



LEADER'S GUIDE



CRESCENDO
GRANDPARENTING
SMALL GROUP STUDY



GRANDPARENTING

SMALL GROUP STUDY

Introduction 1

SESSION 1: **The Heart of the Matter** 2

SESSION 2: **Ages and Stages of Grandchildren** 7

SESSION 3: **Developing and Nurturing Relationships** 10

SESSION 4: **Creating a Legacy** 15

Appendices for Leaders 20

INTRODUCTION

Welcome to the Grandparenting Small Group Study Guide provided through Crescendo ministries! Crescendo is an initiative of the Evangelical Covenant Church to provide resources based on a framework for ministry to, with, and by boomers and older adults.

This study is third in a series of downloadable Crescendo guides designed with small groups in mind. It also can be used for personal study or in a large group setting with smaller breakout sessions. How you use it is up to your context and needs. The study is designed for 90-minute sessions, but please feel free to adapt the timing to fit your setting. If you significantly shorten the time frame, you may choose to offer a fifth session or adapt the presentations to allow adequate time for participant interaction. The study can serve a broader age span than boomers and beyond, given that the age of grandparents today can range from late 30s to 100s.

There are wide variances in the circumstances surrounding the grandparent-grandchild relationship today (i.e., distance, blended families, multiracial families, custodial grandparents, never married parents, divorced parents and grandparents, estranged relationships, etc.). We do not address the specifics of these circumstantial differences in this study; rather, we focus on commonalities. The intent of the Crescendo team is to eventually provide additional resources to help support those personally involved in navigating such challenges in the grandparenting world today.

We acknowledge that cultural differences exist in the perceptions of and expectations for grandparent-grandchild relationships. We encourage you to invite participants to share their own culture’s perceptions and expectations of grandparents as appropriate.

In addition, we recognize that sometimes individuals choose to “grandparent” persons who are not their own grandchildren and/or are not biologically related. We believe the concepts presented here are applicable to those relationships as well.

The leader’s role in this small group study is that of guide/facilitator. You are not expected to be an expert on grandparenting. You serve as a guide to explore core concepts and facilitate engagement of the participants with the concepts.

The Participant’s Guide includes background reading for each session. Encourage participants to do the reading in advance to enable greater readiness for engaging with the topics explored in each session.

You may choose to add a fifth session in order to explore topics that the participants would like to pursue in more depth (i.e., Listening Well, Asking Good Questions, Praying for Grandchildren, etc.). We recommend keeping a list of any topics your group would like to further explore after each individual session.

As you lead, may this be a growing season for you, as the psalmist describes: “Good people...grow strong...planted in the house of the LORD...Even when they are old, they will continue producing fruit like young, healthy trees. They are there to show everyone that the LORD is good. He is my Rock” (Psalm 92:12-15, ERV).

— Nancy Carlson, Lynda Delgado, and Evelyn Johnson
Development Team

THE HEART OF THE MATTER

Big Idea: GRANDCHILDREN ARE THE LIVING MESSAGES WE SEND TO A TIME WE WILL NOT SEE.

Overview of this Session	Materials Needed
<p>Welcome/Purpose/Guidelines/Topics for this Session (5 min.)</p>	<p>Copies of Participant’s Guide should be distributed before the first session to allow participants to review the reading for Session 1. The Participant’s Guide is available as a separate download.</p> <p>IF SESSION IS IN PERSON:</p> <ul style="list-style-type: none"> • Create an oak tree display and have sticky notes available for participants. • Internet and equipment to show YouTube video. • “Choosing Your Grandma Name Is Serious Business” on YouTube https://www.youtube.com/watch?v=FEWw-TDown0
<p>Connecting (15 min.)</p>	
<p>Focusing (15 min.)</p>	
<p>Exploring (40 min.) Perspectives on Grandparenting Grandparent Identity</p>	
<p>Sending (15 min.) The Mighty Oak Legacy Tree</p>	

WELCOME (5 MIN.)

Review the purpose and guidelines as noted on page 1 of the Participant’s Guide.

CONNECTING (15 MIN.)

Timing is based on a group of 10–12 sharing—about one minute each.

Activity: Invite each participant to share his/her name, grandparenting status (to be, already are, or engaged in “adoptive” grandparent relationship with biological family (i.e., aunt or uncle) or other than within biological family). Using a three- to five-word phrase, explain why he/she chose to participate in this group.

(Note: this will help leader gain insights as to interest and commitment level.)

Opening Prayer

As we offer our prayers, consider the wisdom of this little girl: As she played in Grandpa’s yard while he did his gardening, the grandfather heard his granddaughter saying the alphabet in a tone of voice that sounded like a prayer. He asked her what she was doing, and she

explained: “I’m praying, but I can’t think of exactly the right words, so I’m just saying all the letters and God will put them together for me, because he knows what I am thinking and what I need.”

Take a few moments to silently offer your specific requests or the “alphabet” up to God. I (leader) will close our prayers.

FOCUSING (15 MIN.)

“Uncles, and aunts, and cousins, are all very well, and fathers and mothers are not to be despised; but a grand-mother (or grand-father) is worth them all.”
—Fanny Fern, *Folly As It Flies*

This 1868 quote points to the unique role of a grandparent. Those of us who have been privileged to know our grandparents may have experienced that reality. Or perhaps we have heard stories through other family members about grandparents or great-grandparents.

At the funeral of Eugene Peterson, pastor, theologian, and author of *The Message*, his son recalled that his father's "message" to him for 50 years was incredibly simple. For all the giftedness, insight, and wisdom Peterson shared in his writing and preaching, he communicated one message over and over to his son, whispering it to him at bedtime: "God loves you. He is on your side. He is coming after you. He is relentless."

It is simple. God loves us, and our response is to love him in return and to love others whom he also loves. That message from the writer of *The Message* can be our core message for our grandchildren. We can share this indescribable love of God: "God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life" (John 3:16).

Activity: Ask participants to reflect on their own experiences with grandparents (or other significant older adults) or what they have heard about their grandparents from other family members. Invite participants to share in 10-12 words or less a principal message they received either directly or indirectly from a grandparent.

[Note: You may want to allow participants a minute to jot down their thoughts before sharing. Be prepared for the possibility of hearing negative memories.]

After all have shared, pose this question for silent reflection: "How do you want those memories to shape your relationships with your grandchildren?"

