- **Focus on what you're doing to stay safe.** An important way to reassure kids is to emphasize the safety precautions that you are taking. Jamie Howard, PhD, a child psychologist at the Child Mind Institute, notes, "Kids feel empowered when they know what to do to keep themselves safe." We know that the coronavirus is transmitted mostly by coughing and touching surfaces. The CDC recommends thoroughly washing your hands as the primary means of staying healthy. So remind kids that they are taking care of themselves by washing their hands with soap and water for 20 seconds (or the length of two "Happy Birthday" songs) when they come in from outside, before they eat, and after blowing their nose, coughing, sneezing or using the bathroom. If kids ask about face masks, explain that the experts at the CDC say they aren't necessary for most

people. If kids see people wearing face masks, explain that those people are being extra cautious.

- **Stick to routine.** "We don't like uncertainty, so staying rooted in routines and predictability is going to be helpful right now," advises Dr. Domingues. This is particularly important if your child's school or daycare shuts down. Make sure you are taking care of the basics just like you would during a spring break or summer vacation. Structured days with regular meal-times and bedtimes are an essential part of keeping kids happy and healthy.
- **Keep talking.** Tell kids that you will continue to keep them updated as you learn more. "Let them know that the lines of communication are going to be open," says Dr. Domingues. "You can say, 'Even though we don't have the answers to everything right now, know that once we know more, mom or dad will let you know, too.'" ♦

by Rachel Ehmke
Child Mind Institute
Managing Editor



From: <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>



Hugs from JESUS

When I'm Afraid

Sometimes I get scared. Everyone has a few things they are afraid of—even your mommy and daddy. Sally was afraid of the dark. Mama used to leave a night-light on in the hall so she wouldn't be afraid at bed time. She was afraid of snakes, too, and sometimes worried that a snake would get into the house and hide under her bed, even though that never happened.

Are you ever afraid? What kinds of

things scare you? The Bible tells us what David did when he was afraid. He wrote, "When I am afraid, I will trust in You."

Whenever we are afraid, we can sing David's song [*Sing to the tune of "The Wheels on the Bus Go Round and Round."*]

"When I am afraid, I will trust in You, trust in you, trust in you.
When I am afraid, I will trust in You, trust in you, trust in you."

Thank you, Jesus, for being so close to me so I don't have to be afraid. Amen

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

Lockdown in Italy

My name is Alice (*name changed*) and I am 10 years old. In August 2019, I moved from New York to Tuscany in Italy because of my Dad's job. I miss my friends in New York and it's very different here, less busy. But I also like the fact that we have a much bigger house. Last Christmas, I came to England to see my grandparents, my uncles and my cousins. Here is a picture of me, with my cousin Sunshine.

On 29 January 2020, Italy detected and isolated its first case of coronavirus. The next day, the country's leader, Prime Minister Giuseppe Conte, declared a state of emergency for six months. So, what does this mean to Alice?

For the past four weeks, I have not been to a school building. I have done most of my lessons on my iPad and attended some classes virtually. School starts at 8:30 and I need to log into my classes at that time. Some days, I finish school at 3:30. But on many days, the teachers set us activities that we can do in the afternoon and I do these with my parents.

I didn't always like school, but now I miss school very much, especially the new friends that I have made. We speak on our social media, but it's not the same as enjoying time learning with real people. I don't always like have to see my friends on a computer and I can't play with them. We are being told that we might go back to school in May or even at the end of April and I'm really excited about that.

One of the fun things that I am doing on my iPad is creating an online exhibition about endangered animals. I am identifying the problem and finding a sustainable solution for it, like using less plastics, recycling more.

I don't like the lockdown but I think that it is a good idea because it helps to stop the spread of the virus. We can only go out once a day and that is for a very short walk. There are police in the streets and you have to have identification on you when you go out.

Only one person from my family can go to the shops to buy food. My grandparents live in England and I know that there has been lots of people buying food in



©Photo: private

bulk and I've seen the news reports that there have been empty shelves in supermarkets. My parents go out to the shops and they don't have problems in buying food as there is enough in the shops.

We watch the news and there are so many people dying in Italy, which is very sad. The news reports say that we have the highest number of deaths in Europe*. I hope that the coronavirus stops soon so that no more people will die and that I can get back to school and life can return to normal.

**On the 31st March the death toll in Italy was 12,428.*

It is not often that children in developed countries are out of school, but during the COVID-19 crisis, this has changed. Please support ADRA's Advocacy campaign.

