

# iLIGHT

## EUD CHILDREN'S MINISTRIES BULLETIN

September 2020

N° 8 · VOLUME 5

### CONTENTS

The Bible and the Montessori Method .....	1
Praying with and for our Kids .....	1
Instilling a Biblical Worldview.....	2
Hugs from Jesus .....	2
Kids & ADRA.....	3
Adventist Possibility Ministries .....	4
Ellen White on Children .....	4
Teens Devotional .....	5
Questions & Answers .....	5
Quick Guide to Discipline .....	6
Kids & Family .....	6
Hints about Leadership.....	7
Worship Ideas for Kids.....	7
Kids & Science.....	8
Children's Declarations.....	8
Handbook on Children's Ministry.....	9
Parenting Teens .....	9
Activity Report.....	10
Keep in Mind .....	11
Intergenerational Worship.....	12



## The Bible and the Montessori Method

### 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 the heart.** Spontaneous prayer becomes a habit lodged within the heart. It is a first noble impulse derived from the exercise of diligent faith.

This kind of prayer habit will result in great joy and blessing—for your children, yourself, and your God!

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

The Montessori Method was developed by Dr. Maria Montessori in the early 1900s. It's a specific child-centered method of education that involves child-led activities, classrooms with children of varying ages and teachers who encourage independence among their pupils.

Children are curious persons. They have a vivid imagination. They like to do many things by themselves, to scrutinize different objects. That is why the Montessori Method is the most natural one for little children. They make a choice, they make a decision about a game they want to play and how often they want to do it. The key factor of this method is the idea: "Help me to do it by myself". The Montessori-teacher shows how to do the task and draw attention to some important things. After that, the child takes the material and does activities. This way is more effective for learning, because the child becomes involved, experiences, and gains new skills and knowledge. He makes his own experience. I can't pass him my experience. The child performs the task many times. As time goes by, he does it better and better and improves his skills and understanding. And, it's very important, he has fun and gives an emotional response. The very essence of the Montessori Method is multi-sensory teaching. "The only way to get information into the brain is through our senses." The purpose of sensorial work is that a child acquires clear and conscious

information and they can make classifications in their environment. Through their senses children study their environment. Through this study, they begin to understand the environment. The child, to Montessori, is a "sensorial explorer". Through work with the sensorial materials, children are given the keys to classifying things around them. As a result, children can make their own experiences in the environment. It helps them to develop and organize their intelligence.

Using the Montessori Method for Bible study gives children many benefits. Religious ideas and stories are given in a tangible form that encourages the child to 'handle' and work out the ideas and their feelings for themselves. Visual sense, the sense of touch and hearing, and stereo-gnostic sense are involved intensively. This helps children really get 'into' the story in a reflective and 'playful' frame of mind. This is the mode where they can do their deepest 'work', engaging with their whole selves – mind, body and spirit. The method depends on personal response and spiritual engagement with God's Word within a supportive, safe community of friends.

An approach to Christian nurture and education according to the Montessori method:

- promotes knowledge, skills, empathy, spiritual growth
- develops all child's needs

## INSTILLING A BIBLICAL WORLDVIEW



### Answer the hard questions

We all have questions that don't have answers.

When Awana did a survey of 4,000 kids - from preschoolers through high school - and asked: What is your biggest question about God and the Bible? The top question was "Where did God come from?"

Truth is we can't answer that, because we don't know. We aren't God so we don't know everything that God knows. He tells us *The secret things belong to the Lord our God, but the things that are revealed belong to us and to our children forever, that we may do all the words of this law.* (Deuteronomy 29:29, ESV). God tells us what we need to know and the rest He keeps to Himself. However (and this is a majorly important "however"), we still need to discuss these difficult questions (both the answerable and the unanswerable) with our kids. We don't want them going off to college or getting involved in a career or joining the service and being clueless the first time someone challenges their faith.

We need to help them find the answers to the answerable questions. We need to show them verses like Deuteronomy 29:29 and give them perspective on the unanswerable questions. The apostle Peter wrote *but in your hearts honor Christ the Lord as holy, always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you; yet do it with gentleness and respect,* (1 Peter 3:15, ESV)

We apply that verse to people we meet in our workplace or neighborhood—but shouldn't that also apply to our own families? Shouldn't we be ready to respectfully and gently talk to our kids about their questions?

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

- provides a multi-sensory approach to learning
- develops language and communication skills
- develops cognitive skills
- provides depth and reflection in every lesson

### The Montessori lesson—what does it mean?

There are several separated areas in the room. One area is set out with material used to present Old Testament narratives. The materials that support the Gospel narrative are located in its own space. On other shelves, parables and saying of Jesus are found, often in closed golden boxes to suggest these are like gifts. This deliberate structuring of resources becomes familiar to children, as they learn where to find favorite stories for themselves and learn their way around a visual Bible. The sets of materials are located on the open shelves, easily available for children all the time.

