

# iLIGHT

## EUD CHILDREN'S MINISTRIES BULLETIN

June 2020

N° 6 · VOLUME 5

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## Family is the best School

A group of teamwork trainees was asked to build a tower of toy blocks. The construction could be of any shape and height.

It was very quickly that well-meaning people began to get nervous, quarrel, and make claims against each other. The idea was originally to find out how well they could work together.

Family is also a team. It has what it takes: common interests, common goals; the desire to support each other; the ability to back each other at the right time, to admonish somebody when it is necessary, but more often—to praise and inspire each other.

Family is a wonderful source from which you can draw love, joy, and thanksgiving. It is a place where you can see God.

In her book *The Adventist Home*, Ellen G. White writes that "a family decorated with love, empathy and tenderness is a place where angels love to be and where God is glorified."

All parents want their children, when they are older, to be able to build harmonious relations, and to solve business, everyday and other issues easily and without conflicts. But how to achieve this?

**Let them resolve their disputes on their own...**

Disputes in families with children are inevitable. They are a natural part of life allowing family members to learn how to forge

compromises and communicate with each other. However, parents will not be able to achieve their desired goal if they intervene each time and do not give little "diplomats" the opportunity to resolve conflicts on their own. In this case, children will learn to shout still louder thus demanding the adults come and settle all issues for them. However, when they start an independent "adult" life, they will realize that a "wizard" adult will never come to the aid.

There is a good rule: when you hear that the kid is competing for a toy with someone or tries to establish the order of riding down the slide, you should not interfere, but just watch. To everybody's surprise, children will quickly sort out their differences independently.

There are situations when we have neither time nor patience to give children the opportunity to resolve the conflict themselves. In this case, it is necessary to exercise ingenuity to allow children solving everything on their own. For example, you can take the toy that caused the fight, and say: "You will get it back when you decide who play first and who play second".

Fatigue, boredom, or bad feeling of the child can also be the cause of the problem. In this case, you should address not the problem, but the cause of the conflict.

Parents need to be helpers, not harsh "wardens".

## Praying with and for our kids

Children learn more from your spontaneous reactions than from any of the well-planned words you speak. Develop the habit of prayer, and teach your children the joy of spontaneously speaking to God.

**The habit of giving thanks.** What better habit than that of spontaneous gratitude offered to the Giver of all good gifts? Every day provides opportunity to thank God for a multitude of blessings. Develop the routine practice of expressing appreciation every morning and evening in the presence of your children, and you'll witness the nurturing of a grateful heart.

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

## INSTILLING A BIBLICAL WORLDVIEW



### Encourage good friendships

Friends who stick together and make the right choices together are less likely to get involved in inappropriate activities. On the other hand, if all of a child's friends are doing something wrong, the child may have a difficult time doing what's right.

The Bible is clear about this. *Whoever walks with the wise becomes wise, but the companion of fools will suffer harm.* (Proverbs 13:20 ESV). Parents can help their child make good choices in friends.

- By teaching your child how to be a good friend.
- By teaching your child the characteristics of a good friend so that he can make wise choices.
- By getting together with like-minded families. When two sets of parents participate in activities, the kids are naturally "thrown" together—and often this leads to strong friendships.
- By allowing children to bring friends along on picnics, trips to the museum, etc.
- By opening your home to your child's friends. That way, you can know what's going on.

Sometimes having the home where other kids congregate is expensive (all that food they eat), noisy (they're always yelling) and inconvenient (I wanted to watch the documentary and they're all watching the game). But helping our children make good friend choices can be the difference between someone who walks away from all she's been taught and someone who stays involved in church.

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

### Teamwork

Working together for the benefit of the family or the community contributes to the development of strong, friendly relations between children and parents. Teamwork can be manifested in everyday life: a weekend trip to the park, joint lunch, visiting the sick, assistance in cleaning the church premises, time spent at a board game, preparing for the holiday by combined efforts, and much more.

In addition, the division of everyday responsibilities among all family members can serve the common good.

An example of this approach is the established rule of cleaning in the kitchen.

After each meal, all family members are to clean the kitchen together in a friendly manner. One person could wash the dishes, other could put the food in the fridge, and someone else could clean the stove. You may only leave the kitchen when it is completely cleaned!

Working together means that the more scrupulous each family member is about the matter and the sooner he, or she makes it done, the better it will be for all. Children are quick learners.

