


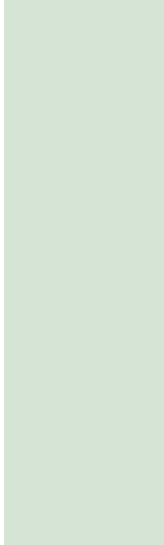
THE SALVATION ARMY 2021

grow ↙

TEEN MINISTRY RESOURCE



ADAPTED BY THE SOUTHERN TERRITORY
CONTENT WRITTEN BY CAPTAIN LAURA VAN SHAICK



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MODULE 1 OUTLINE

Girls will learn: You have a story, and it matters.

KEY VERSE

“Faith enabled Moses to choose God’s will.”
Hebrews 11:24

MODULE COMPONENTS

1 CREATE ENERGY

Getting To Know You Jenga - Stack it, pack it, and learn a bit about each other.

2 GET HANDS ON

Sticky Notes Storyboard - Use this tool to help write our origin story.

3 GOD'S WORD

Moses' Story - Learn Moses' unique origin story.

4 APPLICATION

Rethink The Pink - How can we rethink negative parts of our story?

5 TALK ABOUT IT

Gender Roles In Culture - Explore how girls/women are portrayed in media.

6 LIFE SKILLS

Good Food, Good Mood - Learn some simple recipes and make something tasty.

SUGGESTED 4 WEEK SCHEDULE

Week 1: Create Energy, Get Hands-On

Week 2: God's Word, Application

Week 3: Talk About It

Week 4: Life Skills

A LETTER TO THE LEADER

I'm not a Marvel fan (gasp!) To be honest, I've had a difficult time getting into the world of superheroes, despite the rise of geek culture in the past decade. But I do love an origin story. As defined by Dictionary.com, an origin story is "a backstory, or established background narrative, that informs the identity and motivations of heroes and villains in a comic book or similar fictional work." While I have never seen 'Avengers: Endgame', I did enjoy earlier films in the Avengers series such as 'Captain America: The First Avenger', the original 'Ironman' and 'Dr. Strange'. These stories chronicle the early lives of these Superheroes, identifying the series of events that resulted in their unique powers, giftings and personalities.

While we may never have superpowers, we all have stories that help shape and influence who we are. Even in our teen years, our family of origin (the family unit in which we are raised) and early life experiences already shape much of who we are. (By the age of 12 I already enjoyed the same type of music as my dad -classical Baroque- and had assumed the same poor body image as my mom.) Understanding how our origin story defines who we are and how we perceive the world helps us to build a foundation upon which we can grow.

The teens you are ministering to will have come from varied families of influence and backgrounds. Some may tell stories of being well supported. Others may tell of stories of being abandoned or neglected. As you assist the girls in telling their story, be sure to be sensitive to these differences. Do not highlight one over the other, but rather embrace the story-telling process as it is. As Brené Brown says, "owning our story and loving ourselves through that process is the bravest thing that we'll ever do."

While the experiences of our childhood inevitably shape our lives, they need not be the end of the story. As you explore the story of Moses together, you will discover that, "it was by faith that Moses, when he grew up, refused to be called the son of Pharaoh's daughter. He chose to share the oppression of God's people instead of enjoying the fleeting pleasures of sin." (Hebrews 11:24-25.) Likewise, we each can rise above any toxic patterns in our family of origin if we allow God to transform us.

CAPTAIN LAURA VAN SCHAICK

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Create Energy

GETTING TO KNOW YOU JENGA

This is a fun and easy way to get the girls talking to one another and sharing some safe information about themselves by playing a well-known board game: Jenga!