Web: <https://inschool.adra.org/>



©Photo: private

Catherine Anthony Boldeau
ADRA-UK
Development Education Officer



"My daughter doesn't understand why we stay home."

The coronavirus has come into our lives to stay, at least, for a while. Although its mortality is not extremely high, its ability to transmit is. An "infectious voracity" that can affect, to a greater extent, some risk groups such as older people or people with some disabilities and chronic diseases. By taking refuge in our homes, this has led to changes in general routines, disruptive behaviour in autistic people and the coronavirus crisis has completely changed their daily lives.

Lucia is a 7 year old girl and with only three days in her house locked up by the virus, she already has her suitcase ready. She has filled it with her perfectly folded and tidy clothes. She keeps saying the words "car, "suitcase" and beach". For her, being at home for more than two days in a row is synonymous with holidays, and it is very complicated for her parents to explain to her that the new coronavirus has stopped everything and they cannot go to the beach on holiday.

The state of alarm, decreed by many governments, has confined everyone to their homes. Schools, shops, churches have closed their doors. And this is terrible for children like Lucia.

People with autism need a structured routine to anticipate events that may occur, in addition to the great importance of maintaining at least 90% of routines.

The situation of the countries facing this disease is becoming overwhelming in many hospitals, doctors have been overwhelmed by the disease to the extent that



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they have to choose who they save from the COVID-19, so the contagion to a person with a disability makes them more vulnerable to this situation. Since some disability pathologies may or may not be associated with some organ failure, this virus can cause greater severity. And when it comes to choosing whom to save, they run the risk of being rejected, firstly because of their level of severity and secondly because of their disability. So the importance of being at home is necessary and important.

We ask all readers of this article to please keep this group and their families in your prayers. We are living a difficult

situation worldwide, but it is also very difficult for these families to keep their children with autism at home. Being locked up in houses is a situation of very high tension and they must have outdoor activities for their psychic and emotional balance, exposing them and their families to the danger of the virus and its consequences.



Taida L. Rivero Herrera
Spanish Union
Director of Deaf Ministries

I saw if we did not feel immediate answers to our prayers, we should hold fast our faith, let no distrust come in; for that will separate us from God. If our faith wavers, we shall receive nothing from Him. Our confidence in God should be strong, and when we need it the most, the blessing will drop upon us like a shower of rain.

Prayer, p. 107



Bible Passage

Read 2 Kings 6 with this devotional.

There are three ways in which the Lord reveals His will to us, to guide us. ...

God reveals His will to us in His Word, the Holy Scriptures. His voice is also revealed in His providential workings. ... Another way in which God's voice is heard is through the appeals of His Holy Spirit, making impressions upon the heart" (*Messages to Young People*, p. 156).

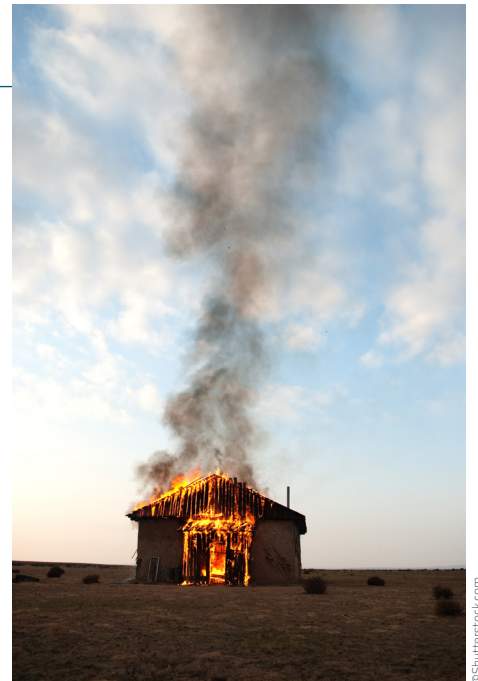
We all have heard God's voice speaking to us as we read the Bible and as the Holy Spirit makes impressions on our heart or speaks with the still small voice. But it is not so easy to understand God's voice when He closes a door in front of us or surrounds us with some disappointment.