Of course, it is possible to make a duty list for the kitchen, but in this scenario family members are deprived of the opportunity to learn teamwork. Moreover, as the above experience has shown, the teamwork can be useful for adults as well.

### Stress to benefit the family

"One for all and all for one" is the main principle of teamwork. There will be no separate interests when a common task has to be solved.

Accidental stress situations are very good for teamwork, and the more you can benefit from and enjoy them, the better it will be for the family. Imagine that something has happened that requires joint efforts. For example, due to the rain the gutter was clogged up and

the mud stream is about to turn into a "natural disaster". In this case family members, all together, will put on raincoats, jump out into the street and rush to save their house. Someone will drive away the water with a broom, other will clean the gutter. The entire work will take no more than half an hour, but how much emotion! How much everyone will rejoice at their "common victory"!

Finally, everyone, really happy, will come back to a warm and cozy house, to help themselves to cocoa and buns.

*"Two are better than one, because they have a good return for their labor: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up... Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken."* (Eccl.4:9-12, NIV)

Working together always brings benefits to family relations.

Family is the best school! To teach a child that working in a team is much easier and more effective than doing the work alone is possible. This does not require special training or tricky techniques. Adults themselves are required not to neglect the wonderful opportunity to share with someone their responsibility and care. Engaged in today's upbringing of children, parents will unwittingly correct their "weak points".

Moreover, who knows, perhaps tomorrow in order to achieve a goal the child will show brilliant ability to build relationships! ♦

Zhanna Kaminskaya  
Euro-Asia Division  
Children's Ministries Director



## Hugs from JESUS

### My Family Tree

A family tree is a picture of a person's family on a tree. When we pretend our family is a tree, then each person is a branch. I'm so glad Jesus made families. Life

wouldn't be much fun without a family to live with. And children need grown-ups to take care of them until they are old enough to live by themselves.

Thank you, Jesus, for making my family. Amen.

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

# ADRA helping students achieve during school closure

**M**other of two, Natasha, is representative of the help ADRA is giving to deprived families who otherwise fall behind with their schoolwork.

“We have tried to keep our girls engaged in the school process and ensure them to keep up with school materials,” Natasha stated. But as schools in Slovenia were closed, and education came via the Internet, her daughters were struggling. “We were using an old smartphone and quickly realised that we could not download files and write school homework on the phone.”

Her girls had trouble keeping up with the materials the school was offering and started to fall behind. Help came from ADRA Slovenia, who donated a computer. “This helped us immensely to keep up with school materials,” Natasha said. “The girls are in the fifth and eighth grade and having a computer will not only ensure they can participate in e-learning but will also serve them for further education. We are very grateful.”

As a hard-working mother, but with limited resources, she is delighted, stating, “The computer is working perfectly, and we are very happy that the girls enjoy e-school and are learning new methods.”

Natasha’s girls are just two of more than 42,000 people in Europe who have received support during the COVID-19 pandemic. Although some schools are opening their doors, UNESCO reports that nationwide school closures in multiple countries are still impacting over 1 billion students (or 60% of the student population).

The closures increase the inequality gap between rich and poor, which can be present in education systems at the best of times. Poorer students

face increasing obstacles to achieving good grades as they contend with a lack of space to work, problems reaching online resources and psychological challenges.

While educators have scrambled to put learning resources online, in a bid to teach young people remotely, the Coronavirus crisis has amplified educational inequality by putting low-income students at a greater disadvantage than their wealthier peers.

Educators wonder if the period out of school will lead to a variation of the phenomenon known as summer learning loss, where students – especially from disadvantaged backgrounds – lose months of learning, particularly in mathematics, during the holidays.

These students may not be able to afford summer school or activities enjoyed by higher-income students, therefore exacerbating the achievement gap between both groups.

What can we do? As ADRA we are supporting students by providing technical access and by advocating on their behalf.

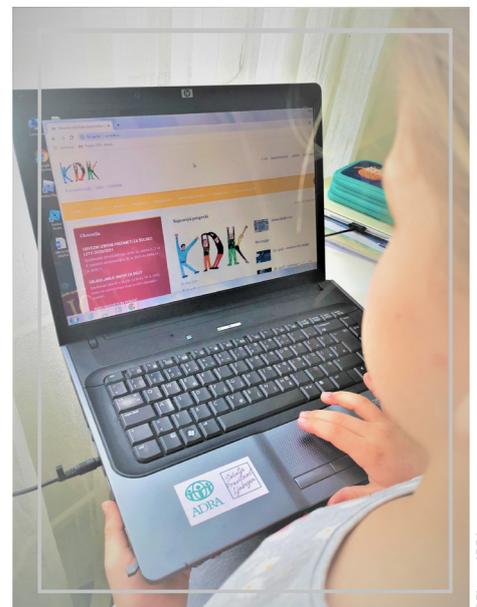
Please support ADRA’s Advocacy campaign:

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

By signing this petition you too can show solidarity with children and teenagers coming from disadvantaged homes. Join with ADRA in creating a better learning environment for all children.