Transition Statement: Grandparenting relationships exist in different personal circumstances, cultures, and contexts, yet we see similarities in the ways a bond can be created. The journey is sometimes smooth and other times challenging, but it is always worthwhile and valuable to God who accompanies us and cares for each of his children. In our grandparent-grandchild relationship we seek to communicate clearly, "I see you. I know you. I share life with you."

EXPLORING (40 MIN.)

PERSPECTIVES ON GRANDPARENTING

In God's Word we see reference to "your children's children" (Genesis 45:10; Exodus 34:7; Deuteronomy 4:25; 6:2, etc.). We meet Timothy and his grandmother Lois, who is cited for passing on the faith to him (2 Timothy 1:5).

The Legacy Project in Canada depicts key shifts over the last two centuries at <http://legacyproject.org>. Although we see variations among racial groups and cultural contexts, some key societal shifts reflected in history are:

- The decrease of multigenerational households.
- Increased life expectancy (age 39 in 1860, 47 in 1900, 61 in 1930, and 79 in 2021).
- Movement from a dependent mindset among grandparents to an independent mindset.
- A shift in the depiction of a grandparent as wise and deserving respect to one as a loving companion and friend.

By age 65, almost 96 percent of people have become grandparents, and their average age at the birth of their first grandchild is 50, according to the "2018 Grandparents Today National Survey" report from US-based AARP. Most grandparents have four to five grandchildren.

Yet the family is changing, and grandparenting is changing with it.

Activity: Invite participants to name some ways they personally have experienced or observed changes in family structures and grandparenting roles.

If session is in person: Lead this as an idea-storming session (popcorn fashion) and either write thoughts shared on a newsprint for all to see, or distribute five to six sticky notes to each person and invite participants to write one idea on each sticky note, noting something they have observed, either in their own experience or in others'. Invite participants to place their sticky notes on a whiteboard or large sheet of newsprint, clustering similar ideas.

Leader: Note the themes of ideas shared, and add any missing elements you want to note from the following notes.

According to the 2018 Grandparents Today National Survey:

- **Mobility**

Greater mobility in our culture means families are often spread out across the country, and many grandparents do not see their grandchildren regularly. More than half of grandparents have at least one grandchild who lives more than 200 miles away, and a third live more than 50 miles from their nearest grandchild.

- **Time**

Life is hectic for all generations, and even families who live near each other in many cases do not spend much time together. Four in ten grandparents today are still in the workforce.

- **Birth Rate**

During the past 60 years, the average family size has decreased and people are living longer according to U.S. Census Bureau. With fewer family members in each generation, intergenerational relationships can take on added significance.

- **Grandparents' Age**

As our average life span increases, grandparenthood is likely to intersect with multiple life transitions for both the grandparent and the grandchild. Today's grandparents can range in age from their late 30s to over 100 years old, and grandchildren range from newborns to retirees! Three-quarters of adults expect to become a grandparent and to remain in that role for many years, perhaps eventually becoming great-grandparents, or even great-great-grandparents.

Note: Reference the chart "Exploring Generational Differences," in the Participant's Guide, Session One, showing various ages/stages with distinct characteristics of birth cohorts. Note the importance of increasing awareness of the life stages to avoid stereotypical views of grandparents.

- **Each Story Is Unique**

Gender, culture, proximity, divorce, age, and health, as well as each grandparent's relationship with the grandchild's parents can all profoundly influence the grandparent-grandchild relationship.

There are no universal rules about how to be a competent grandparent. Like parenting, the role does not include clear expectations or guidelines.

Transition Statement: In many ways, grandparenting occurs at a crossroads. We can all play a role in choosing the path our relationships take. We can choose to recognize this role, validate it, support it, and celebrate it in a way that empowers all generations. And we can choose to be a grandparent who says, "I see you, I know you, and I share life with you."

GRANDPARENT IDENTITY

Grandparenting gives you a chance to shape or reshape your identity. In the eyes of your grandchildren, you are no one else except Grandpa or Grandma.

Questions may emerge such as, "Who am I as a grandparent? What does it mean to be in this role?" When we first enter this role, it is similar to asking, "Who am I as a parent?" when that first child arrives. As a new parent, you watched other parents and experienced or remembered your own parents' behaviors. From those experiences, you may have shaped perceptions of what kind of parent you wanted to be and did not want to be. The same is true in this role. You have not been here before. You may have observed other grandparents, perhaps your own parents were your models, or perhaps you remember your own grandparents or other older adults who influenced your life.

Activity: *If session is in person:* Invite participants to form pairs (other than spouse if present) and respond to these questions:

- What are some characteristics you have observed in grandparents that you want to incorporate into your identity?
- What are some characteristics you do not want to incorporate?

Invite feedback from the whole group, and write some of the themes on newsprint or a whiteboard for all to see.

If the session is on Zoom: Engage in the same activity as a group. Limit individual responses to 30-40 seconds.

Transition Statement: When we reflect on these role models, we acknowledge both positive and any negative influences. The key in shaping our personal identity is *intentionality*. We can keep the good and dispense with any unhealthy dynamics, rather than simply imitate others' behaviors. It is possible to learn new habits and ways of being as we age.

Activity at home: Refer to the chart "Relationships," on page 2 in the Participant's Guide. Invite them to reflect on the topics explored in this session—the culture/context of their grandchildren as well as their own culture/context. Write any comments or reflections in the columns. Ask them to record any thoughts about their own family heritage, life transitions, education, work experience, family and friend relationships, and faith journey.

SENDING (15 MIN.)

THE MIGHTY OAK

No matter our individual circumstances or personal variables, we can consider our role as a grandparent through the metaphor of the mighty oak tree.

If session is in person: Display image during all sessions.

If session is on Zoom: Refer to oak tree image on page 3 of the Participant's Guide.

In its natural environment, the oak tree grows all over the world. It can range from a shrub to a tree more than 100 feet tall, with roots that extend into the ground. The oak tree can live 200-400 years, and some trees have been recorded as living 1,000 years! The tree's growth takes many shapes—there is no perfect shape, but vitality is evident in many ways.

The oak has a wide range of uses. Its boiled bark is therapeutic, its fruit is a food source for wildlife, and it provides material for creating objects and structures. A forest of oaks is a refuge for many animal species, and its ecosystem supports a range of plants and animals.

Symbolic references to oaks include humble beginnings, patience, knowledge, strength, faith, endurance, and longevity—literally and in a spiritual sense, in legacy.

