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## Jesus is... emotional

The gospel writers paint their portraits of Jesus using a kaleidoscope of brilliant "emotional" colors. Jesus felt *compassion*; he was *angry, indignant, and consumed with zeal*; he was *troubled, greatly distressed, very sorrowful, depressed, deeply moved, and grieved*; he *sighed*; he *wept and sobbed*; he *groaned*; he was *in agony*; he was *surprised and amazed*; he *rejoiced very greatly* and was *full of joy*; he *greatly desired*, and he *loved*.

In our quest to be like Jesus we often overlook his emotions. Jesus reveals what it means to be fully human and made in the image of God. His emotions reflect the image of God without any deficiency or distortion. When we compare our own emotional lives to his, we become aware of our need for a transformation of our emotions so that we can be fully human, as he is.

The sooner we learn the better, and the best thing is to start as a child.

[www.christianitytoday.com/ct/1997february3/7t2042.html](http://www.christianitytoday.com/ct/1997february3/7t2042.html)

## Emotional Education

In recent years, neuroscience has made great progress on brain function. This helps to understand better this immense and extraordinary area of the human body.

While cognitive neuroscience is about all that is intellectual (memory, learning, thinking), emotional and social neuroscience is about emotions, feelings and relational capacities. These studies on emotion are a lot more recent and started about 15 years ago.

Emotional neuroscience reveals three important things.

1. The brain of the child and adolescent mature over a period of about 25 years!
  - a. They are beings under construction
  - b. Their brains are fragile and vulnerable, flexible and immature
2. A big part of the brain is assigned for social relationships!
  - a. Human relationships are substantial for us then
3. "The social and emotional environment has a direct and deep influence on the brain (cognitive and emotional)

in a global way." (Catherine Gueguen, pediatrician)

- a. EVERYTHING a child experiences from his/her intrauterine life on will influence the brain (the cognitive brain as well as the emotional brain) and shapes it deeply. This is what is called epigenetics.

### Why considering emotions?

Researches show that **they are substantial for human development.**

Why? Because emotions are signals that give us information about our wishes and deep needs.

When I experience an emotion, I feel something particular (cold sweat, bristling hair, heat, pins and needles, butterflies in the stomach, stand frozen to the spot, etc.). These physical indicators help me understand which emotion flows through me. This is what I feel while I'm living (or re-living, through a memory) an event. Like the dashboard of my car whose lights flash to indicate something (empty tank, handbrake applied, oil change to be done, door not closed, etc.), ►

## RELIGIONS OF THE WORLD



### JUDAISM

The history of Judaism starts in the Middle East, over 4,000 years ago. Back then, most people worshiped several gods. But one man named Abram believed in one God only. He spoke with God, and promised to obey Him. In return, God promised to Abram that his descendants would be the elected people: this was the Covenant. God gave Abram the name of Abraham (meaning father of many) and guided him and his family in a new country, Canaan, which became the country of Abraham's descendants, the Hebrews.

The history of the Jewish religion is written in the *Torah*. It contains the first five books of the Bible and tells the story of Abraham and, in particular, Moses who led the Israelites from slavery in Egypt to Canaan.

The Jewish church is called "synagogue", and it is the center of every Jewish community. Every synagogue has a *Torah*, written by hand, in Hebrew language and letters. Each Sabbath, when the community gathers, one part of the *Torah* is read, and at the end of each year, the whole *Torah* is read.

Men who take the task to teach the *Torah* and respond to the spiritual needs of the community are called "Rabbis". There are strict rules about food and its preparation. Meat has to be *kosher*, which means a special treatment is necessary. It is not allowed to eat dairy products and meat together, and some sort of meat is not allowed at all, like pork (see Leviticus 11—note from the editors).

There are many feasts throughout the year. The Jewish year starts in September, with *Rosh Hashanah*. Ten days after that, *Yom Kippur*, the Day of Atonement, takes place. The community gathers in the synagogue and asks for forgiveness of their sins, to God and to each other. Other feasts are *Hanoukka* (like Christmas), *Pourim* (like Carnival), *Pessah* (Easter), and *Soukkoth* (Harvest feast).

From: Brown, A. & Langley, A.: *Les Religions du Monde expliquées aux enfants*. Hachette Livre, France, 1999

I have to look what the emotion I feel tells me. It is there to inform me about myself, about what impact this event, situation, or person has on me.