WHAT YOU NEED:

- One Jenga game for every three to six girls. While Jenga games can usually be purchased for less than \$20, you may want to ask to borrow copies from friends or check in thrift stores beforehand.
- One copy of Appendix 1-A printed per Jenga game.
- Clear tape

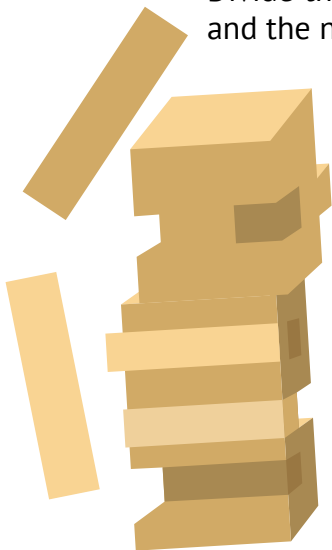
BEFORE YOU BEGIN:

- Print one copy of the statements found in Appendix 1-A per Jenga game. Using clear tape, tape one statement to the bottom of each Jenga block (3/4 inch clear tape should cover the strip perfectly.)



WHAT TO DO:

- Divide the girls into groups of three to six, depending on the number of girls you have and the number of Jenga games you have prepared.
- Set up the Jenga game as usual with the statement strips facing down. Play the game following the normal Jenga rules, except when a girl successfully pulls out a block she must read the statement on the block and then finish it according to what describes her.



OPTIONS

- 1 If there is time, you can mix up the teams and play more than once so that more girls get the chance to meet each other
- 2 Large Jenga games are very popular. You can make these with 2x4s to a length of 10.5 inches. Note: a standard Jenga game has 54 equal-sized pieces. If you make a large Jenga game, you could play with all the girls present.

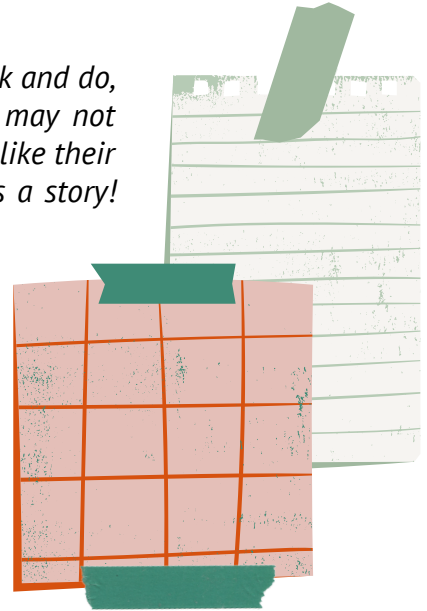
Get Hands On

STICKY NOTES STORYBOARD

Your story impacts every aspect of you: who you are, what you think and do, and how you interact with others, yourself and God. These girls may not feel like they have much of a story at their age. They may also feel like their story doesn't matter. But everyone has a story – everyone's life is a story! And knowing your story helps you realize that you matter.

WHAT YOU NEED:

- Half a piece of poster board or a tabloid sized sheet of paper for each girl
- Several small (1"x1" or 2"x2") yellow, pink and green or blue sticky notes for each girl.
- Pens or pencils



WHAT TO DO:

- Explain to the girls that they will be creating storyboards of their lives using sticky notes!
- Pass out supplies to each girl.
- Have the girls think about their life story. On each yellow sticky note write one story item. These can include significant people in their story (parents, siblings, grandparents, friends, teachers, pastors etc.), circumstances and events (being born, starting school, moving, joining a sports team, starting to play a musical instrument, going on a trip/to a camp, the death of a loved one/pet, accidents etc.), books or movies they saw that impacted them – anything they think is important in their life story. Suggest that they maybe put a symbol or abstract picture on a sticky note if there are important story items that they may be embarrassed about someone seeing. Allow for at least 10 to 20 minutes for this part of the activity. You may want to put some soft music on as the girls reflect back upon their life. The music will give a sense of privacy and may help calm any nerves or anxiety the girls may have about writing their story. If your program space allows, you may also want to invite the girls to spread out to further aid in giving a measure of privacy.