©Photo: ADRA



©Photo: ADRA

Maja Ahac  
ADRA Europe  
Advocacy Coordinator



## 10 years like no other

Our son just turned 10. How do you picture him? We think of a little boy who reads, writes, plays football maybe, or draws; maybe he writes stories, sure that he has friends, that he is slowly but surely moving towards the end of primary school and is asserting himself.

Our son just turned 10. He can only read a few little words, he can't count, he can't write. It's not always easy to understand him because he speaks with difficulty and he doesn't understand everything. His life is played out in the present moment, he talks about the past thanks to photos and the "after" must be now! But yes, he loves football!

He has big eyes, a big smile and he is happy. He has come a long way since he was born. No diagnosis at birth but a baby who is too calm, allergic. Then came epilepsy, and then hypotonia, he was a child who didn't say anything, a different child. Then a long road of research and tests followed to understand what our son has, to be able to help him the best way possible, to find answers to the questions we were asking ourselves. However, most of the time there were no answers in the mouths of the doctors, who, cautiously, preferred to say vague phrases like "we don't know how he will develop". We had no choice but to accept this vague situation of "no answer" while continuing to fight, to help our son with therapies for each new symptom.

And then comes the day when the geneticist tells us that advances in genetics mean that we can try a new test and, after 8 months of waiting, that's it, we know! Our son has an extremely rare disease, so rare that it doesn't answer our questions or even have a name (it's a modification on a specific gene) about the future, but it may help us to better understand the disease. Our son will help; he will be able to contribute with his medical file to continue the research on this rare disease. In addition, it will be easier for him to get the help he needs because, with the diagnosis, his health condition has been officially acknowledged. From now on, he no longer has to prove that he is sick each time he needs financial support for his therapies, among others. With the diagnosis, a sense of relief and legitimacy invaded us! How important it is to feel legitimate and entitled to receive all the support we need! Yes, our child is "different", no, it is not just a child with a "little developmental delay"; and no, all the "don't worry, it will get better"... are not acceptable. Our child's situation is permanent, and it's not because we say so.

For us parents, it's been 10 years of a journey in the way we see life, other



©Photo: Daisy Delameillieure Rivero

people, problems, putting values back into perspective. During these 10 years, God has been the companion of a road not always obvious, an invisible companion, not always easy to spot either, but certainly more present than the church! Few people dare to come and talk about it and ask us if we need help, but I will share on that subject later on.

God has been our co-pilot, and has helped us to digest each news. He gave us courage and patience. The journey is far from being over but we know that He will continue to be at our side.

Daisy Delameillieure  
Rivero  
Belgium  
Pastor's wife



In His wisdom the Lord has decreed that the family shall be the greatest of all educational agencies. It is in the home that the education of the child is to begin. Here is his first school. Here, with his parents as instructors, he is to learn the lessons that are to guide him throughout life—lessons of respect, obedience, reverence, self-control.

The Adventist Home, p. 182



Bible Passage

Read Exodus 20 with this devotional.

In Exodus 20 are written down the Ten Commandments of God—the great rules of life for men and women and boys and girls since there were people on the earth. Some say the commandments are too hard to keep, so they don't try. But listen to what Ellen White says: "The church of God is made up of vessels large and small. The Lord does not ask for anything unreasonable. He does not expect the smaller vessels to hold the contents of the larger ones. ... Do your best, and God will accept your efforts" (*Messages to Young People*, p. 96).

One day when my son Leonard was just a little 4-year-old, he came walking into my office. "Daddy, Daddy! I love you," he said.

"You do?" I asked kindly.

"Yes, Daddy, I love you. You made me a toy car, didn't you, Daddy?"

"Yes, son," I replied "I do lots of things

for you because I love you too, don't I? But you don't do very much for me, do you?"

"But, Daddy, I want to. Tell me what to do, and I'll do it."