Here was Elisha's servant surrounded by enemy soldiers. He couldn't understand God's leading in that. Then Elisha prayed, "Lord, open his eyes," and then he

saw the angels! Elder C. L. Paddock tells a good story that illustrates the way God's voice is revealed in providential workings. A ship was wrecked in the Pacific Ocean, and the one survivor was washed ashore on a small uninhabited island. He made a little hut out of the wreckage he found on the beach and put a blanket on a tall pole, hoping to attract some passing ship. Every day he prayed that God would send a ship to deliver him.

The days dragged into weeks. He still prayed and hoped. Then one day as he returned from hunting for sea birds' eggs and wild yams, he was filled with horror to find his little hut going up in flames! You can only imagine his discouragement, praying every day and hoping for deliverance, and now his only comfort was gone. But a few hours later a ship appeared on the horizon. It came closer and closer! A dinghy was put to shore, and sailors took him aboard. The captain said, "We saw your smoke signal and figured it must be someone in distress after the recent wreck." Of course, then his eyes were opened, and he thanked God many times for burning up his little hut.

When disappointment comes to you, and the day looks blue and discouraging,



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just pray, "Lord, open my eyes." And you too will be able to see the voice of God "revealed in His providential workings."

"Lord, I pray, open his eyes that he may see." ... And behold, the mountain was full of horses and chariots of fire all around Elisha.
2 Kings 6:17

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

TOUGH QUESTIONS & POSSIBLE ANSWERS



Do you ever get scared, too?

Preschooler

It's not appropriate for you to confess all your fears to your preschooler; they find comfort in your strength. But you can say that everyone is afraid sometimes—even you. Assure your child it's okay to be afraid, but God can take those fears away because he's strong and loves your child. Consider sharing a story of fear from your childhood and how God helped you. Pray with your child.

Elementary Age

Never brush off your child's fears. Rather, affirm it's not bad we get scared—even you get scared sometimes. It is a problem when we run away from our fears rather than letting God help us conquer them. Pray with your

child, asking God to walk through his/her fears with him/her. Also, be sure the media your child consumes isn't fueling those fears.

Preteen

Preteens crave affirmation that they're normal—including knowing others get scared, too. Share how God has helped you with fears, and point your preteen to Jesus, who may have been scared as he waited in the garden to be taken away and killed. Jesus chose to trust God rather than fear—a decision your child can make, too.

Related Scriptures

God doesn't intend for us to live in fear—see Timothy 1:7; Hebrews 13:6; and Peter 5:7.



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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: Kinesthetic Learners

Question: I have two boys in my class who won't sit still. When they're together, it's even worse. What can I do?

Answer: First, understand that some kids possess what Harvard professor Howard Gardner would call bodily kinesthetic intelligence. These people learn best in classrooms or activities that involve movement and action. You might think of these kids as needing to move for their brains to switch "on."

When your lesson plan calls for kids to sit still, give these boys a hunk of clay, LEGO toys, or a Rubik's Cube puzzle, and suggest that they play with it quietly while listening to you.

Include in each class a variety of activities that involve movement. This will meet your kids' needs and will leave you and them less frustrated. Ignore kids'

movements that aren't truly distracting the class. Often fidgeting irritates the teacher but isn't a real problem for other kids. If this is the case, there's no need to take any action at all.

Finally, if the two boys are friends who enjoy sitting together, use this to your advantage. Tell them you're excited that they're friends, but that sitting together is a privilege. Explain that if they'd like to sit together, they'll need to follow your instructions when asked to do so.

What you should do

- Teach by briefly showing kids how to do something and then letting them work with their hands.
- Use a timer and let kids know that when the timer goes off they'll have a short break.

- Realize that physical movement is a good thing—it helps kids learn more effectively and energizes their brains.

What you should not do

- Don't expect kids to "Look and listen" for too long.
- Don't separate friends without first giving them a chance to prove they can focus.
- Don't take fidgeting personally; it typically isn't because kids are bored—they simply need to move.

Expert Tip

In-depth reading evaluations often reveal that kids thought to have ADD (attention-deficit disorder) are simply kinesthetic or hands-on learners who need to engage in large-motor activities to learn best.

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



Our family gates—The 3rd gate: The Old Gate

On our tour around the wall of Jerusalem at the time of Nehemiah, the text in Nehemiah 3 now leads us to the third Gate, the "Old Gate" further to the west. Neh 3,6: *"The old gate was repaired by Jehoiada son of Paseah and Meshullam son of Besodiah; they laid its beams and put its doors with their bolts and bars in place."*

Apparently, this gate "only" needed to be repaired. It was located on an intact piece of wall not far from the fish gate. It was called the "Old Gate" to remind all inhabitants and visitors in Jerusalem of the earlier times—times under God's guidance. Ellen White reminds us when she wrote: *"We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and his teaching in our past history"* (9T 10.3).