*1 Sticky Note Story Board activity adapted from "Life on the Balcony" by Ingrid Davis.
<https://www.ingriddavis.com/life-from-the-balcony>. Sourced November, 2019*



- Once the girls have written all of their story items on yellow sticky notes, have them arrange them in chronological order, with birth on the left and today on the right.
- Have the girls look over their storyboard. Have them consider if each story item has a positive impact on their life or a negative impact. Place a pink sticky note over every negative story item.
- If your girls know each other already and are comfortable with one another, have them group off into pairs and share one yellow sticky note and one pink sticky note with each other. Allow five minutes for each girl to share.
- Now, have girls look once more at their storyboard. Have girls note any “aha” moments they are having as they look at their life story. How have experiences or people impacted them? What lessons have been learned? What passions and talents shine through? Have girls write these discoveries on green or blue sticky notes and place them on their storyboard where they apply.

OPTION

If you don't have as much time, if your girls are younger, or if your girls are less apt to participate this early in the program, you can simplify this exercise. Instead of allowing for unlimited sticky notes, instead give each girl five yellow sticky notes and five pink sticky notes. Have them pick five “highs” from their past and write them on the yellow sticky notes. Then have them pick five “lows” from their past and write them on pink sticky notes. Have them arrange them chronologically. Ask the question, “how have your past highs and lows shaped how you see yourself?” They can ponder this on their own and journal their response or they can share with a partner, small group, or in the large group. Keep in mind that the larger the sharing group, the more vulnerable the girls may feel.

“
YOU MAY NOT
CONTROL ALL THE
EVENTS THAT HAPPEN
TO YOU, BUT YOU CAN
DECIDE NOT TO BE
REDUCED BY THEM.

MAYA ANGELOU

God's Word

MOSES' STORY

One of the great origin stories in the Bible is the story of Moses. Work as a team to create a Sticky Note Storyboard for Moses!



WHAT YOU NEED:

- Larger (3x3 inch) yellow, pink, and green or blue sticky notes
- A pen, pencil or marker
- *Optional* – poster board to place the sticky notes on, or you can use a blank section of a wall or whiteboard

WHAT TO DO:

- If your group is small (approx. eight or less girls) you can do this as a full group. If you have more than eight girls, divide into smaller teams of girls.
- Pass out supplies to each team.
- Read the story of Moses from Exodus 2:1-22. A translation like the New Living Translation or the New International Reader's Version is great, especially if you have a group of girls who are not familiar with the Bible. Read the story slowly, pausing as needed. As you read, have the girls identify significant people, places and events in Moses' story, just as they did for their own story. Have them write these on yellow sticky notes and place them in chronological order.
- After you have read the story, have the girls review their sticky-note storyboard for Moses. Have each girl, or each team, share two or three yellow sticky-notes with the group.
- Have the girls place pink sticky notes over any story item that they feel is negative. Have each girl, or team, share one pink sticky-note with the group.
- Have the girls note anything that might have been a life-changing "ah hah" moment for Moses. Invite them to write these discoveries on a green or blue sticky note and add them to Moses' sticky-note storyline.

Application

RETHINK THE PINK

No one's life is perfect. We all have hurts and pains and disappointments in our stories. On our sticky note storyboards, these are represented by pink sticky notes. We have used these pink sticky notes to cover up the hurtful words we first wrote on those yellow sticky notes - sometimes it feels easier if we can't see them, or just ignore them. But we still know that they are there.

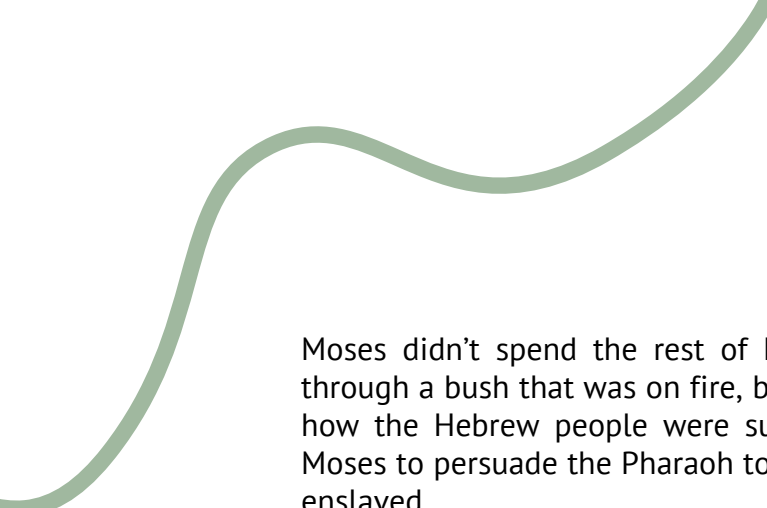
It is important to note that it is both the positive and negative things in our lives that have led us to the place we are now. What's even better is that God promises that even the bad things can be used for good.