Cain's situation (Genesis 4:1-8) is very clear in this sense. When Cain and Abel brought their offerings to the Lord, He accepted the one of Abel and refused the one of Cain. It is interesting to detect that the story continues with the description of Cain's emotional state. "So Cain was very angry, and his face was downcast." (v. 5b NIV) It is even more interesting what the Lord said to Cain: "Why are you angry? Why is your face downcast?" (v. 6, NIV). The Lord wants Cain to listen to his feeling, to use this tool He has given – He is the Creator of our brain and emotions – to understand his anger.

1. Answering this question would have allowed to Cain to put words on what this situation has brought up in him: humiliation, feeling of rejection, jealousy of Abel as preferred by the Lord, injury of his self-esteem, lack of understanding... So in a first step, it's about putting words to express one's feelings: "I am very angry, I feel like lashing out, crying, yelling, I feel so stupid, so humiliated..."
2. Answering the Lord's question would have permitted to Cain to express his interpretation, his understanding of what had happened, the reason of this emotion according to him: "I am angry because you refused my offering, I hate you because you rejected me, I am jealous because you prefer my brother, your favorite! He is always the preferred one, etc".
3. Finally, answering the question would have permitted to Cain to continue

the dialogue with his Lord. He probably would have given His interpretation of the event, the reason for His way of proceeding. The dialogue would have permitted to stir up the unspoken, the wrong interpretations.

But Cain did not act well (v.7), as he didn't answer the question, he didn't enter the Lord's way. He kept such strong emotion for him. And when he wanted to speak with his brother (v. 8), this power came out and took possession of him – "sin is crouching at your door" (v. 7). This mighty power, not calmed by the Lord, brought him to attack and kill his brother (v. 8).

To teach our children and youngsters to understand their emotions is vital. It is in direct connection with our concern to make them spiritually strong. This is emotional education:

1. Knowing how to intercept the messages our emotions send – a dashboard that goes on and informs me about my way of living such a situation.
2. Allowing the dialogue with our Lord through prayer so that His action calms us and illuminates us in our interpretations and understandings.
3. Collaborating with the Holy Spirit in our life, with the concrete tools our Creator gave us, to believe in a sanctification that unfolds more and more and brings more and more joy and peace.

Ana Aurouze

Children's Ministries Director  
South France Conference



## JESUS

wants all of me

### When You Feel Hate

It's not very difficult to hate someone. In fact, it's pretty easy. All it takes is for someone to do something that upsets us, and there we are, feeling the most hate in the world.

When some children feel hate, they become aggressive or even cry. But be-

ing aggressive and crying won't resolve the issue. If you hate someone, try to pray for that person so that God can bless. When you pray for the good of someone, you love that person at least a little. And when you love, there is no room to hate.

"Love your enemies and pray for those who persecute you."

Matthew 5:44

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

## PRAYER OF ALESSANDRA

Dear Jesus,

I'm sorry to disturb you, but I have to speak with you about a boy. His name is Giulio Rossi, and he's annoying me, and sometimes he also beats me. He wants to take away my pencil case. Can you stop him? Thank you.

From: "Caro Gesù, potresti cambiare il sapore agli asparagi? 100 nuove letterine dei bambini a Gesù". Sonzogno Editore, Milano, 2007

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### IN SYNERGY

## Challenging Goals... But it's worth it

It is never easy to understand each other and to propose projects when people come together in a local church. Some propose something but the others prefer another thing.

It is even more difficult when you add to this the dimension of three countries merged in three conferences with three official languages, and you get the Franco-Belgian and Luxembourg Union (FBU). But as if that was not enough complicated, we asked the French and Italian Swiss Conference (FSRT) to join in our discussions. So here we are with four territories. Add to that the different departments that care for kids and you can understand this odd cocktail – that yet lead into inevitable and important projects.

As director for the Pool Education, I'm in charge for five departments (Youth, Children's Ministries, Children's Sabbath School, Family, and Education) at union level. That's not adequate for efficiency or a correct follow-up of projects. But at least it has a great advantage: synergy between the departments on conference level. This helped proposing projects and themes to deal with as priority for all those departments. In this idea, Children's Ministries has been particularly efficient in its executive committee.