There are many references to oak trees throughout the Bible.

- **Markers, Landmarks**

"And Joshua recorded these things in the Book of the Law of God. Then he took a large stone and set it up there under the oak near the holy place of the Lord" (Joshua 24:26).

- **Grave Markers**

"Now Deborah, Rebekah's nurse, died and was buried under the oak outside Bethel. So, it was named Allon Bakuth" (Genesis 35:8).

- **God's Glory**

"They will be called oaks of righteousness, a planting of the Lord for the display of his splendor" (Isaiah 61:3). That phrase can be a metaphor for living in a way that pleases God by loving God, others, and ourselves. It can mean modeling godly living for our grandchildren. As grandparents, we can aspire to be a mighty oak, exhibiting characteristics of humbleness, patience, knowledge, faith, strength, and endurance—and a legacy that lives on in our children and our children's children.

- **Heritage**

“Children are a heritage from the LORD” (Psalm 127:3). A heritage is meant to be guarded and well-kept. We are called to appreciate the value of grandchildren, make an investment in them, and steward their worth. Why do we do that? Because we have a spiritual accountability to share our faith generationally, to make proclamation as an oak of righteousness.

Activity: *If session is in person:* Invite participants to write on a sticky note the name and age of each grandchild (or person they are investing in as an adoptive grandparent)—one to each sticky note. Affix the sticky notes to the Mighty Oak Legacy Tree.

If session is on Zoom: Invite participants to turn to the Mighty Oak Legacy Tree on page 3 in their Participant’s Guide, and write the name and age of each grandchild (or person they are investing in as an adoptive grandparent) somewhere under the branches.

Closing: Invite participants to reflect on their mighty oak, and silently offer a prayer for each grandchild they have listed.

CLOSING PRAYER

AGES AND STAGES OF GRANDCHILDREN (BIRTH TO AGE 35)

Big Idea: SOMETIMES ALL THAT IS NEEDED FROM A TREE IS SHELTER.

Overview of this Session	Materials Needed
<p>Welcome/Purpose/Guidelines (5 min.)</p>	<p>Mighty Oak Legacy Tree (as display or in Participant's Guide)</p> <p>IF SESSION IS IN PERSON:</p> <ul style="list-style-type: none"> You will need internet connection and equipment to show "Eight Stages of Development by Erik Erikson" video https://www.youtube.com/watch?v=aYCBdZLCDBQ Sticky notes
<p>Connecting (15 min.) Descriptors for Grandchildren Reflections on Psalm 23 Opening Prayer</p>	
<p>Focusing (10 min.) Overview of Psychosocial Stages</p>	
<p>Exploring (45 min.) Lenses for Grandparents Exploration of Ages and Stages</p>	
<p>Sending (15 min.) Reflecting/Statement of Intentionality/Closing Prayer</p>	

WELCOME (5 MIN.)

Review the purpose and guidelines as noted on page 1 of the Participant's Guide.

CONNECTING (10 MIN.)

Based on a group of 10-12 sharing, about one minute each.

Display the image of the Mighty Oak Legacy Tree (or invite participants to turn to the Mighty Oak Legacy Tree in the Participant's Guide, page 3). Comment on the ages and stages of an oak—seed, sapling, growing tree, mature oak, and dead tree.

Note the focus of this session is ages and stages (early childhood, middle childhood, adolescence, and young adulthood) through which our grandchildren transition.

Activity: Invite participants to reflect on the names of grandchildren affixed to the tree from the last session and write a word or phrase to describe each child, adolescent, or young adult either on the sticky note with the name or another sticky note to place beside it.

BIBLICAL REFLECTIONS

Psalm 23 demonstrates the Lord's shepherding through ages and stages of life to death. Listen for the ages and stages as it is read.

Activity: Ask a participant to read Psalm 23 in the Participant's Guide, Session One.

After the psalm is read, invite participants to briefly share what they heard as ages and stages.

Leader comments: This familiar psalm affirms, “Surely goodness and love will follow me all the days of my life,” as in through all of life’s ages and stages. It offers praise that God has led King David through “green pastures,” “quiet waters,” times when his soul is depleted, and through all the paths his life had taken, including the “darkest valley,” “evil,” and surrounding “enemies.” Through it all, David proclaims, he has lacked nothing but has been led and restored, accompanied, sustained, comforted, fed, and anointed by the Good Shepherd.

Transition Statement: “One generation commends your works to another” (Psalm 145:4, NIV). This “commending” is not meant to be shared at just one point in our grandchildren’s lives or during one stage, but throughout multiple phases of a grandchild’s life. To the extent we are able, we can provide them “goodness and love,” leading and restoring, accompanying, sustaining, comforting, feeding, and anointing, just as the Good Shepherd did for David. If we have awareness of ages and stages, we can be more intentional and more effective both in deepening our relationship with our grandchildren and in sharing our faith.

OPENING PRAYER
FOCUSING (10 MIN.)

EXPLORATION OF AGES AND STAGES

Researchers who study lifespan development explore how we change and grow from conception to death. Our development is a lifelong process that can be studied scientifically across various domains including physical, cognitive, psychosocial, and moral. Added to this body of knowledge has been the study of faith development in the last 60 years. Development has similarities, but also differences, based on genetics, culture, and environment. All of this must be taken into consideration, as well as our own phase as a grandparent. In this session, we offer key principles to remember in pursuing our main task as grandparents: relationship-building.

Activity: Invite participants to refer to the Erik Erikson’s Stages of Psychosocial Development chart in Session One of the Participant’s Guide as they watch the video of Erikson’s stages. Encourage participants to identify which stage(s) their grandchildren are in, as well as which stage they themselves are in.

Show YouTube video, “Eight Stages of Development by Erik Erikson” <https://www.youtube.com/watch?v=aYCBdZLCDBQ>

EXPLORING (45 MIN.)

LENSES FOR GRANDPARENTS

A skilled photographer uses a variety of lenses appropriate to the subject and setting being photographed. In fact, it has been said that “A camera without a lens is useless to a photographer.” We will consider a variety of lenses to help us develop perspective and clarity and to increase our awareness of the stages of our grandchildren’s development.