Many Christian families may "only" need to rediscover, repair and modernize this gate. As one of the important "gates" in our family wall, this gate should help us to learn from the experiences of the generations before. Especially about how people trusted God and His Word—or what happened

when they separated from God. At that time, shortly before his death, Moses recommended to the people of Israel not to forget God's guidance (Ex 6): *"Hear Israel, the Lord is our God, the Lord alone. And you shall love the Lord your God with all your heart, with all your soul and with all your strength. And these words which I command you today you shall take to heart and you shall inculcate them in your children and speak of them when you are sitting in your house or on the road, when you lie down or set out."* Good memories give courage! God encourages parents to tell their children about the guidance of (their) God, so that they too learn to hold on to the Word of God. Children generally love stories—and especially when they (should) come to rest in the evening. "Please, one more story ..." are the words of many younger children in the evening when they are in bed. What a great opportunity to tell them biblical stories, and also your own experiences with God and His Word.

Unfortunately, parents in our generation are often taken in by so many other

things that the "Old Gate" is often forgotten, or the time of devotion together is shortened. However, it is worth a try to remember this and to dare to do it again.

The current generation "Z" (all those born after 1999) is defined as a generation that is waiting for personal stories, but then also wants to experience them in everyday life with/from you. This is not only about those with good endings, but especially about those of our own failures and omissions. Here you can find the "Zs" again. From this, they gain courage to be involved and tackle changes. So it is worthwhile to tell a biblical or personal (faith) story in the family time again. And God has promised: *"... my word will not come back empty!"*

A small reminder from Scripture: (Jer 6:16): *"Thus saith the LORD; Stand ye in the paths, and look, and inquire of the paths of old, which is the good way, and walk therein; and ye shall find rest for your souls. ..."*

By the way: Isn't that encouraging in times when CoVid-19 takes all our attention? Let's continue to take time with Jesus and trust him!



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EMBRACING LIMITATIONS

Limitations don't have to be negative. Many times, they can be catalysts for creativity.

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

QUICK AND EASY WORSHIP IDEAS FOR KIDS

God provides for all of our needs

Bible Stories

- Manna in the wilderness—Exodus 16
- Elijah and the ravens—1 Kings 17:1-6
- Elijah and the widow of Zarephath—1 Kings 17:7-16
- Jesus feeds five thousand—Matthew 14:13-21

Things you need:

- An attractive basket

Worship activities

1. Talk to your child about how God provides for our needs.
2. Together, think about the things you really need that God has provided for you, such as clothes, food, money, water, warmth, and a car.
3. Send your child on a scavenger hunt to find a piece of clothing, a toy car, a can of food, a cup, a scarf, a coin, and other such items.
4. Place all the things in the basket and thank God for what He has provided.
5. Let your child take the things back to their places.

Other options:

- Talk about how God gives us extra things to share with others who have a greater need. Let your child help you pack a bag of groceries for a local charity and come with you to deliver them.

"My God will meet all your needs according to his glorious riches in Christ Jesus."

Philippians 4:19



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Just for you

Do you have a need as a parent? Tell God about it, and then find a way to invite another adult to help meet that need for you.

Do you have a friend who has a need too? Perhaps you could help meet each other's needs for support, friendship, child care, and so on.

Experiment #2: light for the whole world

You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead it is put on the lampstand, where it gives light for everyone in the house. (Matthew 5:14-15 GNT)

Jesus calls himself “the light of the world” (John 8:12), but he asks us to be lights for the world as well. A light is not supposed to be inside a bowl but in a high place, where everyone can see it.

In the following experiment you will put a light inside a container and show what happens and why Jesus’ advice is actually very wise. But you can also use this experiment to illustrate a Bible lesson about light in a very cool way that will stick in the minds of children and young people.

Materials: A small flat candle, a transparent glass vase*, a tray, water, lighter or matches, food coloring (optional)

Time: 5 minutes.

Safety gear: In this experiment you will use a lighter or matches to light the candle. Keep them and the ignited candle away from small children.

Values: Calling to be light for others and bring them to Jesus. Braveness in witnessing for Jesus.