The responsible for CHM of the four conferences came together, coordinated by the union responsible, to work on the question of a caring, friendly and

well-balanced emotional education. The idea came after receiving the feedback of Sabbath School teachers who expressed their concern about the education of the children in the families. We don't speak about learning Bible texts and spiritual knowledge but rather about the way to transmit the "know-how" to this generation. We were faced with extremes that became more and more worrying. Some families do not have any educational, spiritual, or emotional exchange with their children while others are strict and intolerant of the smallest mistake of their offspring. And then, in the middle, parents who are overwhelmed or who just don't know what to do.

After a lot of reflection, analysis, and prayers in our talks, we came to the importance of an education toward caring, benevolence and kindness. Of course, we started first with trainings for the Sabbath School teachers. But quickly it appeared important to us to have such training also for the families who needed it, because it was important for us to see beyond Children's Ministries and Sabbath School teachers. That's how the trainings for *Education Bienveillante* (Caring Education) started in our union in collaboration with the FSRT.

At the same time, the responsible of Adventist Youth understood the importance of speaking about abuse in the families and in our churches. The responsible of camps or rallies are often confronted with



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adolescents who speak about their malaise or, in some cases, about the dramatic situations they experience in their homes. Therefore, AY has established commissions to create material to deal with abuse.

We have to underline that the collaboration with the AMALF (Association des Médicaux et paramédicaux Adventiste de Langue Française – Adventist Association of French speaking Physicians and Paramedics) helped to finalize the project of a document that explains the different forms of abuse, and which will be distributed to everyone who takes care of children, no matter how remotely. The goal is to raise all adults' awareness of this situation.

CHM doesn't want to stop with the *Education Bienveillante* (Caring Education). The next project will be to have a family camp in cooperation with Family Ministries and Adventist Youth, and to encourage the families that will attend during one week to go deeper into the issue of caring and benevolence.

There are enough projects to foster synergy among departments. All that is needed is that everybody makes them his/her own.

Pascal Rodet

Franco-Belgian Union  
Director Pool Education



## MEMORIZING BIBLE VERSES

### Game: Fishing for Words

#### Supplies:

- colored poster board (perhaps gold or orange for goldfish or other colors for different fish shapes)
- some simple fish templates
- pencils, scissors, and markers
- paper clips
- dowel rods
- string
- U-shaped magnets
- a clean, dry bucket or baby bath

#### Instructions:

1. Cut a variety of fish

shapes out of the colored poster board. Write a word of the verse on each one and attach a paper clip to its mouth area.

2. Make fishing rods using the dowels, string, and magnets. You may need to screw a metal "eye" into the end of the dowel rod so you can tie the string to it. Tie the magnet to the other end of the string.
3. Place the fish in a bucket and let the children take turns fishing
4. Lay the caught fish in a line to make the verse.



From: Holford K.: *100 creative ways 2 learn memory verses*. With permission from GC CHM

## SPECIAL NEED MINISTRIES

### Checklist Before Launching

1. **Check your church culture.** Not too many years ago, the world viewed individuals with disabilities as "damaged goods" to be avoided. Thankfully, things are changing and walls are coming down between the church and the disability community.
2. **Check your motives.** What's your personal view of children with special needs? If you're motivated by pity, your ministry will be short-lived. You won't have the passion or vision to see it through. If you're motivated by guilt, you'll run out of the steam even more quickly. Why? Because once you've pulled together a program, your guilt will be gone. And with it will go your motivation to work through all the logistics and issues that surround special needs ministry. The only motivation that will sustain you long-term is love. Love for children. Love for their families. Love for sharing the gospel. Love for serving others.



3. **Check your vision.** People don't jump in and help programs; they help people. And they don't sign on for programs that seem to have a small impact. Be intentional about connecting your vision for a special needs program with the larger mission and purpose of your church.
4. **Check to see what's stopping you.** What obstacles stand in your way? Maybe it's a lack of time, an uncertainty about exactly what to do next, or a desire to see if anyone else will get involved and take the reins.

From: Verbal, P.: *Special Needs Ministry for Children*. Group Publishing, Loveland, USA, 2012

When you are obliged to correct a child, do not raise the voice to a high key.... Do not lose your self-control. The parent who, when correcting a child, gives way to anger is more at fault than the child.