- In early childhood, it is important to be aware of **DEVELOPMENTAL APPROPRIATENESS**, honoring the general sequence of child development and each child’s individual and unique differences.
- In middle childhood, we can be aware of the onset of **REASON**, as children progress in fits and starts into evaluative, critical thinking.
- We can be encouraged by the image of **TUNNELING** in adolescence, knowing that in their going into and coming out of (sometimes uncomfortable) phases, children are most likely moving in a forward trajectory of (positive) development.
- As our grandchildren begin to meet us on a more equal level in young adulthood, we can hold at the forefront their need for **UNCONDITIONAL LOVE** and **SHELTER** and be available to **HOLD SPACE** for them in the challenges they encounter.

We attach each of these lenses to our “grandparent camera” at the appropriate stage in our grandchild’s life. And each lens can be applied during other stages for added perspective, clarity, and depth.

For example: A toddler during a tantrum might need us to **hold space** for her. A 22-year-old trying to settle in life might be open to reminders of applying **reason** to options or choices available. A grandson in middle childhood who is lagging in physical development or struggling in academics could be helped with a clear outlook regarding **developmental appropriateness** related to his unique differences. And a grandchild at any age may experience **tunneling** in and out of brief stages of lack of focus, moodiness, or even perhaps despair.

EXPLORATION OF AGES AND STAGES

Refer to “Ages and Stages” in the Participant’s Guide, Session Two.

As we consider our grandchildren’s transitions in development, we will take a broader view of characteristics of each age and stage group, highlight changes, and generate a few practical ideas for experiences we can share together. Our desired outcome is developing relationships through seeing, knowing, and sharing life with these grandchildren.

Activity: Invite participants to identify an age/stage group to explore more in depth with a small group. They may choose in accordance with the ages of their grandchildren—if ages span more than one category on the chart and there are two grandparents present, they may choose different groups. If only one grandparent is present with grandchildren in multiple age groups, invite them to identify which stage is a high level of interest at this point. Note that they will be able to read the overview of each age/stage in their Participant’s Guide later and hear ideas on other ages/stages during feedback time.

If session is in person: Each small group can move to a different area of room.

If session is on Zoom: Breakout rooms can be used.

Instructions: Invite each group to assign a recorder to take notes on ideas shared on newsprint and report to the larger group when reconvened. Refer participants to the description of the specific age/stage, and individually read silently (or have someone in the group read aloud). Discuss the questions for small group activity in the Participant’s Guide, Session Two.

- What characteristics have you observed in your own grandchildren in this age/stage?
- What characteristics would you add to those mentioned?
- What practices have been effective for you as a grandparent in building relationship with grandchildren in this age/stage?

FEEDBACK TO THE LARGE GROUP (20 MIN.)

Invite the recorder from each group to report from their discussion. After each report, invite clarifying questions or additions to the listings.

SENDING (15 MIN.)

Activity: Invite participants to reflect again on the Mighty Oak Legacy Tree in the Participant’s Guide. Review what they have noted as descriptor words for each grandchild and reflect on ways to grow their relationship with each one.

Refer to “Engaging in Developing and Nurturing Relationships” in the Participant’s Guide, Session Two. Write a statement of intentionality to engage with each grandchild at their age/stage and offer it as a closing statement to the group before the prayer.

CLOSING PRAYER

DEVELOPING AND NURTURING RELATIONSHIPS

Big Idea: DO ORDINARY THINGS WITH EXTRAORDINARY LOVE

Overview of this Session	Materials Needed
<p>Welcome/Purpose/Guidelines/Topics of Session Three (5 min.)</p>	<p>Mighty Oak Legacy Tree (whichever form—as display or in Participant’s Guide)</p> <p>IF SESSION IS IN PERSON:</p> <ul style="list-style-type: none"> • You will need internet connection and equipment to show a bullet and “The Role of Grandparents and Extended Family.” <p>https://www.youtube.com/watch?v=u8P1f0xkUMM Invite comments after the video noting\</p>
<p>Connecting (15 min.)</p>	
<p>Focusing (10 min.) Developing and Nurturing Relationships</p>	
<p>Exploring (45 min.) See Me and Know Me Share Life with Me</p> <ul style="list-style-type: none"> • Presence • Touch • Words • Play 	
<p>Sending (15 min.) Sharing Stories Closing Prayer</p>	

WELCOME (5 MIN.)

Review the purpose and guidelines as noted on page 1 of the Participant’s Guide.

CONNECTING (15 MIN.)

Activity: Invite participants to reflect on their relationships with grandparents (or other older adult) and jot down words or phrases they would use to describe those relationships. (These could be both positive and negative.) Have participants share as willing. Then ask for reflection as a group addressing this question: “What factors made a difference in those relationships?”

Watch “The Role of Grandparents and Extended Family.” <https://www.youtube.com/watch?v=u8P1f0xkUMM> Invite comments after the video noting\

Invite comments to identify any insights related to grandparent–grandchild relationships.

OPENING PRAYER

FOCUSING (10 MIN.)

DEVELOPING AND NURTURING RELATIONSHIPS

As we think about the image of an oak tree, we know that many circumstances can affect its ability to prosper, grow, and develop. Those influences can include soil makeup and nutrients, surrounding weather, as well as damage inflicted by other living creatures. So it is with our grandchildren. A myriad of circumstances and influences can impact their growth and development.

Grandparents can be a sheltering oak for their grandchildren. We can help them feel secure and loved. The need for safety and love emerges after basic physical needs are met. Humans are created for relationship—with God and with others. We all yearn to feel safe and accepted, to love and be loved, to know and be known, and to belong.

Throughout Jesus’s ministry, he modeled being a “safe shelter” for people—with little children, his disciples, the beggar, the blind man, the prostitute, the tax collectors, the widow, the leper, the woman at the well. All had different needs, but Jesus drew them in and welcomed them. The question for us is, “How will we develop strong, safe, and influential relationships with our grandchildren?” Answer: There are many ways. We will explore developing and nurturing relationships based on three messages from our grandchildren that need to be heard:

- See me.
- Know me.
- Share life with me.

EXPLORING (45 MIN.)

SEE ME AND KNOW ME

SEE ME—Be a great observer, make eye contact, pay attention to my whole person.

KNOW ME—Know who I am at this age, what I can do and how I think, what is important to me—my interests, gifts, talents, needs.

Understanding general characteristics of their age and stage and using the lenses from the previous session is an important beginning to see and know grandchildren. Add to that the act of conversation—engaging in dialogue that is true two-way communication. Learn to practice good listening skills and ask good questions. Helpful tips for both of these practices may be found in the Participant’s Guide, Resources.