I thought quickly, then said, "Son, I'll tell you what to do. See that big green box in the other room? I need it right here by my desk. Will you bring it in for me?"

"Yes, Daddy, I'll bring it," he said, and off he went. He caught hold of the handle and pulled and grunted, but he couldn't move it. I knew he couldn't do it. But then he called, "Daddy come and help me." I smiled as I went over and took the other handle, and together we pulled that big box into my office just where I wanted it.

"I did it, Daddy. Didn't I, Daddy? I did it," he said triumphantly. And I took him on my knee and hugged him tight.

"Of course you did it, son," I whispered. And from my little boy I learned how we could keep the commandments of God.

I want you to notice that Lenny tried to carry the box, not because he had to, but because he wanted to. In doing his best to carry the box, he showed that he really did love me.



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Do you really love God for all He has done for you? Then you can easily find a way to keep His commandments. He will help you as I helped Leonard.

If you love Me, keep My commandments.  
John 14:15

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

# TOUGH QUESTIONS & POSSIBLE ANSWERS



## When someone says mean things about people who aren't the same color as us, is he right?

### Preschooler

No, he's wrong. God made everyone like himself and loves them just the same. We're all different—we come in different sizes and have different color skin and hair—and we're all special to God. God thinks all colors of skin are beautiful, and we should, too.

### Elementary Age

Explain that people often judge others by the way they look, especially by skin color. Some people believe one skin color is better than others... but those people are wrong. God says he loves all his children the same. Encourage your child to look beyond skin color, height, weight, or anything that makes us different and focus on what makes us the same: We're all children of God.

### Preteen

Educate your child that in cultures throughout history, some people have judged those of a different color as being "not as good." Such thinking is wrong and has always been wrong. Judging people by skin color is called racism. Help your child learn about the Civil Rights movement,

and encourage him or her to seek out friends who look differently than him- or herself.

### Related Scriptures

Colossians 3:10-11 states that in Jesus we're all one.



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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: Pesky Parents

**Question:** Some parents repeatedly check in" on their infants and toddlers. Each time they do, they disrupt our class and leave their children crying. What can I do?

**Answer:** A huge part of nursery ministry is really ministry to parents. It may be difficult for parents to let someone else care for their little ones. Help ease parents' anxiety with these ideas:

- Implement a system to contact parents when their children need them
- Install a window that allows parents to peek in the room during class without being seen. Cover the classroom side of the window with sun-guard film (available at home improvement stores) to easily create one-way glass.

## What you should do

- Communicate with parents. Explain that it's difficult for children when parents disrupt the routine and that children will adjust better without interruptions. You'll need to communicate this throughout the year—not just one time.
- Post a reminder on your nursery door asking people to avoid interrupting the nursery because it distracts and upsets kids.

## What you should not do

- Don't act put out when a parent does interrupt class.
- Don't become exasperated by a crying baby; usually when the parent is out of sight, you can distract the child with a toy or book.

- Don't disallow parents from entering the room. Emergencies happen, and parents need to know that they're welcome in your room at any time. When they understand the distraction that can result, most will interrupt only when it's necessary.

## Expert Tip

Post a sign on the nursery door asking parents to knock before entering. This leaves you in control of the actual distraction because you open the door. If a parent is there to pick up a child, bring the child to the door rather than having the parent walk through the room to collect the child. This strategy minimizes the distraction.

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 6<sup>th</sup> gate: The Fountain Gate (part 1)

Our journey through the Jerusalem of Nehemiah's time leads us today to the "Fountain gate". This roofed gate was in the very south of the city and here the fresh spring water was introduced. How good that the city had its own spring, because everybody needed fresh water - like we today. To start the day with a cup of fresh water and to drink another 6-8 glasses of water throughout the day, depending on our body size, is what we need. Today I would like to ask the question: What is a healthy spring for our family? What do we drink from and how much?