Child Guidance, p. 246



# Wounds of the Heart



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## Incredi-Biblical

"By his wounds we are healed."

Isaiah 53:5

Connor was shocked at the sight of the gashes on Megan's arm. "What happened?" he gasped.

Megan yanked down her sleeve over the wounds, obviously upset that Connor had noticed. "Nothing," she mumbled.

Connor looked closely at Megan's face. "Megan?"

"I did it to myself, OK?" she said, starting to cry. "I don't want anyone to know. Please, Connor. And stop looking at me that way. You don't understand what it's like to be me."

Connor didn't know what to say. He felt sick.

Megan stared away vacantly. "Sometimes I just hurt inside. It's like, so intense, I can't take it. That's why I cut myself. Please don't judge me." Megan looked back at Connor. "My stepdad is a control freak. I don't even want to think about what he'd do if he found out. Probably haul me off to a mental hospital or something."

Connor's thoughts were twisted by confusion as he wondered what he should do.

People who injure themselves are experiencing severe emotional distress. They need to feel loved, heard, and accepted so they can talk about what's causing the pain. They don't need to feel criticized, abandoned, or joked about. If you know someone who is cutting, be a listening friend, and encourage them to talk with someone they can trust about their pain. Most important, pray that God will intervene. He's the healer of outside wounds and inside wounds.

## Info Splat

Hope is a powerful thing! According to researchers Zubieta and Stohler, hope uses the same chemical pathway in the brain as an analgesic (such as pain killer), and can reduce pain and improve health and well-being.

## React now!

What Bible texts could you use to encourage someone who is suffering from deep emotional pain?

From: Bockmann, M. et al.: *Elasti-Brain. 365 Devotions to Stretch your Mind and Shape your Faith*. Review and Herald Publishing Ass., Hagerstown, MD, USA, 2008

## SECRETS FROM THE TREASURE CHEST



### Why can't some parents teach their children to be more thoughtful?

– Cassandra, 13

Sounds like you've met some kids who are having trouble being nice. Sad, isn't it?

While it's true that parents have a God-given responsibility to raise their sons and daughters to be Christlike, some don't, simply because they don't know how to be Christlike themselves. No one ever taught them.

Or maybe some parents work very hard to show their children how to live as Jesus lived - helpful, forgiving, always thinking of others first - but the kids refuse to listen. They like being the way they are. Gets them lots of attention.

Try this. Be as thoughtful and loving as you can. Let your life be a shining

example of goodwill and respect for others. By your actions you can help teach those kids what they haven't learned at home, or demonstrate that a thoughtful attitude brings much more joy and longer-lasting attention.

Never underestimate the power of prayer. Each morning, before you head to school, ask your friend Jesus to give you the strength to be kind, even when others aren't. And plant this Bible text firmly in your thoughts: "*Be merciful, just as your father is merciful*" (Luke 6:36, NIV).

You might be surprised by the result!



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From: Mills, C.: *Secrets from the Treasure Chest. Questions Kids ask about Life*. Review and Herald Publishing Ass., Hagerstown, MD, USA, 1996



# ACTIVITY REPORT



## News from the Franco-Belgian and Luxemburg Union

In respect of the concept of synergy and connectedness, the Children's Ministries department of the Franco-Belgian Union organized between 2017 and 2018 a series of Training Courses in each one of their Conferences, where they offered to participants several topics in connection with "Education Bienveillante" (Caring education) and positive parenting. The topics presented were focusing on Emotional Education, Brain Development, Emotional Intelligence, Grandparentality, Positive Discipline, and (anti-) Bullying Tips for Parents.

All those topics endorsed the concept of thoughtful and loving education supported by a friendly communication.



### Grandparentality

Nowadays, grandparents have an essential role in our society, in our families, and in our churches. They have a privileged position due to their availability, their listening ears, their dynamism, and their experience of life.

However, there are boundaries and limits that should not be crossed between grandparents and their children in order to have better harmony in the relationship (among) the generations. It is important

to respect the educational frame parents have set. Grandparents can establish rules at their place when their grandchildren come to visit them.