SHARE LIFE WITH ME

(Note: Suggested times given for each dimension are included within the total time for EXPLORING.)

Presence

Grandchildren desire our presence—not just for us to be in the same space (whether in person or via technology). Presence communicates being unhurried, making time to just “be” with them and being attentive. As grandparents we should avoid multitasking while we are with our grandchildren, whether via technology (phone, iPad, TV, computer, etc.) or doing routine tasks (cooking, cleaning, etc.)—unless we are engaging that activity with the grandchild.

Gary Chapman, author of *Five Love Languages* and coauthor of *The Five Love Languages of Children*, might identify the concept of presence as “quality time—the gift of presence to a child.” The challenge is that children often need our presence just when adults are exhausted, rushed, or emotionally drained. But when we make that a priority, we are conveying this message: “You are important!” Communicating presence does not require going somewhere special or doing special activities. Focused attention can be given and be incredibly meaningful anywhere and in rather ordinary ways.

Touch

In *The Five Love Languages of Children*, Chapman describes the love language of touch as one of love’s strongest voices; everyone needs it in its appropriate expressions. It is important to remember that many children, teens, and young adults have had negative experiences with touch, including inappropriate touch or harsh/abusive touch. We must be adaptive. Perhaps we ease up on the “full frontal” hugs and instead gently place an arm around the shoulders or a hand on an arm. All need touch when they are hurt—physically, emotionally, or just plain tired.

The importance of physical touch has a strong basis in Scripture.

- “God is your refuge, and underneath are the everlasting arms” (Deuteronomy 33:27).
- “You lay your hand upon me” (Psalm 139:5).
- “Then people brought little children to Jesus for him to place his hands on them and pray for them” (Matthew 19:13).

When we put a hand on a grandchild’s shoulder, give a side hug, a pat on the back, share a firm steadying hand as we walk along a path, or cuddle a sweet newborn, we share deep love without any words at all. Relationship is being developed and nurtured.

Words

Words are another way we share life with grandchildren from Gary Chapman’s *Love Languages*. What children, teens, and young adults hear from adults whom they trust can make a significant impact now and for years to come.

“Gracious words are like a honeycomb, sweetness to the soul and health to the body” (Proverbs 16:25).

In *Words Kids Need to Hear*, David Staal shares a few types of words we can use to bring gentle rain into our grandchildren’s lives. Each admonition comes from God’s Word. Although cited specifically for children, they are applicable as well for teens and young adults.

Note to Leader: Before the session, ask two participants to read “Words Kids Need to Hear” (below). The first reader shares the Scripture, the second reads the refrain—words grandchildren need to hear.

Words Kids Need to Hear

“This is my Son, whom I love; with him I am well pleased” (Matthew 3:17, NIV).
I BELIEVE IN YOU.

God has said, “Never will I leave you; never will I forsake you” (Hebrews 13:5, NIV).
YOU CAN COUNT ON ME.

“You are precious and honored in my sight” (Isaiah 43:4, NIV).
I TREASURE YOU.

“Confess your sins to each other” (James 5:16, NIV).
I’M SORRY; PLEASE FORGIVE ME.

The reason my Father loves me is that I lay down my life—only to take it up again” (John 10:17, NIV).
BECAUSE...Giving strong reasons of explanation.

“Do not steal. Do not lie. Do not deceive one another” (Leviticus 19:11).
NO. (Setting limits)

“Children shouldn’t have to look out for their parents; parents [grandparents] look out for their children. I’d be most happy to empty my pockets, even mortgage my life, for your good” (2 Corinthians 12:14-15, MSG).
I LOVE YOU.

Leader adds: It is important to include in our nurturing words vocabulary some words just for fun, such as silly rhymes, funny names, jokes, and more.

There are also words that can NURTURE who our grandchildren are becoming regarding:

- MANNERS
- VALUES
- THINGS THAT MATTER in the community, the country, and the world

And, of course, words regarding
FAITH

Activity: Reflect on words that were shared by a grandparent or another significant older adult that helped shape you. Invite participants to share two or three words or a phrase that was important to them.

Play

Play is a powerful way to clearly see, more fully know, and share life with grandchildren. In play, we are having fun, being creative (and messy!), enjoying games, sharing hobbies, etc. It is an effective way to build relationship(s) and keep them fresh and exciting. Playing together brings joy, vitality, and resilience to relationships.

Childhood experts say the most essential developmental and educational endeavor for young children is play. Play at all ages provides a setting for relaxation, imagination, creativity, problem-solving, and learning. At each stage of life play we can positively impact emotional and spiritual well-being.

David Elkind, author of *The Hurried Child: Growing Up Too Fast Too Soon*, has said, “Play is as fundamental a human disposition as loving and working!”

“Defending Play in the Lives of Children,” an article from Columbia University, states that play is “that absorbing activity in which children (in fact, all individuals) can participate with enthusiasm and abandon; it is positively valued by the player, self-motivated, freely chosen; it is engaging...and...it is the ultimate integrator of human experience.”

Leader notes: As you listen to this being read from Kenneth Ginsburg’s “The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds,” imagine yourself watching a grandchild playing, either alone or with others. Your role may be looking on, occasionally involved, or wholeheartedly taking part. Try to see and hear all that is going on in that scene.

What words or phrases capture your attention as you listen?

Leader reads:

“The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds,” by Kenneth R. Ginsburg

“Play is essential to development, as it contributes to the physical, cognitive, social, emotional—and yes, spiritual—well-being of children, youth and young adults. It allows them to use their creativity while developing their imagination. Play is important to healthy brain development. It is through play that children at a very early age, and then in ongoing and more sophisticated ways, engage and interact in the world around them.

Play allows children, youth and young adults to create and explore a world they can master, conquering their fears while they ‘practice’ adult roles, sometimes in conjunction with other children or with adults. In play with others, they learn (and adults can most definitely continue learning) about verbal communication, body language, boundaries, cooperation, negotiation, conflict-resolution, teamwork, and self-advocacy.

When play is allowed to be child-driven, generally age-appropriate activities are chosen, decision-making skills are practiced, players move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. As they master their world, play helps individuals develop new competencies that lead to enhanced confidence and the resiliency they need to face future challenges.

In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging un-structured play may be an exceptional way to increase physical activity levels in young persons.