A lesson:

1. Entering the playroom is the first threshold, marked by a personal greeting at the door. The assistant, who greets children, deals with the behavior issues in a way that tries not to disrupt the rest of the group wherever possible.
2. Preparation both individually and collectively occurs as the children gather in a circle around a storyteller, sharing news and settling down in expectation of the day's presentation.
3. Next, God's Word in the form of a story is presented as platform for a teaching point. The storyteller is not the focus; instead the unfolding story or religious message is the focus. Special materials play an essential role. The teacher creates a sacred space and then 'gets out of the way' to allow the children to meet God directly. This is wonderfully powerful and creates a compelling contemplative level of attention in even the youngest of children.
4. Time follows for 'collective response' as the group of children and adult(s) wonder together about the many meanings and resonances for them in the presentation. What do you like best about this story? Which is the most important part? Where are you in this story? Is there any part we could leave out, and still have all the story we need?

5. Then there is time for individual response and further discovery of meaning as the children choose for themselves the ways to work/play using a wide variety of art and craft materials, or the story materials themselves 'in their own way'. In this way they deepen their understanding of the sacred story and themselves.
6. Adults and children prepare and share a feast together. Jesus always fed His disciples. Eating together makes us come closer.
7. The lesson ends with a word or a gesture of personal blessing for each child and all of them take something of their experiences with them.

We have started the Montessori lessons for kindergarten groups in our church in Ashdod, Israel. It requires plenty of materials. Each child should be able to choose a set for individual work with it. So we asked our sisters for help. We created a team. Somebody buys items that fit for us, somebody sews, draws, cuts out figures of cardboard and wood, glues, paints boxes for the parables in gold. Using the Montessori Method for studying the Bible requires dedication, creativity and time. But it is worth the efforts.

Sometimes parents don't know how to turn Bible study into an exciting journey. The Montessori Method may be a solution. Involve your children in manufacturing of materials. It will be a rewarding job as for you as for your children. You can use the following resources:

Godly Play Resources  
Lindenwerkstätten in Leipzig, Germany  
St Michael's Workshop, Norwich, UK  
Godly play foundation videos

I'd like to inspire teachers and parents to try new ways and methods to reach the hearts and minds of our children. May our kind Lord bless all our families and our churches in this challenging time. ♦

Svetlana Shchelkunov  
Israel Field  
Children's Ministries Director



## Hugs from JESUS

### Sticker Fun

Place three different animal stickers on a sheet of paper and three duplicate stickers in different places on the same piece of paper. Help the child match the animals and draw lines between the matching pairs. For a more ad-

vanced child, give more stickers to choose from.

When God called the animals to come into Noah's ark, many of them came in two by two. Let's help these animals find their mates so they can go to Noah's ark.

Thank you, Jesus, for keeping the animals safe in the ark. Amen.

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

# Children helping children

*Children in Norway supporting children across the world despite social distancing*

Every autumn children in Adventist schools across Norway are knocking on the doors of their neighbours and collecting funds for other children. Norwegian children are aware of the fact that they live a good life in Norway, while many other children live in places where there is war, famine, drought, lack of schools and no teachers to provide education to students.

The virus that changed our world is changing the way children are raising funds in Norway. This year many young people were wondering how to support other children in the places where ADRA Norway is running projects. Instead of being sad and giving up on the idea to knock on the neighbour's doors, children decided to be creative. Soon teachers and parents joined them.

So, what are children doing this year?

1. They accept challenges!

Nina Skoge is a teacher at Vatneli School in Sandnes. During a special ADRA week in their school, she challenged all her friends to donate online to ADRA. She said: "If more than 100 euros come in, I will wear a wig for a whole day to school and pretend like nothing unusual is going on." The money started to come in and more than 200 euros was collected. Here is a wig on Nina for a whole school day. Many were surprised, many more were amused.



©Photo: ADRA

2. They create fundraising activities on social media!

Children take pictures and ask for donations on Facebook.



©Photo: ADRA

3. They exercise more!

In Tyrifjord Videregående School, the students decided to organize a sponsorship run for ADRA. Many joined and many more donated to children who were running.



©Photo: ADRA

4. They engage their parents and grandparents!

It's fun to see how children engage their friends, parents, grandparents. Elsebeth Lindberg is really good at knitting! She is making beautiful mittens, socks or kitchen cloths. If you buy her products, she donates the whole income to ADRA. She has a digital knitting store.



©Photo: ADRA

5. They send letters!

Just a few school district allow children to go door-to-door. Other children write letters, put them in the mailboxes to encourage people to support children.



©Photo: ADRA

6. They think more!

The virus changed many things for children in Norway as well. Many people got sick, schools were closed, some parents lost their jobs. Children put themselves in the shoes of other children and are trying to understand what kind of challenges they are going through. It seems that the virus did not change only the way children support other children but it challenged the way children see other children.



©Photo: ADRA

Are you inspired by Norwegian children? How are you and children around you challenged during the pandemic? How can you turn the challenge into new opportunities? Share your inspirations with us: [info@adra.eu](mailto:info@adra.eu)

Maja Ahac  
ADRA Eurpoe  
Head of Advocacy



Thank you for supporting ADRA's Advocacy campaign: **We reached 1 million signatures**, which allows us to approach the UN asking to intervene accordingly.



## Transmission of faith

What immense joy we felt the day when our son told us "Jesus loves everyone"!

Transmitting anything about faith to a child who understands well is already a challenge, but we can be helped by what we know now about the journey and stages of faith in children (projected faith 3-7 years old, literal faith 8-12 years old etc.). However, how can faith be transmitted to a child with a rare genetic disease at a cognitive late stage?