Procedure:

1. Pour water on the tray, covering the entire bottom of the tray, but taking into account that it can not be higher than the height of the candle.
2. Put the candle in the middle of the tray. If you want to do the experiment more spectacular, put some food coloring at the bottom of the candle before putting it on the tray.
3. Light the candle and tell your audience: *In Matthew 5 Jesus asks us to be a light, meaning that we should talk to others about Jesus. When he tells us that a light*



should not be put under a bowl he is saying that we should not be ashamed of our faith or hide it from others What happens if we put this light under a container, even if the container is a transparent one?

4. Put the glass vase upside down, covering the candle. Do it carefully so the movement does not extinguish the flame. Tell your audience to keep looking at the candle. Two things will happen: (1) When the oxygen inside the container is consumed, the flame will go out. (2) The water will start ascending inside the neck of the container, the candle will float on top and so, it will go up.
5. Tell your audience: *What can we learn from this experiment? First, that we should not cover our light. If we do not share what we know with others we are in danger of losing our light. Second, exactly as Jesus said, lights are meant to be in high places!*



The Science Behind The Experiment:

The flame goes out because any combustion needs oxygen and the oxygen supply inside the container is limited. The increasing in the water level depends mostly on temperature changes. The flame heats the air inside the container and makes it expand, so some of the air goes out through the bottom (you can see the bubbles). When the flame goes out a sudden drop in temperature happens, the air inside the container contracts, pressure drops, and water is sucked in.

* The success of this experiment depends on choosing the right container. It needs to be a transparent glass vase with a thin neck and a wide base. The thinner the neck and wider the base, the better. I used laboratory material but a flower vase with the right shape will work fine. The candle has to be smaller than the neck of the container

Noemi Duran

Geoscience Research Institute
Director of the European
Branch Office



Children's Devotions

THOMAS (4 YEARS)



When Jesus created the heaven, he put a star for every human being,

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



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From the HANDBOOK

on Children's Ministries

Grief and Death

How can a teacher affirm the goodness of God to a child who has lost a friend or family member through death?

When the apostle Paul wrote to the church in Corinth, he answered many of their questions about death (1 Cor. 15): What happens? Where does the body go? What will the resurrection be like?

Children need to understand that death is real and final. For many, their first experience with death is the death of a pet. They may watch an expired goldfish float for hours before admitting that it will no longer need to be fed. Then, one day "it" happens to a friend or relative. (...) Parents and teachers should discuss death with children before it happens to someone near and dear. These adults should explain the facts of physical death and share the fact of the believer's eternal life. It is vital that the information a child gets from parents and teachers is consistent and biblical.

When death comes to someone close, an adult should comfort a grieving child without negating the child's loss. Too often, adults exclude children from grief over the death of a family member or friend, hoping to spare them unhappiness. This is an injustice. If the child shared the love of that person, he is entitled to share the loss.

Upon learning of the death of a loved one, an individual goes through four stages: shock, confusion, hope, and, finally, acceptance. Those who support mourners need to accept the feelings they express at each stage and provide positive reinforcement and spiritual insight. Almost always, however, the company of a silent listener is more therapeutic than that of a well-intentioned lecturer. The work of the mourner is to grieve, and the work of the church family is to support and encourage. Because grief is part of the restoration to normality, it is truly "good" grief. Teachers can

support grieving children by

- listening
- helping them to accept the reality of their loss
- encouraging expressions of grief
- encouraging good eating and sleeping habits, exercise, and social interaction
- providing gentle memories of the loved one
- being alert for denials of grief, lasting anger, physical symptoms, or continued withdrawal from friends
- recognizing that professional counseling may be needed

Many adults think that children adjust faster to a loss than they, but much depends on the suddenness of the loss, the degree of preparation, and the age and sensitivity of the child. Although the stages of grief are predictable, the timetable for these varies from person to person.

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

PARENTING TEENS

Coping skills

Remember, your teen remains a novice in coping with his own feelings as well as in coping with your feelings and reactions. Both parent and teen *must* remain open to exploring persistent problems. *Communicate!*

Mood swings

Your teen's mood swings may frustrate you. Sometimes he behaves as if he is 'king of the mountain'. Before you adjust to that mood, he's plummeted into the abyss of despair and hopeless despondency. To teens all facets of life appear greatly magnified or exaggerated.

'I've told you a million times...'

Because the teen experiences exaggerated attitudes and moods, it is important that you do not. Everything is either great or awful, the coldest or the hottest, the most wonderful or the most detestable.