Perhaps above all, play is a simple joy that is a cherished part of childhood...and a joy that can and should be pursued throughout all stages of life, with great benefit to the individual and in their shared relationships.”

Activity: Invite participants to share words or phrases that caught their attention.

Note that you are going to read the selection a second time. This time invite them to listen for new insights about play. Read “The Importance of Play” a second time.

Activity: Invite participants to share comments about new insights about play they heard in this second reading.

Summary Statement: Our awareness of developmental characteristics—from birth through young adult (the focus of Session 2)—and willingness to follow the natural inclinations and developmental needs at particular stages can help guide the choices we make and the options we offer our grandchildren regarding

play. That awareness can also help us understand the choices they make and the things they love to do throughout the stages.

Play can go far beyond games, whether board games or physical activities. Through all stages, pretend play is a delight—from having a “tea party,” developing a simple play or family melodrama or playing charades together. Building and creating activities are also universally enjoyed—using blocks, Legos, scrap lumber in the garage, or crayons, paints, beads, yarns, and more. And there is fun and delightful playfulness in attending sporting, dramatic, and other events together or watching them together on television.

Play has much value for grandchildren—and us. It is a wonderful vehicle for developing and deepening relationships—and for demonstrating that growing older does not mean that life becomes all about being serious!

SENDING (15 MIN.)

Mother Teresa, in her wisdom and brilliance, said, “Do ordinary things with extraordinary love.”

Activity: Invite participants to silently reflect on being present, engaging in touch, using words, and play with grandchildren that have helped to develop the relationship. Invite participants to share about one of those experiences using the guide, “Doing Ordinary Things with Extraordinary Love” in the Participant’s Guide, Session Three. Allow several minutes to reflect and jot down notes about the experience and then invite each to share. Note each will have 90 seconds to share.

- Who was involved? Age of grandchild (or grandchildren?)
- What happened?
- How did the experience contribute to developing your relationship with the grandchild(ren)?

Summarize this activity noting themes and gratitude for ideas shared.

Fred Rogers may have captured the hope for nurturing a loving heart best through our relationship with our

grandchildren when he said, “Children who (sense and) hear that they are loved in many ways are likely to find their own ways to say it to the people they love—all through their lives. They will say it to their parents, grandparents, and others who have loved them most. And, hopefully, one day to God—who loves them even more.”

Activity for at home: Invite participants to reflect on the Relationships table on page 2 in the Participant’s Guide and write what they are currently doing to share life with their grandchildren. In another color, note the things they could consider in the future.

CLOSING PRAYER

“Listen, [grandchildren], I have something to tell you. Attention, Earth, I’ve got a mouth full of words. My teaching, let it fall like a gentle rain, my words arrive like morning dew, like a sprinkling rain on new grass, like spring showers on the garden. For it is GOD’s Name I’m preaching [using my words]—respond to the greatness of our God!...A God you can depend on, no exceptions” (Deuteronomy 32:1-5, MSG).

CREATING A LEGACY

Big Idea: YOUR IMPRINT WILL REMAIN.

Overview of this Session	Materials Needed
Welcome/Purpose/Guidelines/Topics of Session Four (5 min.)	Participant's Guides
Connecting (15 min.)	
Focusing (10 min.)	
Exploring (55 min.) <ul style="list-style-type: none"> • Power of Story • Gifts 	
Sending (10 min.)	

WELCOME (5 MIN.)

Review the purpose and guidelines as noted on page 1 of the Participant's Guide.

CONNECTING (15 MIN.)

Activity: Invite participants to reflect on any epic stories from their family. These are the stories that are told over and over in the extended or nuclear family. After a few moments, invite them to share a one-sentence summary of the story. If time allows, ask several participants to share in a little more detail. To close, ask participants how these stories have had an impact on the hearts of family members, including the children who have heard them. Stories that we tell and retell are imprinted on the unwritten biography of the family.

OPENING PRAYER

FOCUSING (10 MIN.)

My story, your story, God's story—these stories are all ways of sharing life with our grandchildren. We learn new things from each other from our stories.

Psalm 78:1-7 highlights the importance of sharing story.

Activity: Invite participants to read the passage printed in the Participant's Guide, Session Four, silently and ponder this question: "What message is the psalmist communicating regarding the importance of sharing story with the next generations?"

If session is in-person: Invite pairs or groups of three to share their responses to the question and then invite feedback to the larger group.

If session is on Zoom: Invite any participant to share responses to the question.

Invite participants to share their responses. Summarize the input by noting what we can learn through family and personal stories.

Sharing stories with grandchildren can be a way of sharing both tangible (in written, audio, or video form) and intangible gifts. It can be a means for building and nurturing relationship.

In her book *Unconditional Love: A Guide for Navigating the Joys and Challenges of Being a Grandparent Today*, author Jane Isay writes, “Our greatest legacy is not found in the material ‘goods’ we give or leave behind...it is in the fabric of love and understanding, compassion and forgiveness that we have woven together!”

EXPLORING (55 MIN.)

OUR STORY

Story is a means for us as grandparents to build relationship, share meaning, and create a legacy in and through our grandchildren. Story develops, grows, and endures as we weave words and phrases together to share history, people, and events as well as joys, sorrows, and tragedies, the happiness, struggles, and woundedness embraced in the generations our lives have touched. For many it will include our grandparents, our parents, our own, our children, and our grandchildren.

In her book *Rockstar Grandparent: How You Can Lead the Way, Light the Road, and Launch a Legacy*, Chrys Howard cites a special memory of the power of story:

Sadie was in town and wanted to go to lunch with her great-grand-mom, her grand-mom and her mom [Chrys Howard]. As the three enjoyed their lunch, Sadie first shared enthusiastically about her new boyfriend, some of their dating experiences, and some of her anxieties. Then the older ladies shared their stories of romance and love.

Sadie sat fascinated while she listened to her great-grandmother tell how she dated her future husband’s best friend for a year before she could gently “let him down” and be free to marry the man of her dreams. In a year of dating “a nice guy,” Great-Grand-Mom had gotten to know, had seen all the character traits and values she was seeking, and had fallen in love with his best friend.

From a simple, and at some points hilarious love story, Sadie learned about good manners, patience, devotion, sensitivity, hope, and trusting God. Great-Grand-Mom’s story encouraged Sadie to keep doing what she was doing, and it let her know that God would honor her deepest desires and dreams.