During the corona time, (almost) everybody has to draw a lot from the digital sources every day. Mobile phones, computers and televisions deliver their products non-stop. The Health Department of our church informs us that we urgently need digital breaks. Our body needs refreshment: besides drinking water,

at least 1-2 hours a day of outdoor exercise—jogging, running, playing, etc. As parents, we have a special responsibility for our children. We are encouraged to be good sources for our children. Parents spend more time than ever with their children during the corona crisis. Time in which families can or must find each other in a completely new way. Time from which our children could emerge strengthened. But is it really that simple? What can we parents do? I found a very good article by Antonia Fuchs on this subject, dated April 14, 2020 (from: "Children cannot hear these sentences often enough from their parents"). I would like to quote a part of it here:

*The Munich family therapist Anette Frankenberger reminds us how we should deal with our children. It is not only the actions and gestures of the parents that influence the development of a child. It is*

*also very decisive what we SAY.*

*"We treat our children like little princes and princesses", Frankenberger remarks. "Nobody can always fulfill that! The children also suspect this—and later they will definitely know it. Because at some point they make the experience: There are others who are better, can do a little better or achieve higher performances."*

*And that's hard to cope with. People who were idealized in their childhood often have to struggle with problems for the rest of their lives: "They will always be busy getting everything right and doing justice to what their parents have told them".*

*But then how? After all, each of our children is special, and we want to show them that!*

To be continued in the next issue.



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## DEVELOPING AN URGENCY FOR GROWTH

Don't be afraid to ask a leader to do something big. If God wove the gift of leadership within them, they are looking for an outlet to use it.

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

### QUICK AND EASY WORSHIP IDEAS FOR KIDS

#### God made us all different

##### Bible Story

- Creation—Genesis 1; 2

##### Things you need:

- Homemade or purchased plain gingerbread people cookies
- Small tubes of colored frosting
- Different edible cookie decorations

##### Worship activities

1. Talk about how God made us all different. If we were all the same, how would we recognize each other? Life

5. Pray for your child, thanking God for his or her unique gifts. Encourage your child to pray for some people he or she knows who are different from her.

##### Another option:

- Use peanut butter, nuts, raisins, grated carrot, and alfalfa (for hair), with cucumber slices, celery slices, tomato, and other foods to create faces on crackers, toasted English muffins, or burger buns.

"God created man in his own image."

Genesis 1:27



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is much more interesting when we are all different!

2. Let your child decorate the gingerbread people in different ways, using whatever frosting and decorations he or she chooses.
3. Look together at how different the cookies are, and enjoy the differences.
4. Spend some time appreciating your child for his or her God-created uniqueness.

#### Just for you

How can you get to know someone who is different from you? How can you show your appreciation of their differences?  
How can you appreciate the uniqueness of each person in your family?

From: Holford K.: *100 Quick & Easy Worship Ideas for Kids*. Pacific Press Publishing Association, Nampa, Idaho, USA, 2004

## Experiment #4: Clean hands and clean hearts

*Happy are the pure in heart; they will see God! (Matthew 5:8 GNT)*

In the last months, we have become painfully aware of the existence of many invisible, microscopic things that surround us and can harm and even kill us. We have learned that one of the easiest and more effective ways to fight these microorganisms is frequent and appropriate hand-washing. This experiment will show children the importance of keeping their hands clean but it can be also used to teach them about the importance of keeping a pure (clean) heart.

**NOTE:** This experiment requires several weeks for completion so it cannot be used for an occasional activity with children (unless they take the experiment home with them). It is perfect for a group of children that meets together frequently, such as a Sabbath school class or a pathfinder club.

**Materials:** four resealable transparent bags and four slices of bread for each child (homemade or from a bakery works better than industrial bread, because it has less preservatives), permanent marker.

**Time:** Preparation takes 10 minutes. Completion takes several weeks to one month.

**Safety gear:** This experiment is safe to do even with small children. The only precautions are not to store the bags in a place with other food or objects that can become spoiled by molds, and to avoid touching the molds or breathing the spores at the end of the experiment.

**Values:** Hygienic laws. Importance of purity (cleanliness), both physical and spiritual. Jesus is the water of life and the “soap” that cleans our hearts and minds from sin.

**Procedure:**

You can start by explaining to your audience that God cares a lot about our health. Even in the times of the Old Testament when nothing was known about germs and microorganisms, God gave the Israelites many health laws to help them avoid sickness. These laws can be found in the book of Leviticus and they include many wise recommendations recognized by doctors

today. For example, those who touched a sick or dead animal or person had to bathe, wash their clothes, and avoid contact with others; contaminated houses and containers had to be cleaned or destroyed; and people with signs of disease were to be isolated. Does this sound familiar?

Ask the children in your audience why washing their hands frequently is important, not only in times of pandemics but also in normal life. The reason is that our hands are our first means of contact with the world and our world is full of microorganisms. Most microorganisms are not harmful but some can be very dangerous and because we cannot see them to separate the good from the bad, it is safer to remove as many as we can from our hands to avoid bringing them into the body.