The Sabbath school is divided in age groups, but where to place a child who does not fit into these frames because of his mental capacities? In those according his physical age, where he will not be able to understand and will end up revolving around other children? Or in the one with the youngest, where he understands better but where he will see his friends grow up, surpassing him, by changing class, never being able to follow them?

It is well known that a biblical story will be more followed by little children if it is interactive and presented with a visual support. For our son, this period remains unchanged, immutable, especially since he cannot read or express himself properly. We have therefore continued to make his Sabbath School more visual, to mime verses, to show him little videos of biblical stories, to

repeat stories, notions, values and above all, to show him in our daily life what God and His love represent for us.

Our son taught me that God's faith and love are felt in many different ways. He has always been very sensitive to the emotions of others; he often knows when I am sad before myself. He also feels the emotion in the music, which is the essence of his days. When there is music he takes out his instruments, his conductor's stick and he lives 200% of the music, and the praise! He knows the songs even if he hardly sings them at all. He has already cried with certain songs of praise whose words he does not necessarily understand. There is no doubt that God speaks to his heart through music. But will he ever experience this in church? We would already need to create, for example, material to accompany children like mine in the path of faith:

- Themed prayer pictures,
- Baskets of musical instruments,
- Illustrated verses without words, mimed verses,
- Images of stories to be arranged in the proper order,



©Photo: Daisy Delameillieure Rivero

- Biblical quizzes only with images (on one side the image of the question, on the other the illustrated answer),
- Drawings of the songs for the child to choose from, etc...

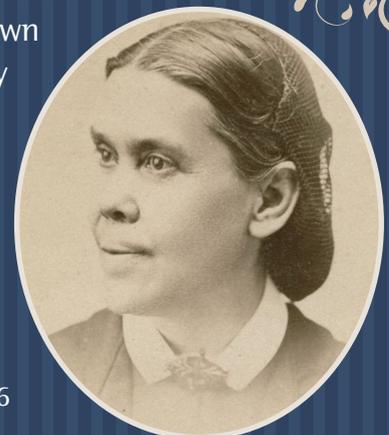
When we become aware of the existence of children with different needs in the church and their needs, we realize that the task to deal with is immense! I know that the transmission of faith through music is not everything but, honestly, I pray for a church where my son could be the conductor!

Daisy Delameillieure  
Rivero  
Belgium  
Pastor's wife



Children should be encouraged to search out in nature the objects that illustrate Bible teachings, and to trace in the Bible the similitudes drawn from nature. They should search out, both in nature and in Holy Writ, every object representing Christ, and those also that He employed in illustrating truth. Thus may they learn to see Him in tree and vine, in lily and rose, in sun and star. They may learn to hear His voice in the song of birds, in the sighing of the trees, in the rolling thunder, and in the music of the sea. And every object in nature will repeat to them His precious lessons.

Child Guidance, p. 46



Bible Passage

Read 1 Samuel 3 with this devotional.

Samuel heard a voice speaking to him, but he didn't know it was God's voice until after he said, "Speak, for Your servant hears." Do you know that God is speaking to every one of us? But too often we don't recognize the voice of God. In *Christ's Object Lessons* Ellen White says: "God's holy, educating Spirit is in His Word. A light, a new and precious light, shines forth from every page. Truth is there revealed, and words and sentences are made *bright* and *appropriate for the occasion*, as the voice of God speaking to the soul" (p. 132, italics supplied). Just think! The voice of God is speaking to you as you read the Bible, as you study your Sabbath school lesson, and as you read the daily devotional book. But does a sentence ever stand out as though it was written specially for you? I'm going to recommend a little formula that has worked for me for

many years, and I am sure it will work for you, too. Here it is. As you take up your Bible to study your lesson or to read the devotional, breathe this little prayer—"Speak, Lord, for Your servant hears," and words and sentences will surely be made bright and appropriate for you.

During the battle of Rangoon in December 1941 thousands of people were fleeing overland into India. No food stations had been prepared, no proper paths had been made, and hundreds of poor people died for lack of food and from the ravages of wild animals. We missionaries began to wonder whether we should flee also. Then one morning one of the missionaries reading the daily portion of the Bible Year read, "You shall not go out with haste, no go by flight; for the Lord will go before you, and the God of Israel will be your rear guard" (Isaiah 52:12).

As he read, the words were "made bright." We all knew it was the voice



of God speaking to us. We obeyed. We stayed a little longer—till the paths were made and the food stations established, and we all got out safely.

Someday you will need to have God speak to you. Learn now to hear His voice by saying, "Speak, Lord, for Your servant hears," as you read and study His Sacred Word.

Speak, Lord; for Your servant hears.

1 Samuel 3:9

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

TOUGH QUESTIONS & POSSIBLE ANSWERS



If God listens when I pray, why doesn't he answer?

Preschooler

Assure your preschooler God always listens to our prayers but, just like a parent, he doesn't always say "yes" and give us what we request.