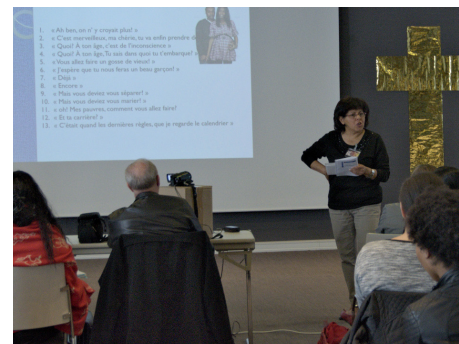
Although they rank second in the education of their grandchildren, they are a complement to secure support for their children.

In our Christian community, we also find "spiritual" grandparents who are happy to share with younger generations

their life and spiritual experiences with God.

The most important thing is to guide our grandchildren with patience, care, kindness, gentleness, and unconditional love. Pray for and with them and let the Holy Spirit work in their lives at His time.

Elizabeth Gonzalez  
Children's Ministries Director  
Belgo-Luxemburg Conference



### Positive Discipline

In the context of a benevolent education, practicing discipline without punishment has a considerable importance. Parents, Sabbath School teachers, teachers, and educators are, at times, helpless when they have to face problematic situations.

A workshop on "Positive Discipline" was presented for the Children's Ministries leaders and teachers, thanks to the

collaboration with the French and Italian Swiss Conference.

Useful practices were presented, thus giving a "new" overview of child development, the consequences of punishment, particularly on the cerebral and emotional point of view, and what may be some alternatives. It was recognized that the task is difficult and sensitive. We may say that it "requires the most delicate tact, the finest susceptibility, a knowledge

of human nature, and a heaven-born faith and patience, willing to work and watch and wait." (Ellen White, Education, p. 292)

These last words, written more than 100 years ago by Ellen White, are more relevant today than ever.

Elena Melzi Zagara  
Children's Ministries Director  
French- and Italian Swiss Conference



# ACTIVITY REPORT



## Impressions from Training "in Synergy"



### Keep in Mind

EVENTS FROM THE INTER-EUROPEAN DIVISION

## 2018



**March 11**

Creative Church Project  
Latina, **Italy**

**March 16-18**

CHM Training Course  
Lisbon, **Portugal**

**March 23-25**

European GAiN  
Valencia, **Spain**

**April 13-15**

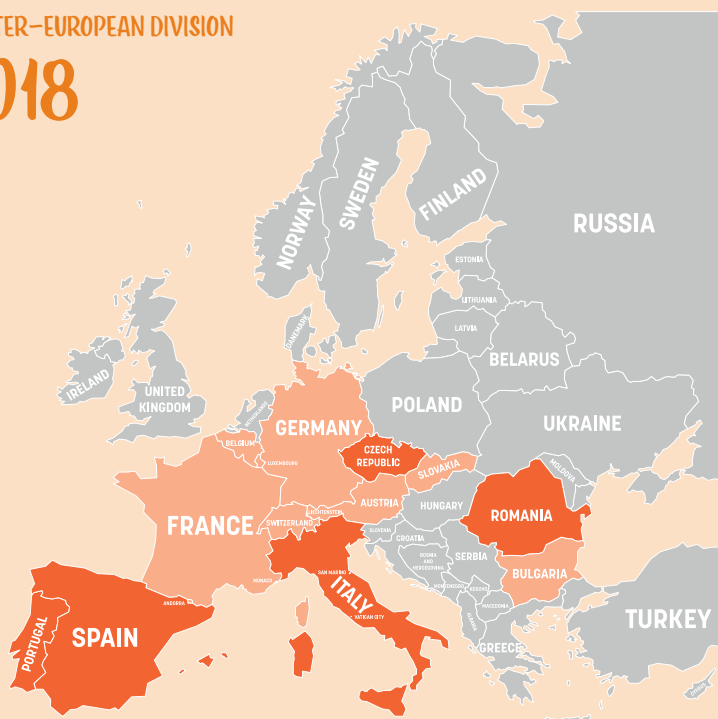
CH/ChSS Training Course  
Zaragoza, **Spain**

**April 17-22**

European Health Conference  
Bucharest, **Romania**

**April 27-30**

CHM/ChSS Training Course  
Prague, **Czech Republic**



**September 18-22**

People 7.0. Forward Together — CHM / FM / WM Summit  
Lignano Sabbiadoro (Venice), **Italy**

## 2019



SAVE  
THE DATE



# Different Models: Children participating in an adult-orientated worship service

At the very simplest level, just involve children in your usual worship service, will make a difference. Whenever a child in the congregation sees another child doing something in the service, they will usually stop what they're doing and watch what's happening. Aim to involve at least one child every week in your traditional services, as this gives the other children the message that this service is for them too, that they are valued, and that children have a role to play in their church's worship experience.