WHAT TO DO:

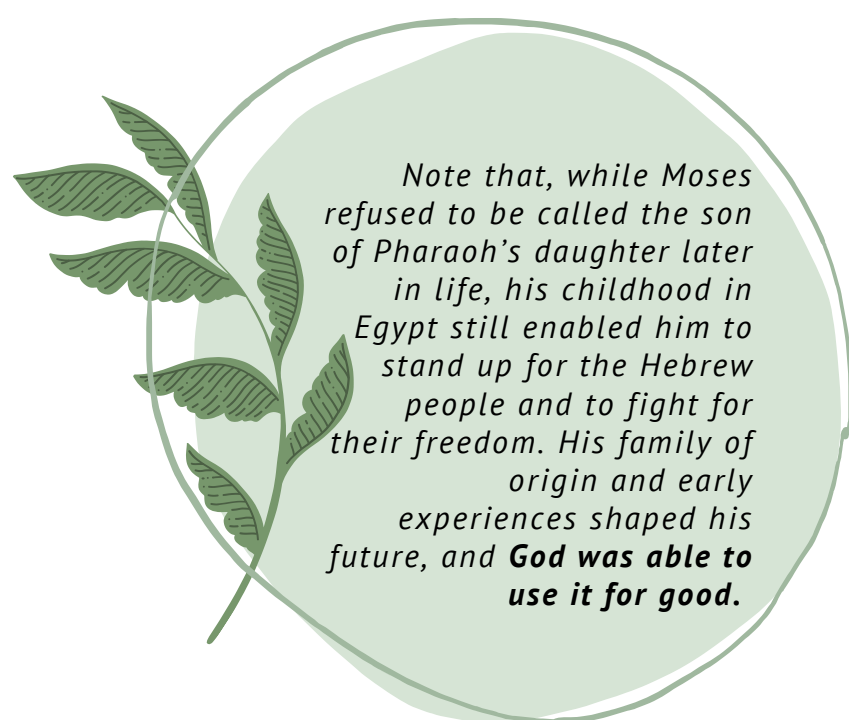
- Read Hebrews 11:23-27 together.
- Ask:
 - What do you think these verses mean?
 - Why would Moses choose to reject part of his story? Why would he refuse to be called the son of Pharaoh's daughter?
 - What enabled him to re-write his story and change his future?
 - Who is "the one who is invisible" (vs 27)?
- Beginning with Moses' sticky-note storyboard, revisit what is written below the pink sticky notes. Ask, what positive may have come from that, or what positive could still come from that? (Example: if the yellow sticky note says: Moses ran away, they might write on the pink sticky note: Moses met Zipporah.)
- Share with the girls a brief account of the rest of the story of Moses (pg. 11)
- Direct the girls' attention back to their own sticky note storyboard. Have them privately revisit the items written below their pink sticky notes. Then, on the pink sticky note, challenge the girls to write a positive that has come, or could come, from that negative thing (Example: if the yellow sticky note says: my family moved to a different city, they might write on the pink sticky note: I made new friends.)





Moses didn't spend the rest of his life in Midian. God spoke to Moses through a bush that was on fire, but not burning up. God told Moses about how the Hebrew people were suffering in Egypt, and how God wanted Moses to persuade the Pharaoh to free all of the Hebrew people who were enslaved.