Elementary Age

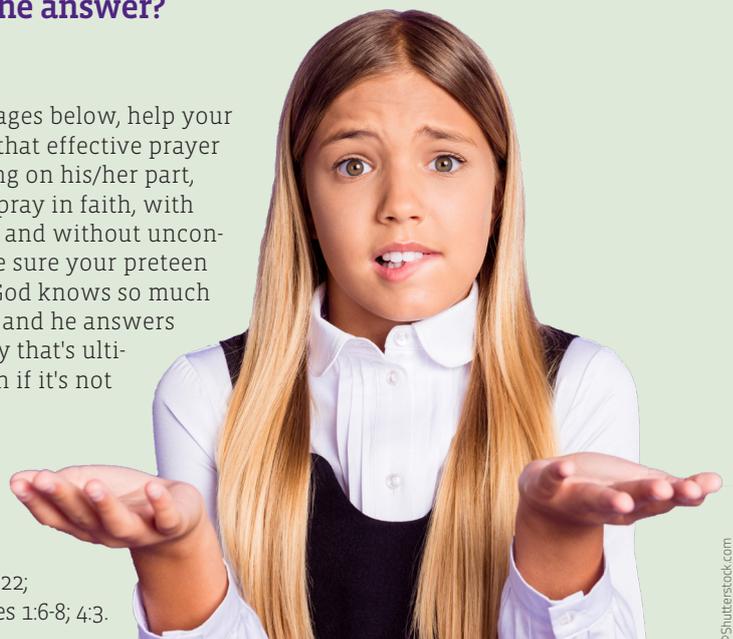
Share that the Bible teaches God always answers prayers—but not always the way we want. Also, God wants us to pray with confidence that he's there... and that he cares. Prayer isn't like a request process; it's a relationship. Explore what prayers your child feels aren't being answered. Perhaps the answers have been given—but not noticed or received by your child. Pray with your child, and pray specifically so you can see God answer.

Preteen

Using the passages below, help your preteen discover that effective prayer requires something on his/her part, too. He/she must pray in faith, with the right motives, and without unconfessed sin. Also, be sure your preteen understand that God knows so much more than we do, and he answers prayers in the way that's ultimately best—even if it's not what we want.

Related Scriptures

Read about prayer in Isaiah 59:1-2; Matthew 21:22; John 15:7; and James 1:6-8; 4:3.



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: Over-stressed Kids

**Question:** I have more complaints than ever from my pre-K and early elementary teachers about discipline. What's going on?

**Answer:** Increased discipline issues with young children may be a result of changed demands in their lives elsewhere. Public schools have ramped up academic expectations, and children may feel frustration that spills out in poor behavior choices. In addition, young children are often required to sit still all day and skip recess. Many churches have experienced children who are turned off by learning. Use these countercultural steps to help kids get excited about learning and reduce discipline issues in preschool and early elementary classrooms.

- **Let kids play.** Integrate experiences into your lesson that allow kids to get up and move and get to know their peers.
- **Remain age-appropriate.** Evaluate your supplies and rooms—are they appealing to children, and do they promote discovery?
- **Don't rush kids to grow up.** Kids only get to be 5 for 365 days—celebrate their abilities and don't force them to grasp concept, materials, or learning environments that are geared for an older or mature group.

### What you should do

- Pour your energy into breathing life into your lessons—if you pull kids into the content of the lesson, you

won't have to spend your time on discipline.

- Accept that kids are noisy and boisterous when they're truly engaged in learning.
- Create a learning environment that's relaxed and fun.

### What you should not do

- Don't be afraid of relinquishing a certain degree of control.
- Don't expect kids to sit quietly and listen.
- Don't scold kids when they can't sit still or seem bored; instead change what you're doing in the classroom to make it more age-appropriate and engaging.

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 7<sup>th</sup> gate: The Water Gate

Interestingly, the 7th gate of Jerusalem at the time of Nehemiah (Nehemiah 3:26) did not need to be repaired. This gate has survived the destruction. Which gate is it? Its name is "Water Gate". As we daily seek the source of life as a family, the Water Gate is a reminder that through the Holy Spirit we bring the Word of God (water) to life in our family life—to refresh and invigorate us. This is a great challenge for us parents in dealing with our children, especially since they hear our words less than how we live the Word of God with them. God's love alone can change hearts positively in a world of violence, pressure and fear.

A pedagogue once put it this way: **"Speak kindly to me. Without raising your voice. But with the determination of someone who can convince me of what I'm capable of. Talk to me and smile again. That way I may quickly learn that love rules the world and not fear. Give me tender words, as often as you can, so that the language of feelings leaves no room for resentment and hatred."**

Donna Habenicht (retired Professor from Andrews University) made it so clear many years ago in her book *How to teach children in Sabbath School* in three parables:

#### The Child and the Father

**First Parable:** I took a little child's hand in mine. He and I were to walk together for a while. I was to lead him to the Father. It was a task that overcame me, so awful was the responsibility. I talked to the little child of the

Father. I painted the sternness of the Father's face were the child to displease Him. We walked under tall trees. I said the Father had power to send them crashing down, struck by His thunderbolts. We walked in the sunshine. I told him the greatness of the Father who made the burning, blazing sun.

And one twilight we met the Father. The child hid behind me, for he was afraid: he would not look up at the face so loving. He remembered my picture; he would not put his hand in the Father's hand. I was between the child and the Father. I wondered. I had been so conscientious, so serious.