## Children can:

- Introduce a hymn, play an instrument or be involved in special music
- Read the Bible passage for the day
- Help take up the offering
- Distribute bulletins or handouts
- Submit prayer requests
- Participate in practical sermon illustrations

Practical considerations:

- It's important to explain the child what you are expecting him or her to do. Ask them to tell you what they

think you said, to check they really did understand.

- Always do live rehearsal in the church, such as how to walk on and off the platform, because this will help them to feel more confident.
- Make sure they have something stable to stand on if they are too small to see over the pulpit.
- Give children a practical demonstration of what you want them to do, such as which path to take to collect the offering, because many children understand visual instructions better than verbal instructions.
- Provide a mentor who is right there to support and reassure them if they have any problems or in case they become unsure or distressed.
- Always thank them for their contribution to your service. If possible, send them a little "thank you" card afterwards.

## Benefits:

- Children are involved.
- Children feel and know that they are an

important part of the worship service.

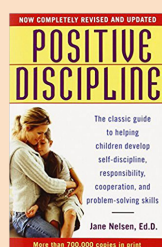
- Children develop confidence in participating in the church's worship experience.
- Children's contribution are valued and appreciated, even if they sometimes make a mistake.

## Challenges:

- Children are still "visitors" to the adult worship experience.
- Children are only participating one at a time, or maybe few at a time - you may not be involving all the children every week.
- Services where children have minimal involvement may not provide the kind of visual and sensory stimulation, and physical movement, that many children need to keep them interested and comfortable.
- Children who are involved in adult-orientated services are probably not engaging spiritually in the worship experience. They are usually copying adult worship behavior. But a child can introduce a hymn, or even read a passage of scripture, and have no idea what it is really about and how it applies to their worship experience or their personal relationship with God.

From: Holford, K.: *Altogether Wonderful. Exploring Intergenerational Worship*. With permission from GC CHM

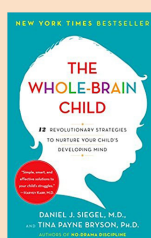
## RECOMMENDED RESOURCES



### POSITIVE DISCIPLINE

Jane Nelsen, Ed.

The key to positive discipline is not punishment, author Jane Nelsen tells us, but mutual respect. Nelsen coaches parents and teachers to be both firm and kind, so that any child—from a three-year-old toddler to a rebellious teenager—can learn creative cooperation and self-discipline with no loss of dignity.



### THE WHOLE-BRAIN CHILD

Daniel J. Siegel, M.D. & Tina Payne Bryson, Ph.D.

In this pioneering, practical book, the authors offer a revolutionary approach to child rearing with twelve key strategies that foster healthy brain development, leading to calmer, happier children. They explain—and make accessible—the new science of how a child's brain is wired and how it matures. The "upstairs brain," which makes decisions and balances emotions, is under construction until the mid-twenties. And especially in young children, the right brain and its emotions tend to rule over the logic of the left brain.



### EXTREME GRANDPARENTING

Tim & Darcy Kimmel

Grandparents have a vital role in the lives of their grandchildren, not only as a mentor and loving family member, but as a spiritual rock during the hard times. *Extreme Grandparenting* helps readers understand how to make the most of the new role of grandparent and how to grow the next generation for greatness.



### LE GUIDE DES GRAND-PARENTS (FRENCH ONLY)

Frédérique Corre Montague

Devenir grands-parents, c'est la suite logique des choses ! C'est incarner un rôle bien défini au sein de la famille... un rôle qui commence à se dessiner même avant la venue des futurs petits enfants. En réalité, il est bien difficile de trouver sa place quand le rôle de parent est derrière soi depuis longtemps, quand les premiers signes de fatigue commencent à venir... Comment réussir à ne pas être trop intrusif tout en étant présent à toutes les étapes de la vie de l'enfant et de ses parents ?



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