Your actions count

In the face of your teen's irrationality, the maturity of your actions and reactions will help him recognise that life is 10% what happens to a person and 90% how he reacts to it.

Multidirectional

Teens don't pause long enough to look for long in any given direction. One day he may walk a mile to see Julie. In a few weeks he may walk two miles to avoid seeing her. One day he can't get his fill of pizza. The next day he can't understand what all the fuss is about. Budget for irrationality!

Watch your reactions

Your teen may talk back to you, argue with you, test rules and curfews, question religion, and reject long-established family values. He may demonstrate the same challenge to authority through his clothes and his music. The trick is not to overreact.

Don't dictate!

Whether your teen's rebellious period remains within the confines of 'normal' or whether it becomes abnormal in its intensity and direction, depends to a large extent on the way you react to it. If you redouble your efforts to dictate and control, the seeds of insurrection may take root deep inside your child.

If you continue to dictate...

You are simply storing up trouble for the



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future. You may be able to control him for a limited time, but he will probably vow that some day, somehow, he will get even with you. Show him patience, and he will find himself.

So what's 'abnormal rebellion'?

Abnormal rebellion bogs down the family in constant battles over the car, dates, friends, curfews, rules or money. A cold war rages in the home where family members fear to speak lest they escalate rebellion. Abnormal rebellion takes a teenager out of the mainstream of life.

Lines of communication

Keeping the lines of communication open avoids the escalation of rebellion. If rebellion escalates it leads to a narrow detour that can lead to a life seething with bitterness and hate.

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



ACTIVITY REPORT



March 21, 2020: Global Children's Day - KID Training Italy

Global Children's Day

Due to the Coronavirus outbreak and consecutive lockdown, the Global Youth and Children's Day has been canceled. Still, even in these times, we can be a sermon to other people in need, and we can help our children be part in that, too. We hope and pray that this pandemic will finish soon. Keep in mind this special day for 2021.

KID Training Italy

The first KID training course for churches in which we officially participated as Italian Union with pilot churches, was organized in Collonges-sous-Salève in November 2010. Since then we have organized six other courses in Italy that have covered all the areas of our peninsula, and numerous churches have received the necessary training to start the project of spiritual revival at the local level, a very beautiful and inspired project, but also challenging, requiring focus on priorities.

Recently we realized that it was necessary to further train and strengthen the team of trainers. So on the third weekend of January of this year 2020, we organized the Kid University in Florence: Elsa Cozzi, Samuel de Abreu and Ana Aurouze were invited as trainers.

We chose to train some pastors and their wives and some participants who had been connected in one way or another to the KID project over the years. Some of them were quite new to the project, but the goal was to increase the number of trainers to better serve the churches in Italy. Unfortunately, due to financial limitations and the need to ensure the dynamic of learning in small groups, we had to limit the number of attendees. The

teaching team included Elsa Cozzi, EUD CHM and KID director, Ana Aurouze and Samuel de Abreu, from France and Portugal respectively, and Mariarosa Cavalieri, KID director Italy. They were supported by several KID trainers who are already active in Italy, namely Lina Cavalieri, Elisa Civardi and four pastors: Vicentiu Badica, Ignazio Barbuscia, Andrei Cretu, and Eugen Havresciuc. The 28 participants from different areas of Italy were divided into small action groups.

It was certainly an intense and rich weekend that allowed to know better and to go deeper into the project, its modalities and the possibilities it offers to the growth of families, children and young people. The experience of participation in KID is strong and enriching not only from the formative point of view but especially for the spiritual aspect and involvement. There is a strong bond that is created with the Lord which, through the work of the Holy Spirit, leads us to continually look more closely at ourselves and to rediscover our need of Him and His transforming power. At times, we are involved in many commitments - for God, the family, the communities we belong to and who we serve, and our neighbors and ourselves. All these important services can lead to our losing sight of that regenerating and

strengthening action that only the Holy Spirit can operate when we stop and let Him act. This is also what a KID training course for trainers stands for: we cannot do anything without the work of Jesus Christ through the Holy Spirit.

Some participants commented about the spiritual value of a project like this, about the need for such a project for our families and our churches, where parents can rediscover their role as spiritual mentors, and find formative and concrete support in the church for their parental role.

Other aspects that positively impressed the participants were the preparation and dedication of the organizers to this mission, the serene atmosphere, and the good team spirit.