1. Explain that the goal of the experiment is to test if hand-washing reduces the amount of microorganisms on the surface of our hands.
2. Then, give 4 resealable plastic bags to each children and ask them to mark them with their names and 1) CONTROL, 2) BASE, 3) DIRTY and 4) CLEAN. You can simplify the experiment and use just two bags (DIRTY AND CLEAN) and two slices. In this case, go to step 5 directly.
3. Take one slice of bread with tongs and put it (without touching it) inside each CONTROL bag. Seal the bags.
4. Give one slice of bread to each child and ask them to touch it thoroughly. Place it inside the BASE and seal it.
5. Ask the children to dirty their hands by touching the floor or the soles of their shoes. Give them another slice of bread to touch, place it inside the DIRTY bag, and seal it.
6. Ask the children to wash their hands with soap and water, for 1 minute, and then dry them. Be sure that they are completely dry before touching the last slice of bread. Place it inside the CLEAN bag and seal it.
7. Store the bags in a dark place for one month. If possible, ask the children to check them once a week and take notes of their observations.



8. After a few days or weeks (depending on the type of bread and humidity), mold should start growing on the BASE and DIRTY slices.

Use the results of this experiment to remind your students the importance of cleaning up, not only their hands, but also the “spores” or “seeds” of sin from their hearts, before they have time to grow. We live in a world full of sin so we cannot isolate ourselves from bad thoughts and mistakes. But what we can do is to clean our hearts and minds frequently by asking Jesus every day, several times a day, to remove sin from us, and to help us to avoid temptation.

**The Science Behind The Experiment:** The molds observed in the bread slices (of different shapes and colors) grew from different types of microscopic spores present on the hand surface. If the experiment worked well, they should be more abundant in the *dirty* bags but also present in the *base* bags, showing that our hands are always somehow dirty, except when we consciously clean them (*clean* bags). The *control* bag is important for the children to understand how scientific experiments are done. It is important to have a slice of untouched bread to compare.

Noemi Duran  
Geoscience Research Institute  
Director of the European  
Branch Office



## Children's Deviations

### CAMILLE (5 YEARS)



At the zoo in front of the monkeys:  
"Why haven't they turned into humans yet?"

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



# From the HANDBOOK on Children's Ministries

## Education

Today, many Christian educators draw from the behavioral sciences to design and implement the teaching of God's word. Sociology, anthropology, and psychology all contribute to our understanding of the teaching and learning process. [...] Maslow, Erikson, and other proponents of humanism pointed out the type and sequence of the needs of the child. Sadly, the preeminent view of the needs of the child disregarded any need whatsoever for a relationship with God. In the Christian perspective, each child is an individual who can be expected (but not required) to follow norms for development. Each believer has special gifts to be nurtured and directed into service; each person is drawn to a relationship with his or her Creator by the working not of a clock or calendar but the Holy Spirit of God.

It may be surprising to many Christians to know that today's public school system,

although steeped in godlessness, pursues a biblical methodology. The public school system may well be unaware that its methodology is biblical, but it is nonetheless.

Three modern educational methods in particular reflect biblical principles and are useful in the church's ministry to children.

**Life-Related Lessons.** Today's teacher are trained to promote active involvement in the learning process and to teach students to relate lessons to life. What could be more life-related than the approach recommended by Moses (see Deut. 6:6-7)? For the children of Israel, each day was filled with ritual, each year with celebrations, and each landscape with monuments that told of God's special relationship with his people.

**Early Childhood Education.** A current trend in education is to start children young. Solomon understood the importance of early

childhood training and its impact on adult life (see Prov. 22:6).

### **Developmentally Appropriate Practice.**

Both Scripture and modern educational theory emphasize the importance of developmentally appropriate practices. Lesson contents and teaching methods must be geared to the student's level of understanding. Paul speaks to this in his letter to the Corinthians, using as an example an infant who is not yet ready for solid food.

Christian education owes a debt to the educators and researchers who have measured norms, unlocked the workings of the brain, and recognized the role of the environment, but their findings must be accepted and utilized by Christian educators only with a measure of discernment. One area of education in which Christians can and should use available research is child development.

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

## PARENTING TEENS

Even if it is possible for parents to make decisions about the choice of entertainment, friends, clothes, music, reading, TV programmes and movies, and even if they place the teen in a Christian school, they cannot place him beyond the reach of evil influences.