Moses did return to Egypt, and he spoke to Pharaoh. God performed many miracles to persuade Pharaoh – these are often called the ten plagues. The pharaoh had a very hard heart and dismissed Moses each time he asked. But the tenth plague changed it all. The tenth plague killed all of the Egyptian firstborn, and it was devastating enough that Pharaoh finally let the Hebrew people go free.



*Note that, while Moses refused to be called the son of Pharaoh's daughter later in life, his childhood in Egypt still enabled him to stand up for the Hebrew people and to fight for their freedom. His family of origin and early experiences shaped his future, and **God was able to use it for good.***

PRAYER:



*Dear God, thank you for the life I have lived. Thank you for all of the things I have experienced - the happy moments and the sad ones too. I realize that my life is so much bigger than myself. Thank you for the people I have shared my life with. Help me to see how you can use my story to grow me into the person you want me to be and use even the bad things in my life to do good in the world.
Amen.*

Talk About It

GENDER ROLES IN CULTURE

Talk About It makes use of Faith Based Facilitation (FBF), which is a way of helping people think, talk, explore and respond to issues in the light of faith. It results in the development of healthier people and communities who enjoy deeper relationships. Please reference the “Talk About It” section of the Introduction to Grow leader’s document prior to starting. This first discussion has much more form and flow to it than later discussions will have and is not a pure expression of FBF. You may find this extra structure helpful as girls get used to talking about some tricky topics.

For this topic, it might be helpful to have a printed copy of The Salvation Army’s International Position Statement on Sexism on hand. It can be accessed at <https://www.salvationarmy.org/isjc/ips>



WHAT YOU NEED:

- A video-playing device such as a computer or tablet linked to a projector or TV.

OPTIONS

- 1 An episode of a TV show or movie that promotes girls and women in a negative or stereotypical light.
- 2 A selection of current/relevant magazines, or access to a magazine subscription app .
- 3 An episode of Paw Patrol (available on Netflix) or Mickey and the Roadster Racers (available on Disney+)
- 4 Access to the Internet (girls can use their phones if they have them) to search children’s clothing stores

Discussion Outline

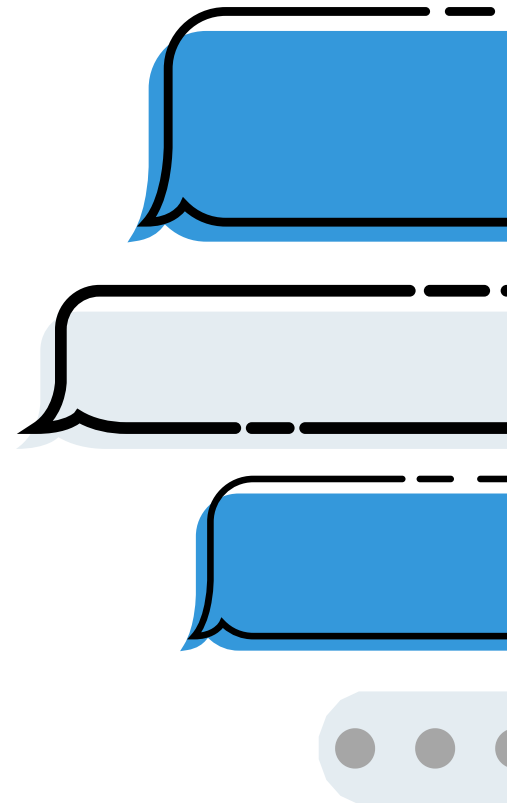
STEP ONE: WHAT IS THE ISSUE?