The challenge now is to plan further actions in the fields that offer clear support to parents and local churches in their role as spiritual mentors of children and young people. We started with the programming of some projects, but unfortunately, the virus that hit Italy and the rest of the world prevented us from continuing them. We need to pray for each other because of this pandemic, and also for the projects to continue as soon as possible.

Mariarosa Cavalieri and Stefania Tramutola,
CHM/KID Italy





ACTIVITY REPORT



KID Training Portugal

KID Training Portugal

This year again in Portugal, two KID U Training Courses took place.

The first was organized to serve the islands that are part of the Portuguese Union, in Ilha Terceira that is part of the archipelago of the Azores, and the second in Sabugo, in the surroundings of Lisbon.

A total of 11 churches participated to both training courses: 4 in Azores, 7 in Sabugo.

The involvement and willingness of all the participants to understand and own the project to put it in action in the church and for their families, was really encouraging and motivating.

The KID trainers for Portugal, Paula Amorim, Samuel de Abreu, José Lagoa and Moises Silva together with Elsa Cozzi, KID EUD Director, prepared and lead the trainings. They did their best to help the different groups that participated to understand, to process and manage all information given, and finally be able to put in practice the project.

This training in Portugal can be consid-

ered a kind of returning loop for KID Ministry in the Inter European Division for the first 10 years. After having learned about KID University in a EUD CHM Advisory in 2006, the very first church that got involved in the KID project, in January 2009, was from Setubal (Portugal). The first KID U Training Course for EUD territories took place in November 2009, in Porto (Portugal). From that time on and for the last 10 years, several other countries started the process and some of them, like Italy and Portugal, are still running KID Ministry with great and inspiring results for families and churches.

I want to thank in a special way the Unions' administrators who, during these years, believed in this discipleship project and supported it in so many ways.

It was a special blessing for me, as also for all KID trainers, to have the opportunity to participate to so many KID U training courses all along those 10 years and we hope that the little seeds that have been planted will bring fruits to God's glory and for eternity.

Elsa Cozzi, CHM/KID EUD



Keep in Mind

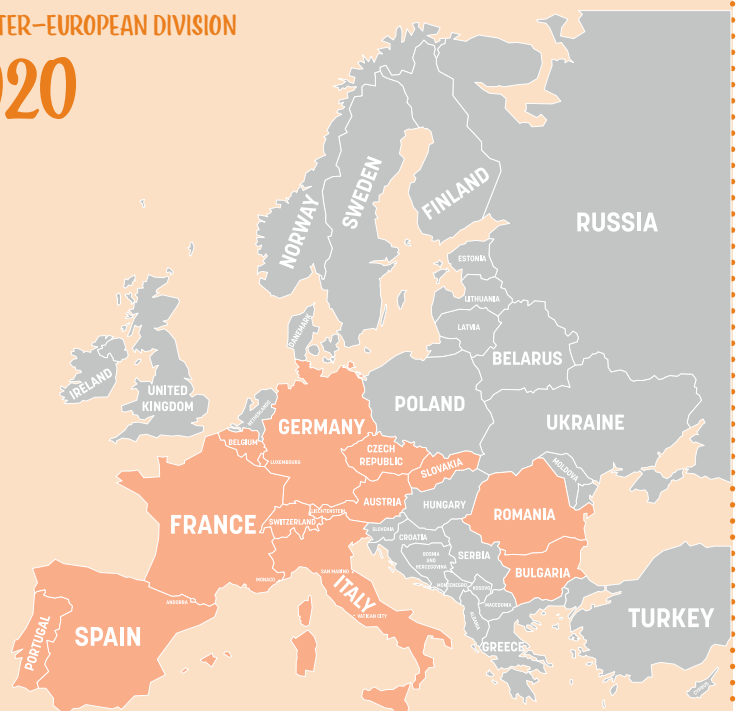
EVENTS FROM THE INTER-EUROPEAN DIVISION

2020



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

HELP US PRAY FOR ALL WHO ARE AFFECTED IN ONE WAY OR ANOTHER BY THIS EXTRAORDINARY SITUATION.



What it takes

Ideas for Planning Intergenerational Worship

Remember that simply putting a variety of ages in the same room together doesn't create intergenerational worship. Inter implies integration—a mixture of ideas, talents, opinions (that's the good part!) that can result in a generic product with no discernable features (that's the bad part!). Generational emphasizes the distinctive personalities of each age group. The job of the worship planner is to balance the concept of "inter" with "generational," mixing the groups without sacrificing their personalities and without compromising unity.