**Second Parable:** I took a little child's hand in mine. I was to lead him to the Father. I felt burdened by the multitude of things I was to teach him. We did not ramble; we hastened on from spot to spot. At one moment we compared the leaves of the different trees; in the next we were examining a bird's nest. While the child was questioning me about it, I hurried him away to chase a butterfly. Did he chance to fall asleep, I wakened him, lest he should miss something I wanted him to see. We spoke of the Father often and rapidly. I poured into his ears all the stories he ought to know. But we were interrupted often by the coming of the stars, which we must study; by the gurgling brook, which we must trace to its source.

And then, in the twilight we met the Father. The child merely glanced at Him. The Father stretched out His hand, but the child was not

interested enough to take it. Feverish spots burned on his cheeks. He dropped to the ground exhausted and fell asleep. Again I was between the child and the Father. I wondered. I had taught him so many, many things.

**Third Parable:** I took a little child's hand in mine to lead him to the Father. My heart was full of gratitude for the glad privilege. We walked slowly. I suited my steps to the short steps of the child. We spoke of the things the child noticed. Sometimes it was one of the Father's birds; we watched it build its nest, we saw the eggs that were laid. We wondered, later, at the care it gave its young. Sometimes we picked the Father's flowers, and stroked their soft petals and loved their bright colors. Often we told stories of the Father. I told them to the child and the child told them to me. We told them, the child and I, over and over again. Sometimes we stopped to rest, leaning against the Father's trees, and letting His air cool our brows, and never speaking.

And then, in the twilight we met the Father. The child's eyes shone. It looked up lovingly, trustingly, eagerly, into the Father's face; it put his hand into the Father's hand. I was for the moment forgotten. I was content."

Living water from the Father to us and from us to our children, who need to meet the Father—without fear, but with joyful expectation. This is our job to master. We need this door in our Families' life.



©Shutterstock.com

## BECOMING THE LEADER MY TEAM NEEDS ME TO BE

If you want to build teams of volunteers that will serve alongside you for years to come, you must develop a wealth of relational equity.

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

### QUICK AND EASY WORSHIP IDEAS FOR KIDS

#### Jesus and the children

##### Bible Story

- Jesus and the children—Matthew 19:13-15; 21:12-17; Mark 10:13-16; Luke 18:15-17

##### Things you need:

- Scrapbook
- Paper
- Pictures from magazines
- Glue stick
- Scissors
- Marker pens

##### Worship activities

1. Tell the story about Jesus and the children. Jesus welcomed the children and loved them. He listened to them and told them stories. He blessed them.
2. What would it be like if your child met Jesus?
3. Imagine with your child what it would be like if Jesus came to visit your home.
4. Create a scrapbook together about what the day would be like:
  - a. What would you do to prepare for His arrival?
  - b. How would you decorate the house to welcome Him?
  - c. What food would you like to serve Him?
  - d. What would you like to ask Him about?
  - e. What would you wear?
  - f. What would you like to do with

Jesus?

- g. What would you like to show Jesus?
5. Write your child's answers and comment in the book. Glue pictures on the pages to illustrate your child's ideas.
  6. Pray, thanking God that He is always in our home, even when we can't see Him.

**"Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."**

**Luke 18:16**

##### Another option:

Jesus liked to hug the children and bless them. Find a comfortable chair and hug your child as you tell them Bible stories, pray with them, and bless them.



©Shutterstock.com

##### Just for you

If Jesus spent a morning with you, what would you like to ask Him? What answers do you think He might give? Where would you like to meet Him, and what would you like to do together?

## Experiment #6: The light that makes us lighter

*But if we confess our sins to God, he will keep his promise and do what is right: he will forgive us our sins and purify us from all our wrongdoing.* (1 John 1:9)

This simple experiment about photosynthesis can be also used as a powerful illustration on how to deal with sin and guilt. Just go back to Jesus, the light of the world, and He will make you lighter.

**Materials:** Fresh spinach leaves, single hole punch, baking soda (sodium bicarbonate), plastic syringe (no needle), glass container (250 ml), light source (lamp or bright sunlight).

**Time:** 20-30 minutes

**Safety gear:** In this experiment, no dangerous tools or substances are used. Some steps require precision so adult aid may be needed.

**Values:** God's forgiveness is always available to the sinner. Forgiveness takes away the weight of guilt.

**Procedure:**

Ask your audience what sin is and what the consequences of sin are. You can make the conversation more personal and ask some people how they feel when they sin. Do they feel guilt? Sadness? Shame? Do they feel close to God or away from Him? After sinning, are they eager to go back to Jesus or do they feel too ashamed to even pray?