Open with prayer, then introduce the topic by doing one of the following:

OPTIONS

- 1 Watch a portion of an episode of a popular TV show, like *The Big Bang Theory* (be aware that there may be some sexual themes) or ask the girls what shows they watch and come prepared to view an episode with them. Have the girls watch the girls and women in the shows closely, and then discuss afterward how the girls and women were portrayed. Were they smart, critical thinkers, or were they ditsy and focused only on their looks?
- 2 Bring in some current magazines that span a broad spectrum. Have the girls look critically at how the girls and women are portrayed, as compared to the boys and men? What are the articles that are targeting women about? How does this compare to articles targeting men?
- 3 Kid-culture – rather than looking at a teen or adult world, have girls think about those younger than themselves. Watch an episode of *Paw Patrol* or *Mickey and the Roadster Racers* with them, and/or have them peruse online clothing sites and compare clothing geared towards girls and boys, paying special attention to graphics on t-shirts. What messages is the world sending to young girls versus young boys? Sometimes the world around us tries to write our story for us. It does so by stereotyping groups of people, like girls. What does it mean to stereotype?

In their book, *The Confidence Code for Girls*, Katty Kay, Claire Shipman and Jillellyn Riley define stereotyping this way: *“Stereotyping is when assumptions that are way too simple, and often wrong, are made about a particular group of people. It happens for a reason. It’s kind of easy, and sometimes it can feel comfortable to put people into a group based on looks, race, ethnicity, nationality, profession, hair colour, gender – almost anything – and believe they are similar. But whenever we assume that people in any group are all alike, it can lead to trouble.”*

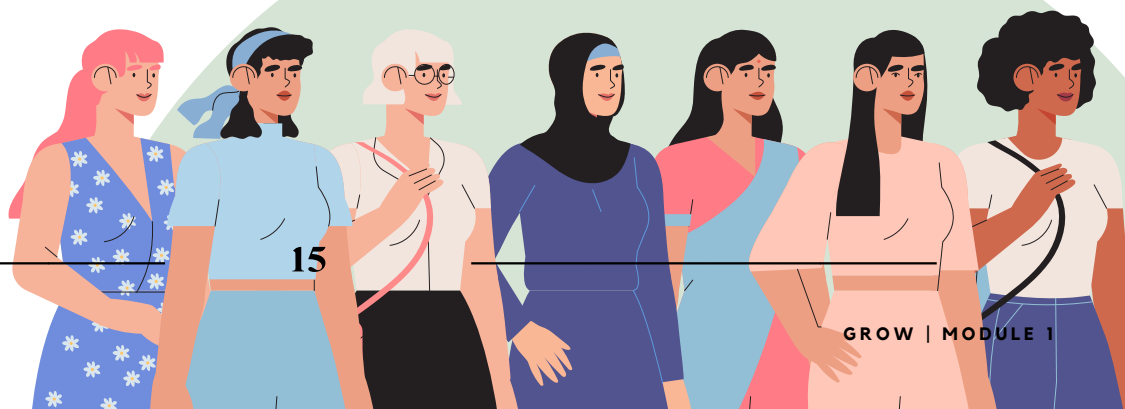


STEP TWO: DESCRIBE & ANALYZE

- The world around us likes to stereotype girls. This starts at a young age and does considerable damage:
 - By age 6 most girls already believe that boys and men are smarter than girls and women.
 - By grade 6 many girls have learned to “dumb themselves down” to be better liked by boys and girls alike. Often girls think they must choose between being smart and being liked.
- How are girls/women treated differently than boys/men?
- Have you ever been treated differently because you are a girl?
- When people add “like a girl” after any action, what does that mean? (Have girls consider whether it is something thoughtful, meant to let everyone know how strong and powerful girls are, or is it something closer to an insult, implying that doing something in a girl way is lame?)
- Watch the Always commercial, “Like a Girl” together on YouTube: <https://www.youtube.com/watch?v=XjIQBjWYDTs>

STEP THREE: REFLECT & EVALUATE

- There are many times when women and girls are described in the Bible, many times when Jesus interacts with women, and many verses that speak to women’s abilities and worth. In light of this, what does the Bible say about what it means to be “like a girl”?
- Does the Bible stereotype women?
- You may want to draw girl’s attention to stories and accounts of strong women such as Deborah, Miriam, Lydia, Junia, Priscilla, and Mary of Magdala.
- Some verses to highlight would be Genesis 1:27 NLT – “So God created human beings in his own image. In the image of God he created them; male and female he created them); or Galatians 3:28 NLT – “There is no longer Jew or Gentile, slave or free, male or female. For you are all one in Christ Jesus.”
- Also consider the 2019 International Positional Statement on Sexism: www.salvationarmy.org/isjc/ips