What Possible Obstacles Might We Face?

You're probably already doing many of the things suggested in this article. If so, you'll recognize some of the frustrations that may arise:

- Increased work for worship planners. Adding more people to the list of potential leaders for the service will mean more phone calls to recruit them, more time spent in training them, and more explanation of the service.
- Challenges in negotiating schedules. If you are used to scheduling meetings or rehearsals with working adults, you'll find that high school students have an entirely different schedule—particularly if they are involved in extracurricular activities. Retirees, on the other hand, often have wide-open schedules—so wide open that they take extended time off for travel and are sometimes unavailable for worship leadership.
- Lack of societal models or support. Churches who are committed to intergenerational worship are being counter-cultural. Our culture emphasizes generational differences, not unity. In fact, some might argue that the generations are encouraged to fear each other or compete with each other rather than admire and respect each other.
- Disappointment from current leaders. Be sensitive as you ask your current worship leaders to serve less often in order to make room for new leaders of different ages.
- Temporary increase in conflict. As new people with diverse opinions gain leadership, their ideas are bound to conflict.
- Lopsided view of intergenerational worship. Involving children in worship is becoming more common, but a thoroughly intergenerational worship planner will look at both directions on the age continuum.

- Thin resources. There are some excellent resources for children, but few for senior adults. Resources for young adults tend to assume that they are involved in a church of their peers.

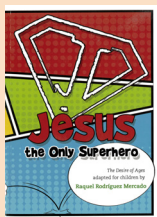
Yes, good intergenerational worship requires extra work, research, time and energy to work well. But the unity that results in the family of God is worth it!

Recommended Resources

- Brad Berglund. *Reinventing Sunday: Breakthrough Ideas for Transforming Worship*. Valley Forge, Penn.: Judson Press, 2001.
- Dan Kimball. *Emerging Worship: Creating Worship Gatherings for New Generations*. Grand Rapids, Mich.: Zondervan, 2004.
- Cornelius Plantinga, Jr., and Sue A. Rozeboom. *Discerning the Spirits: A Guide to Thinking about Christian Worship Today*. Grand Rapids, Mich.: Eerdmans, 2003.
- Bob Whitesel and Kent R. Hunter. *A House Divided: Bridging the Generation Gaps in Your Church*. Nashville: Abingdon Press, 2000.
- John Witvliet. *Worship Seeking Understanding: Windows into Christian Practice*. Grand Rapids, Mich.: Baker Academic, 2003.

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

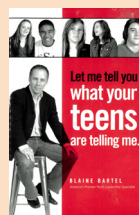
RECOMMENDED RESOURCES



JESUS, THE ONLY SUPERHERO

Raquel Rodríguez Mercado

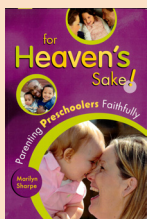
Do you like the superheroes of television? I can imagine that many times the actions they performed on behalf of others have impressed you. However, as you know, those superheroes are the result of the imagination of someone; that is, they never existed, exist, or will exist. But there is a superhero who does exist, and His heroics on behalf of human beings are real. Would you like to know this only superhero? Read this book and you will find Him.



LET ME TELL YOU WHAT YOUR TEENS ARE TELLING ME

Blaine Bartel

When it gets right down to it, often times you, as a parent, can adjust what you're doing to fit your specific situation and see amazing results! Filled with laughs and hard-hitting truths, this book will reveal how God established authority in the home and how you can draw important boundaries to have healthy relationships. You'll learn how to develop your own life and the life of your teen.



FOR HEAVEN'S SAKE!

Marilyn Sharpe

A realistic, encouraging, and supportive book for all who want to nurture faith in Jesus Christ in the home—while using proven methods for raising great preschoolers. Full of practical suggestions for daily life together, this book will be your companion and guide as you navigate this formative time in your child's life. Ideal for parents, grandparents, teachers, and childcare providers.



PARENTING BOOT CAMP

Dr. Kay Kuzma

Cutting the umbilical cord doesn't make you into an informed, capable, and effective parent any more than enlisting in the army makes you a soldier. It's boot camp that trains you for peak performance, so you can make informed decisions and be successful at your mission. That's why every parent needs this book.



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