Tell your audience: *Sin separates us from God. When we sin, we feel guilt and shame. Sometimes we are so ashamed that we would like to stay in the darkness so nobody can see us. Sin often feels like a heavy burden that makes us sink and takes us further and further from heaven. But there is no need to stay sunken in darkness. God has provided a solution to the problem of sin, which we will illustrate with this simple experiment.*

Explain each step to your audience and its spiritual application so they can both perform the experiment and understand its meaning:

1. Use the hole punch to punch 10 to 20 disks from the spinach leaves. Try to cut them from the smooth part of the leaf, avoiding the veins.  
*These green disks will represent each of us.*



2. Pour water in the glass container and add a teaspoon of baking soda.  
*And this water will be our environment, with "temptations" (the baking soda) which are not always visible.*



3. Remove the plunger from the syringe and add the leaf disks. Replace the plunger and slowly press it to push the disks to the end of the syringe, expelling as much air as possible without crushing the leaves.
4. Dip the syringe in the baking soda solution and draw about 3 cc of liquid. Tap the syringe so the disks get suspended in the water.  
*You can see that the disks float, they tend to go up. When God created humans in His image, He made them to love and desire what is good and although things went wrong we still have this drive to God and heavenly things.*



5. Push the plunger to expel excess air, then place your finger over the end of the syringe and pull back on the plunger to create a vacuum. Keep pulling for a few seconds and then release the plunger gently. Repeat the procedure several

times, until the disks start sinking to the bottom of the syringe.

*We live in a world of sin. When we succumb to temptation, we become heavier and start to sink, moving away from God.*

6. Pour the spinach leaf discs into the water container and let them sink to the bottom. Remove gently any discs that still float.

*But God does not want us to remain sunken in darkness, feeling the suffocating heaviness of our sin forever. He has provided a solution: go to Jesus, the light of the world, and ask for forgiveness.*



7. Expose the cup to light. Move it to a spot with bright sunlight, or turn on a light bulb close to it. After a few seconds, the discs will start producing little bubbles and they will rise, moving from the bottom up.

*When we accept God's forgiveness, He removes the burden of sin and we feel "lighter" and closer to God again.*

**The Science Behind The Experiment:** This experiment is commonly used to show photosynthesis at work in middle and high school. Through photosynthesis, green plants intake carbon dioxide and water and use sunlight to turn them into glucose and oxygen. In step 5, when creating the vacuum at the syringe, we force any gases away from the spinach leaves, making them dense enough to sink. The sodium bicarbonate solution provides carbon dioxide and water so when exposed to light, the spinach leaves start photosynthesizing and producing oxygen, which forms tiny bubbles in the surface of the disks and causes them to float.

Noemi Duran

Geoscience Research Institute  
Director of the European  
Branch Office



## Children's Delegations

### BRÉSILIA (3 YEARS)



At the zoo you can see all the living cuddly toys.

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



eShutterstock.com

# From the HANDBOOK

## on Children's Ministries

### Learning Styles (part 2)

Young children use all their senses to learn about their world. They need to touch, taste, smell, hear and see things. The young child who says he is anxious to "see" an object usually wants to hold it while looking at it. As children age, they tend to rely more heavily on sound and sight for input. This may be because they have been conditioned to learn mostly through the more formal teaching methods. When a teacher uses a variety of activities to bring across a concept, all the senses can be used. The more senses that are involved in the learning process, the greater the chance the learner will understand and apply what she has learned. Teachers who address the needs of children with a wide range of learning

styles can speak to each learner's special sense while broadening the abilities of all the learners. Here are the three basic types of input available to a teacher who wishes to fully engage students:

**Tactile-kinesthetic input.** Hand-on activities, such as art projects, educational games, and the use of manipulatives (beads, puzzles, objects to sort), stimulate learning for tactile-kinesthetic children. Field trips and drama are good teaching techniques for reaching children who prefer these styles of learning. When tactile-kinesthetic learners hear a word, they respond with an emotional or physical feeling. To these learners, the word joy would mean shouting, clapping their hands, and dancing. To remember

something, these learners need to touch it and do it.

**Visual input.** Illustrations, charts, and visual aids help visual learners. These children may benefit from reading a lesson prior to listening to it. When visual learners hear a word, they receive a mental impression or image. To remember somethings, these learners need to see it.

**Auditory input.** A traditional teaching style suits auditory learners. The auditory processing system delivers information more efficiently when it is heard rather than read or written. Auditory learners respond to meaning in the sound of the words they hear. To remember something, these learners need to hear it and talk about it.

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

### PARENTING TEENS

#### Punishment for teenagers

Physical punishments for teens are always inappropriate. Your teen's self-esteem must not be sacrificed on the altar of resentment.

#### Don't abandon control

On the contrary, give consistent supervision. Your teen's sense of security depends on it.

#### Talking things through

Talking things through within a matrix of reasoning and concern can adequately handle many infractions. If this process fails, you may decide to withhold privileges—an evening with friends, a trip, the use of the car, and so forth.

#### Withholding allowances

May help to control some types of misbehavior, but do not use it to improve failing school grades. Poor grades point to problems that may lie beyond the teen's control.

#### Give teens a part in setting the rules

Parents might regard this as a calculated attempt to influence behaviour, but to teens it is a fresh breeze on the scene. Faced with a son who consistently came home late at night, a mother said 'Let's hear you give yourself the lecture you deserve right now.' (The lecture he gave himself was more strongly worded than the one his mother might have given him.)

#### Working responsibilities

Before a teen can assume the responsibilities of adult life, he needs to learn about life and how to live it. Therefore, wise parents will make their homes a test laboratory where each teen can practise the art of living and homemaking.

#### Essentials

Every teen should learn to cook, care for the laundry, clean the house, make household repairs, buy groceries, balance a budget, care for the garden, and plan social events.