STEP FOUR: DECIDE & PLAN

- How can we challenge the negative stereotyping of women and girls that exists in culture today?
- What can individual girls do to change the story for girls everywhere?
- Invite girls to take out their phones and take a picture of themselves doing something they are proud of, or being brave, bold, or strong. Invite them to post it to social media using the hashtag #LikeAGirl.



Life Skills

IN THE KITCHEN

It doesn't matter if you are a boy or a girl – it's always good to know your way around a kitchen! If you have access to a kitchen, spend some time together cooking a meal or baking together. Here are some great recipes for you to consider or choose your own!

PITA PIZZAS

INGREDIENTS:

- One pita per girl
- Pizza sauce
- Shredded mozzarella cheese
- A variety of pizza toppings, such as pepperoni, mushrooms, bell peppers, pineapple etc.

INSTRUCTIONS:

- Prepare all pizza toppings, as needed (slice mushrooms, peppers etc.)
- Pre-heat the oven to 350F.
- Spread pizza sauce on each pita, to taste.
- Sprinkle with mozzarella cheese on each pita, to taste.
- Add toppings as desired.
- Carefully place pita on an ungreased baking sheet.
- Bake for 10-15 minutes, until pita is crispy and cheese is melted.
- Cut into slices and enjoy!



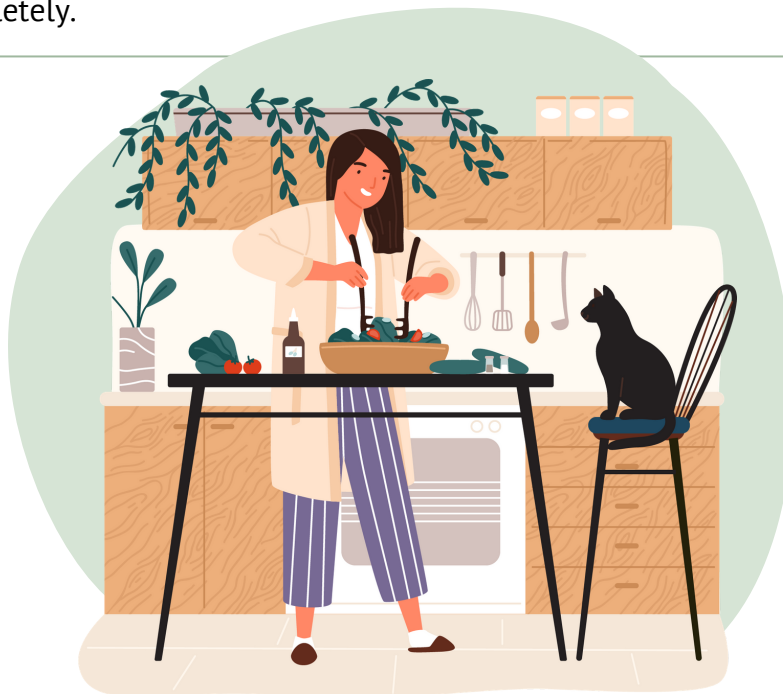
CHOCOLATE CHIP COOKIES

INGREDIENTS:

- 1 cup butter, softened
- 1 cup brown sugar, packed
- ½ cup white sugar
- 2 eggs
- 2 tsp vanilla
- 2-1/4 cups white flour
- 1 tsp baking soda
- 300g chocolate chips

INSTRUCTIONS:

- Pre-heat oven to 375F.
- Beat together butter, brown sugar, white sugar, eggs and vanilla in a large bowl until light and fluffy.
- In a separate bowl, mix together baking soda and flour.
- Pour dry ingredients into the wet ingredients. Stir until well blended.
- Add chocolate chips. Mix well.
- Drop 1 tablespoonful of dough, 2 inches apart, onto baking sheet.
- Bake 10 to 12 minutes or until lightly browned.
- Cool on baking sheet for three minutes. Remove to wire racks to cool completely.