### **Christian schools have their limits**

You cannot completely shield your teen from 'worldly influences'. The same problems that exist in the state school system can be found in Christian schools to a lesser degree. Attempting to isolate a teen from worldly influences is an ineffective method of control. Since such a teen must eventually leave the structured environment, he or she may be the least prepared of all young people to deal with the realities of life.

### **Overreaction to negative influences**

This is a common mistake. Parents hope that by overreacting with negative remarks about non-Christian standards and activities, their teen will avoid such folly in the future. That technique backfires by producing the opposite effect.

### **Tuning out**

Faced by a pattern of overreaction on

the part of their parents, teens will simply tune them out completely. Even when it appears that they are listening respectfully, the likelihood is that outside the home they will pursue what their parents have 'preached' against.

### **Concealing behaviour**

Unknown to parents, teens may also carry out clandestine activities inside the home, having become clever at concealing their behaviour from their parents. A vicious circle develops. When the parent discovers the concealed behaviour, the reaction—driven by guilt—becomes even more inappropriate.

### **"The inoculation approach"**

This may be the most effective method of teaching values and standards to a teen. Just as parents provide the opportunities for their child to receive small doses of infectious agents in order to gain immunity from disease, to the parent prepares his child during the early years.

### **How it works**

Rather than preaching against negative influences or isolating the child from them, the parent teaches values through example



and open, direct discussion in the face of exposure to what is questionable. When an issue arises, both the pros and cons are discussed in an open way. The young person is talked *with* (not *to*) and gently guided.

### **Practising choice**

The parent, as often as possible, allows the young person to make his own choices early in the selection process—even if the decision is poor. How much better that the young person learns early how to avoid poor choices than later on when decisions have greater consequences.

### **Atmosphere of openness**

Parents find it hard to tolerate an atmosphere of openness, yet it is by far the most effective approach. However, wise decision-making is an acquired ability. Like a muscle, it must be used repeatedly in order to develop. Parents must provide the opportunity for its development.

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



# ACTIVITY REPORT



## News from the Austrian Union

### Altogether

From one day to the next, no church services, no children's Sabbath School anymore. Who would have thought that a virus could isolate us so quickly from our brothers and sisters in the community and from the many children who are entrusted to us in the children's Sabbath School, in children's lessons, with the pathfinders or in the teenagers' group!

And yet families were on their own from one day to the next to experience the church service as a family. We are used to the fact that every age group works on their story from the Bible, that the adults work on their topic and that everyone can take something else from the Sabbath School. But what if different Sabbath School topics and age groups in a family are to be considered together on one Sabbath?

So we decided to publish a Corona Sabbath School for young and old on the subject of "God, you and the crisis". We selected a biblical crisis story for every week that the whole family could experience together. In line with the age of the children, we considered beginning activities, didactic methods to illustrate the story in an age-appropriate manner, and creative in-depth studies that could be used not only in the morning, but also in the afternoon or during the week. For young people and adults there were questions about the text and personal spiritual growth and also the opportunity

to process what was recognized as a poster or through other creative ideas. There was, for example, the story of Elijah at the Brook Cherith: the young children made ravens and shared pieces of bread with their other family members as an introduction to the story, the elementary school students used little dolls or characters they had at home to re-enact the story, the teenagers wrote a Newspaper report on the topic and while the children delved into the handicrafts in the end, the young people and the adults were able to look anew at the text and see it in a different light by considering their own questions. It was nice to see how everyone, children and adults, were touched by God and how they were able to share it with each other.

Since some of our children's Sabbath School training courses have been cancelled, all child service employees have been able to benefit from the different methods. They got to know the story sandbag, they could try a shadow theatre or tell the story with speech drawings.

In order to enable all families to get in touch with each other, we have set up a platform for photos. Every week families

from all over Austria sent their Sabbath experiences and all the families were connected with each other through the pictures. The children in particular enjoyed not only seeing their friends from their own community, but also maintaining contact with family friends through the photos.

God has always been with people



through crisis, whether in biblical times or today. He promises us in Joshua 1: 9: "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."

As families we were able to learn that from the biblical stories and apply it in our everyday life. And it welded us closer despite the distance.

Brigitte Zachhuber  
CHM Director, Austrian Union





# CHM 25TH ANNIVERSARY



Special Invitation from the GC for all children worldwide

## Kids Talents for Jesus

**Children's Ministries is celebrating 25 years of ministry to children and adolescents!**

To commemorate this event, we are calling all children and teens from around the world to show their talents and gifts and share them participating in the **Kids Talents for Jesus** program. The theme is, **Jesus is My Best Friend**. We would love to see all children and teens send in their best piece of art, or poetry, or media production.