Howard relates that hearing the life stories of others can empower the listeners to “go and do the same”—or to learn from their mistakes!

(ALTERNATIVE TO THE ABOVE STORY: SHARE A PERSONAL STORY THAT INCORPORATES THE KEY IDEAS.)

Our family stories are history come to life. They are love come to life! When children and grandchildren hear family stories, they sift the sands of time for significance. Whether they are about work, struggles, love, sacrifice, death, heroic feats, or disappointments, our stories provide inspiration, curiosity, identification, and perhaps even life direction.

Even if our family’s past is complicated or difficult, we can name the good that was there, or we can frame those challenges as “game changers,” or “difference makers” by helping our grandchildren learn from others’ life circumstances, challenges, accomplishments, and mistakes.

Both grandchildren and grandparents gain through sharing stories.

Grandchild gains: Roots, belonging, identity, joy, modeling, support

Grandparent gains: Purpose, belonging, joy, learning opportunities, and sense of family/connection

Refer participants to Story Starters in the Participant’s Guide, Session four.

Activity: Invite participants to name approaches to sharing and/or recording their stories that have been meaningful to them or they want to try.

GOD’S STORY THROUGH US

Stories can show the centrality of family. In families where faith is a thread that weaves through the

generations, they can illustrate its power and unifying potential. If we have parents/grandparents of faith, the potential for sharing faith generationally through stories is immeasurable!

In Blessing Your Children: Give the Gift that Will Change Their Lives Forever, Jack Hayford references the Scripture we began our session with as an encouragement to relay stories of God’s great works in our families: “I will open my mouth with a parable; I will utter hidden things, things from of old—things we have heard and known, things our ancestors have told us. We will tell the next generation the praiseworthy deeds of the Lord, his power, and the wonders he has done” (Psalm 78:2-4).

Hayford affirms, “It is glorifying to God and has a dramatic impact on our children [and grandchildren] when they hear and learn of the things that God has accomplished in and through us.” He suggests sharing the following stories of spiritual meaning and value:

- How we came to faith
- How the Lord has provided for us
- How we have failed but were forgiven
- How God has guided us
- How God has delivered us
- How God brought us through a valley

We can tell these stories to help children develop a biblical worldview regarding their purpose and their perspective as they attempt to make sense of themselves and the world. These stories can provide assurances of provision and security for them, and they can be an incredible resource for faith formation.

Activity: Invite participants to consider God’s story within them and how they could incorporate that within the grandparent/grandchild relationship. Consider the story prompts listed above. Invite two or three persons who have experience sharing their faith story to share their experience.

GIFTS

Another means we speak others’ love language (using Gary Chapman’s metaphor) is through tangible and

intangible gifts.

TANGIBLE GIFTS

Our societal norms can lean toward indulgent gift-giving, regardless how many resources we have. Perhaps we could encourage intentional, thoughtful—yet restrained—giving that respects the wishes of the grandchild’s parents. Included among those gifts could be significant keepsakes that can be meaningful and treasured.

INTANGIBLE GIFTS

Grandparents are likely to be at an age where they have learned the value of intangible gifts. Rabbi and theologian Abraham Joshua Herschel wrote, “Unless a fellowship of spiritual experience is established, a grandparent will remain an outsider to a child’s soul. We appreciate what we share, we do not appreciate (in the long run) what we receive. Friendship, affection, comes about by two people sharing a significant moment, by having an experience in common.”

Each means of building relationship that we have considered in this study can become an intangible gift to a grandchild. Aspiring to be a mighty oak in their life, claiming our own identity and what we have to give, understanding their passage through the ages and stages of life, joining them in play, sharing our presence, a touch, a word, or a story—these are all gifts that do not need to be wrapped up in a box, but they all have long-lasting potential for abiding impact!

This quote often attributed to Richard L. Evans sums up our reflections on tangible and intangible gifts: “Children will not remember you for the material things you provided but for the feeling that you cherished them.”

THE GREATEST GIFT

In all the transitions that may take place over time and space as we grandparent, building into a legacy that lives on in our children and our children’s children can be our enduring goal. Our unique and greatest gift can be sharing our faith generationally.

We have a clear example presented for us in Paul's letter to Timothy: "I thank God, whom I serve, as my ancestors did...your sincere faith, which first lived in your grandmother Lois and in your mother Eunice" (2 Timothy 1:3-5, NIV). Seeds of faith planted spanned three recorded generations, pointing us to the reality that our investment in sharing faith has the potential to extend far beyond our years.

A beautiful reflection of that concept is reflected in a Greek proverb that states, "We must be willing to plant seeds that grow trees under whose shade we will never sit."

However deep and wide our spiritual interactions with our grandchildren may extend, we do well to keep in mind a simple core principle in sharing faith with them. In *Jesus Creed*, theological and biblical scholar Scot McKnight reminds us of our highest priority at the apex of our faith: loving God and loving others. Our faith-sharing can always be as simple and basic as assuring our grandchildren that God loves them and encouraging them to love God and to love others. McKnight writes, "Our vocation is to pass God's claim on our lives to our children and the next generation. It is about linking generations!" He calls us to pray for our children/grandchildren, include them in our lives, and include ourselves in their lives.

McKnight states that the goal of a disciple and follower is relationship, from generation to generation.

If our own faith has been nurtured by grandparents or parents, we can continue in a legacy of faith-sharing. Or we can take our own courageous steps.

In *Courageous Grandparenting: Building a Legacy Worth Outliving You*, Calvin Harper writes, "We have a call to rise above the 'conventional' view of grandparenting to embrace a radically courageous life of intentionality in sharing faith with our grandchildren and praying for them regularly." How that faith-sharing looks will change through the years and circumstances. And our prayers for our grandchildren will change through the years.

We can be guided in our prayers by our hearts, by what we see in our grandchildren's lives, by what

their parents express to us in spoken or unspoken requests (a sigh, a look). We can also find guidance in "4 Incredible Reasons to Pray for Our Grandchildren Daily," by Lillian Penner.

<https://www.crosswalk.com/faith/prayer/4-powerful-ways-praying-grandparents-make-a-difference.html>

Activity: If appropriate based on the trust level in the group, invite a few participants to share about their experiences in praying for their grandchildren regularly (including answered prayers).

Note to Leader: Summarize by noting again the comment from Scot McKnight that the goal of a disciple, follower, and lover of Jesus and of others is relationship, from generation to generation.