Appendix 1-A

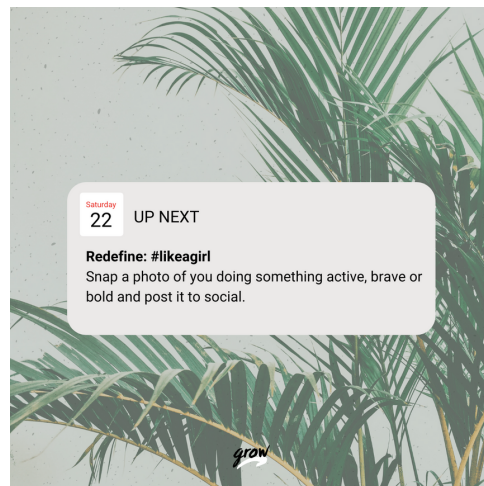
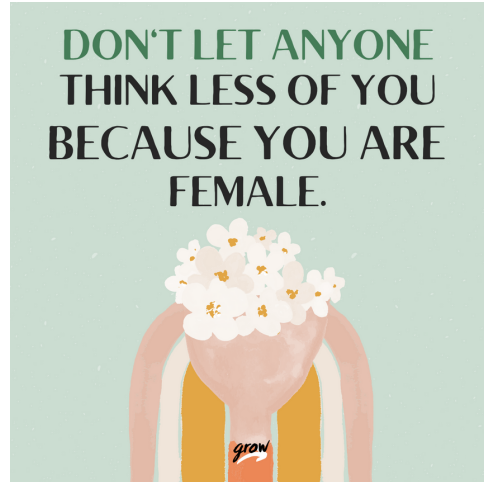
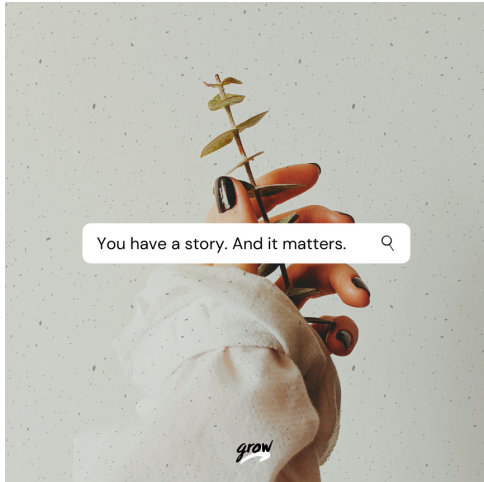
Three words that describe me are...	My favorite sport	I am a good friend because...
My favorite place in the world	I'm really good at...	If I could go anywhere in the world, I would go...
One of my favorite movies	One of my favorite songs	One of my favorite books
One of my favourite TV shows	My favorite time of year	One thing I hope I have done by the time I am 20 years old
Something that's hard for me	If I could be an animal for a day, I would be a...	If I could have any superpower, I would want
One of my favorite outdoor activities	One thing I have done that I am proud of	Something that scares me

Appendix 1-A

My favorite subject in school	If I could have any pet I wanted, I would choose	My favorite food
Something that really annoys me	If I were a cartoon character, I would want to be	My most treasured possession
I would like to learn how to	If I had a million dollars	Someone I admire
A gift I would really like to receive	When I grow up, I want to be	One of the nicest things anyone has ever done for me
One of the hardest decisions I have ever had to make was	On weekends, I like to	My favorite indoor activity
If I could write a book, it would be about	The thing I like most about myself	One thing I find difficult

Social Posts

These are available for download at www.sawomensministries.org/resources and can be used to post on Instagram, Facebook etc. to inspire the girls throughout the week. You could also send them out as an encouraging text between meetings.





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TEEN MINISTRY RESOURCE

ADAPTED BY THE SOUTHERN TERRITORY
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