All winning entries will be featured in the *General Conference Children's Ministries 25th Anniversary Kids Talents for Jesus* publication.

For rules and guidelines and the submission form, you can download this from the General Conference Children's Ministries website and Facebook page at:

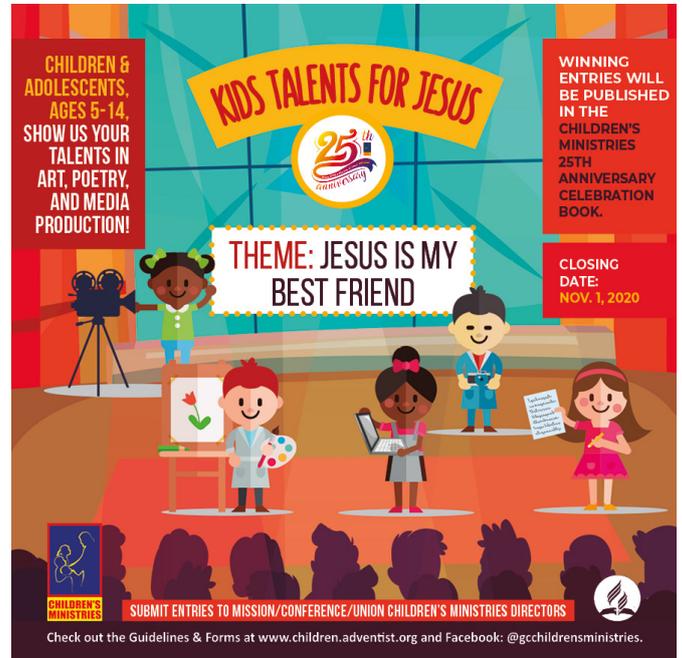
<http://children.adventist.org>;

Facebook@gcchildrensministries.

**Additional information for EUD territory will come soon through the unions.**

**If you are interested, please connect with your CHM leaders at church, conference and union level.**

**Don't be shy; be creative, share your talents!**



## Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

# 2020



**July 25**

### Children's Sabbath

This date is set from the GC calendar. EUD Unions can choose a more suitable date.

**August 22**

### End It Now Emphasis Day

Resources will be available at: <https://women.adventist.org/enditnow-day>

**October 24**

### Creation Sabbath

Material will be provided.

**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.**



# Retirement of Dr. Saustin Mfunne

## Farewell Notes from Colleagues all over the World

As followers of Christ, we always have the mission in our heart, our mind and our action, we never quit but carry on with Him!

Thank you for your dedication, commitment, and enthusiasm for children! God gave you just the right mix of talents and gifts!



Thank you for your enthusiasm and joy in sharing Jesus' love with children. Your upbeat passion for music is contagious and children are totally mesmerized by the songs you wrote and taught them.

Thank you for everything you have done for us directly and indirectly. Enjoy every minute of your retirement!

You worked closely with us and we thank you for the joy and laughter you brought to your work. Thank you for always being willing to travel so far to encourage, inspire and bring joy to the various events you ministered in.

We will feel your absence though we know you will keep on being useful to the Master. May our Saviour lead your way as you plan for the future.

We would like to wish Saustin a happy transition. Saustin has blessed many children with his exuberant stories and joyful songs! His love for Jesus and the children is very evident and will be missed.

It's your love for Jesus, determination, enthusiasm, commitment, and humility to lower yourself to the level of children that gave us leaders, teachers, parents and children a reason to commit ourselves to the nurture of children.

You are indeed God's dynamite in Children's Ministry! May God continue to richly bless you in every way possible.

Thank you Saustin for what you have done for the children of the world church. We love your songs and stories for they inspire the kids and the leaders too.

Your love of music really showed through. The kids loved the way you told stories and that really is a gift.

You are a mentor, friend and a pastor. We will always remember you for your sense of humor and your diligence with which you undertake all your assignments.



Thank you so much for your dedicated service for the Children Ministry all over the years in the various capacities. We are definitely sure that you would continue serving the Lord using your God-given marvelous gifts and talents.

Leaders, teachers, and children extend their deepest appreciation for your ministry, your love, energy, passion, support, and commitment through your visits, trainings, and resources.



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