#### Responsibility

Teens—boys and girls—can and



eShutterstock.com

should assist with the preparation of food, and from time to time take entire responsibility for the preparation of the family meal.

#### Give them a say

Give teens a say in home chores. If John has football practice on Tuesday night, schedule his washing-up duties for a different night.

#### Co-operation

If Mother and Dad pitch in and help John with the dishes, he would more quickly learn to help others when they are in need.

#### Outside interests

Parents should be considerate of a teen's outside interests—if, of course, the teen remembers his home obligations.

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



# ACTIVITY REPORT



## News from the North German Union

### Corona time and children

The time of Covid-19 lockdown and the closure of the churches for several weeks was unusual and difficult, especially for our children. Normally, by visiting the church they have their children's service and thus their weekly input, they see their friends and feel they are part of the church family. All this was now gone. A network was quickly built up for the adults so that they would not be neglected.

Fortunately, many also thought of the children. What could be done for them? Under God's blessing many creative ideas were implemented. Here are just a few examples:

- There were churches where a weekly service for the children was recorded and put on YouTube. So the children had their TV children's service on Sabbath. Many children were already waiting for it every week and if this service had to be cancelled, they were disappointed.
- There were suggestions and help for the parents for children's services at home. This gave the parents the opportunity to celebrate church services together with their children. The Institute for Religious Education of the Adventist Church (Religionspä-

dagogisches Institut, RPI), for example, provided free material to give parents such suggestions for child services at home.

- In other congregations, the children met for a children's service on Sabbath using Zoom. In this way, they could not meet each other personally, but seeing each other on the screen, they could develop a feeling of solidarity.
- Still other churches prepared small bags or parcels for the children, which were mailed or brought home to them. They contained things that reminded them of the children's service and small biblical tasks.
- When it was possible for two households to meet again, two families with their children met and did child services at home together on Sabbath.
- Children's programs could also be found in the HopeTV program.

I am happy that there were so many creative possibilities to include our children, because for children a period of several weeks is a long time. They lose interest in things that are not present faster than adults. That is why this work for the children was so important.

Now the services have started again in most churches, although with many restrictions. In many churches, it is still

not possible to attend church services as before, because with the hygiene regulations, not all brothers and sisters of a church can come at the same time. There is not enough space in a church to welcome everyone at safe distance. This also affects families with children. Children's services usually take place again, but also under special hygiene conditions. Some families, especially those with very young children, still do not dare to attend our services with the many people because of fear of Covid-19.

With all the problems of the new start, it is important to give special attention to the families and children in the churches. What can we do for them, and in what way? How can we reintegrate them?

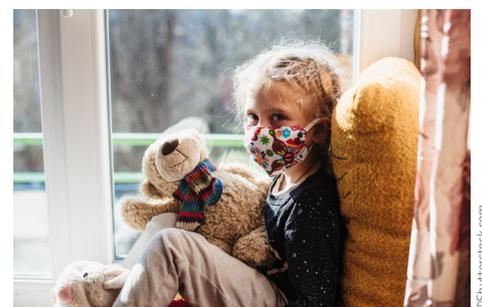
Such a new start also offers the possibility of change: Can we possibly change something in the course of the service? Perhaps make it more family-friendly?

This requires a lot of thinking, maybe rethinking and, above all, prayer for wisdom. What is important: We must continue to be creative! Let us use the chance!

**Gudrun Gattmann**  
North German Union  
Children's Ministries



"Kiki, Timo, Gott & Du", the Hope TV children's worship series (in German language) starts daily at 6:00 am. Every day, there is a new episode with the twins Kiki and Timo. They experience adventures together with their little brother Maiky, their big sister Leonie, grandma, grandpa, the professor, the church community, the neighbors and of course mom and dad. There is always something going on in the family.





# 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:

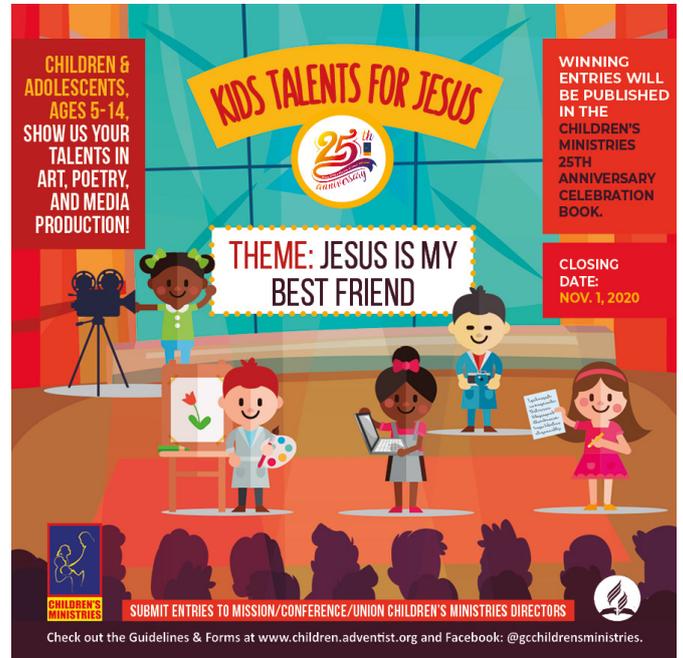
<http://children.adventist.org>;

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



**October 24**

**Creation Sabbath**

Material will be provided.