The greatest gift of an eternal legacy we can leave behind is our gift of praise to God, shared openly and enthusiastically with our children and our children's children and transmitted to them in the form of a blessing upon them.

"One generation shall praise Your works to another, and shall declare Your mighty acts" (Psalm 145:4, NKJV).

The power of words is great. In *Blessing Your Children*, Jack Hayford directs his readers to what he calls the "fountainhead blessing" from Numbers 6:24-26. He explains that term, writing, "It has been transmitted to every succeeding generation for use and exercise by faith, right down to the present moment and its ideas overflow with so much meaning that—if understood and not merely repeated—it becomes a warm and powerful invocation full of promise and power."

Hear this blessing, which is given for all and is especially appropriate for grandchildren of all ages: "The Lord bless you and keep you; the Lord make his face to shine upon you, and be gracious to you; the Lord lift up his countenance upon you, and give you peace."

Hayford goes on to describe God's hand, heart, and personal presence as alive and at work in the blessing. Note them as interjected in the phrases of the blessing.

Note to leader: Refer participants to the Fountainhead

Blessing in their Participant's Guide, Session Four, with the following:

THE FOUNTAINHEAD BLESSING

The Lord's hand: God is unlimited in his capacity to prosper and protect.

The Lord bless you and keep you.

The Lord's heart: God's face, shining like the sun and radiating with glory, is forever and always lovingly with us.

The Lord make his face to shine upon you.

His heart is ever willing to show forgiveness we do not deserve and to give daily power.

And be gracious to you.

The Lord's personal presence: God's smile of approval surrounds us and he drives the enemy away.

The Lord lift up his countenance upon you.

His presence, through wholeness of Spirit, allows us to live in peaceful security.

And give you peace.

In these powerful words, we also learn how we are to bless: with hand, heart, and personal presence. These are life-giving gifts to grandchildren. They are life-giving to everyone!

Activity: Invite participants to write a blessing for their grandchildren using the Fountainhead Blessing as a model, or perhaps begin writing a personal blessing for each individual grandchild (note Blessing from the International Children's Bible as a model for younger children). See samples in Participant's Guide, Session Four.

SENDING (10 MIN.)

In *The Gospel According to Starbucks: Living with a Grande Passion*, Leonard Sweet writes, "God has set up shop where we live and we are meant to be about his work in relationship with others." That includes our grandchildren! Let us be mindful of all the ways we nurture and bless them to keep a keen awareness of the ages and stages through which they transition and to value presence, touch, words, play, story, and gifts, including the gifts of sharing our faith, praying for each,

especially a blessing over them.

We can be encouraged in our efforts to be about God's work by hearing again Mother Teresa's simple yet profound statement: "Do ordinary things with extraordinary love."

As we close our time together, recall the image of a mighty oak introduced in our first session. Remember, oak trees can be found all over the world and can grow to any shape or size, with the capability to transition from an acorn to sapling to young oak, and then develop through time, perhaps into the hundreds of years! It has a visible presence above ground and an invisible, stabilizing root system below the surface. It has many capabilities—therapeutics, fruit, refuge, and support.

May those descriptors be our aspiration as well, rooted below the surface in faith and prayer, growing to any shape and size as we become who God created us to be, all the while offering therapeutics, fruit, refuge, and support. Feel no regret if you are wishing you had done more or been more sooner. Rather, be encouraged by this Chinese proverb: "The best time to plant a tree is 20 years ago. The second best time is now."

Hear this further promise from the Book of Psalms:

"Good people grow strong... planted in the house of the Lord. Even when they are old, they will continue producing fruit like young, healthy trees. They are there to show everyone that the Lord is good. He is their Rock" (Psalm 92:14-15, Easy to Read Version).

Be encouraged by your prospects for continued growth and fruitfulness in your own life and in the life of your family. Stand as a sturdy oak of righteousness.

CLOSING PRAYER



APPENDICES FOR LEADERS

APPENDIX A TIPS FOR LEADERS

A six-minute video titled, “Facilitation Tips,” by Alan R. Forsman, Crescendo Leadership Team, is available upon request by sending an email to crescendoecc@gmail.com.

“FACILITATE”: TO MAKE EASIER.

Facilitators are primarily focused on the “how” of a session or interaction.

WHAT FACILITATORS DO:

- Remain neutral
- Ask questions
- Suggest ideas
- Focus on process
- Summarize and paraphrase
- Use agreements to move process forward
- Accentuate/diminish physical presence as required

WHAT FACILITATORS AVOID:

- Judgment
- Interpretation of responses
- Forcing outcomes

APPENDIX B GRANDPARENTING STUDY GUIDE RESOURCES

SESSION 1

The Legacy Project—<https://legacyproject.org/>

The Legacy Project is based at The Cedars in Toronto, Canada. They facilitate seven-generations work across Canada and the US (out of Washington, DC), and have participants around the world. See sections on Grandparents/Elders and Grandparents Guide.

AARP 2018 Grandparents Today National Study https://www.aarp.org/content/dam/aarp/research/surveys_statistics/life-leisure/2019/aarp-grandparenting-study.doi.10.26419-2Fres.00289.001.pdf

Review the Executive Summary for the key findings, some of which are quoted in Session 1.

SESSION 2

Transforming Children into Spiritual Champions: Why Children Should Be Your Church’s #1 Priority, by George Barna

Unconditional Love: A Guide to Navigating the Joys and Challenges of Being a Grandparent Today, Jane Isay

SESSION 3

The Five Love Languages of Children: The Secret to Loving Children Effectively, by Gary Chapman and Ross Campbell

Words Kids Need to Hear: To Help Them Be Who God Made Them to Be, by David Staal

The Hurried Child: Growing Up Too Fast Too Soon, by David Elkind

The Power of Play: Learning What Comes Naturally, by David Elkind

SESSION 4

Rockstar Grandparent: How You Can Lead the Way, Light the Road, and Launch a Legacy, by Chrys Howard

Blessing Your Children: Give the Gift that Will Change Their Lives Forever, by Jack Hayford

The Jesus Creed: Loving God, Loving Others, by Scot Mcknight

Courageous Grandparenting: Building a Legacy Worth Outliving You, by Calvin Harper

The Gospel According to Starbucks: Living with a Grande Passion, by Leonard Sweet

NOTE: These books are available through most public libraries, <https://covbooks.com/> and other online bookstores.



The Evangelical Covenant Church

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