**November 1**

Kids Talents for Jesus  
**GC Submission Deadline**

**November 21**

**Orphans and Vulnerable Children's Sabbath**



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.



# Intergenerational Worship is not...

It seems like whenever the topic of multigenerational or intergenerational worship gets brought up, a lot of concerns and assumptions start being expressed. Comments that include ideas such as, “Intergenerational worship doesn’t meet the developmental needs of children and/or adults” and “Kids need to have their own space” and “We can’t dumb down the service just so kids can be there.”

Each of these concerns is fraught with a backdrop of suppositions and presumptions about what it could mean to have all ages gather for a time of intergenerational worship. And rather than address each of these individually, here are some thoughts regarding what intergenerational worship is *not* and what intergenerational worship is.

## Intergenerational Worship is not...

- **Putting kids in the sanctuary.** If the goal was just to put children and youth in the sanctuary, then creating a new service geared to them and separate from the rest of the body would make sense. But that’s exactly the opposite of what intergenerational worship is. The whole point is to **create space for all generations, old and young and in-between, to worship together.** Creating a new service or maintaining an existing service that targets one specific generation can’t accomplish this goal. It’s not just about putting seats in the seats; it’s about engaging the entire body of Christ in the work of the people (liturgy) or, in other words, the corporate community worshipping God together.
- **Glorified Kid’s Church.** Some people express the concern that if children and youth are welcomed into the service, they’d have to start doing “kids stuff” like

singing songs with motions and eating goldfish during the super-short, kid-appropriate sermon. **Intergenerational worship is not old people pretending to be kids or young people trying to act old.** If that happened, it would be a total disservice to the whole point of intergenerational worship which has at its heart a desire to help kids and youth and adults and elderly be a part of the church as it is, whatever that looks like, and to experience all the parts of church that make it unique to their church tradition (such as liturgy, songs, Scripture reading, celebratory practices like baptism and communion, and all the other rhythms that make each worship service unique).

- **Developmentally Inappropriate.** There are entire blog posts on this topic, so just this: Development is not just about what children can understand in terms of words and concepts; it’s about what they can learn socially, emotionally and in our case, spiritually. Many developmental theories and constructs encourage children and adults to learn, play, and yes, worship, together. For example, Vygotsky’s Zone of Proximal Development explains that young children *need* to be in close proximity to older people who have “mastered” the tasks that they are learning. Fowler’s theory of Faith Development tells us that children will build their first ideas about their faith from the impressions of what they see and hear *in church*.
- **A disruption.** I’m not about to say that children will get the same thing out of church that adults do; that would be ridiculous. I do think it’s important to consider what kids *do* get out of church, but also just as important to realize

that kids are kids. They will wiggle and squirm and giggle and turn, but is that really such a huge issue that we shouldn’t offer times for the whole congregation to worship together? It didn’t seem to be an issue for Jesus when He “called a little child to him, and placed the child among them. And he said: ‘Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.’”

## So, what is Intergenerational Worship?

*Simply put, it is ministry that focuses on connecting multiple generations in faith-forming relationships cultivated through times of corporate worship, intentional discipleship, and ongoing mentorship.*

**It’s much more than a Sabbath morning experience or simply worshipping in a specific location.** It has at its heart a focus on generational discipleship and experiencing of our faith together as a community. And, it can have its challenges, especially today where age segregation (keeping the generations apart both physically and culturally) is the norm. Let’s just be honest, age integration (putting generations together) can be difficult.

However, research has shown that it is not only a good and healthy thing for different generations to spend time in relationships one another, it is also one of the key factors in young people remaining in the faith after they’ve left their home of origin. And there are things we can do to help make our times of corporate worship beneficial to all.

Taken from and adapted from: Christina Embree, <https://churchleaders.com/worship/worship-articles/364859-intergenerational-worship-is-not.html>

## RECOMMENDED RESOURCES



### FIZZ, FOAM & FROTH - SCIENCE LAB

David C. Cook

Here are 26 creative activities to engage students with insightful and intriguing science experiments! This book is loaded with innovative ideas, as well as Scripture references and teacher tips. Kids love a good slimy activity and things that go boom. So put on your lab coats and get ready to show 5- to 7-year-olds God’s amazing, awesome world! From electricity to basic chemistry, these simple science and nature explorations reinforce biblical truths. With every fizzle, pop, and gurgle these oozing, bubbling, sticky, yet teacher-friendly activities lead kids straight to the Ultimate Scientist—God!



### FUN WITH KIDS IN THE KITCHEN - COOKBOOK

Judi Rogers

Here are scrumptious vegetarian recipes that get kids excited about healthy eating. They’ll love the delightful names, looks, and tastes of each creative dish. And you’ll love the fact that they’re learning to prepare and enjoy nutritious food.



**Producer:** Elsa Cozzi  
**Editor:** Regina Fleischmann

**Contact:** [elsa.cozzi@eud.adventist.org](mailto:elsa.cozzi@eud.adventist.org) | [regina.fleischmann@eud.adventist.org](mailto:regina.fleischmann@eud.adventist.org)