


*THE SALVATION ARMY 2021*

# grow ↙

*TEEN MINISTRY RESOURCE*



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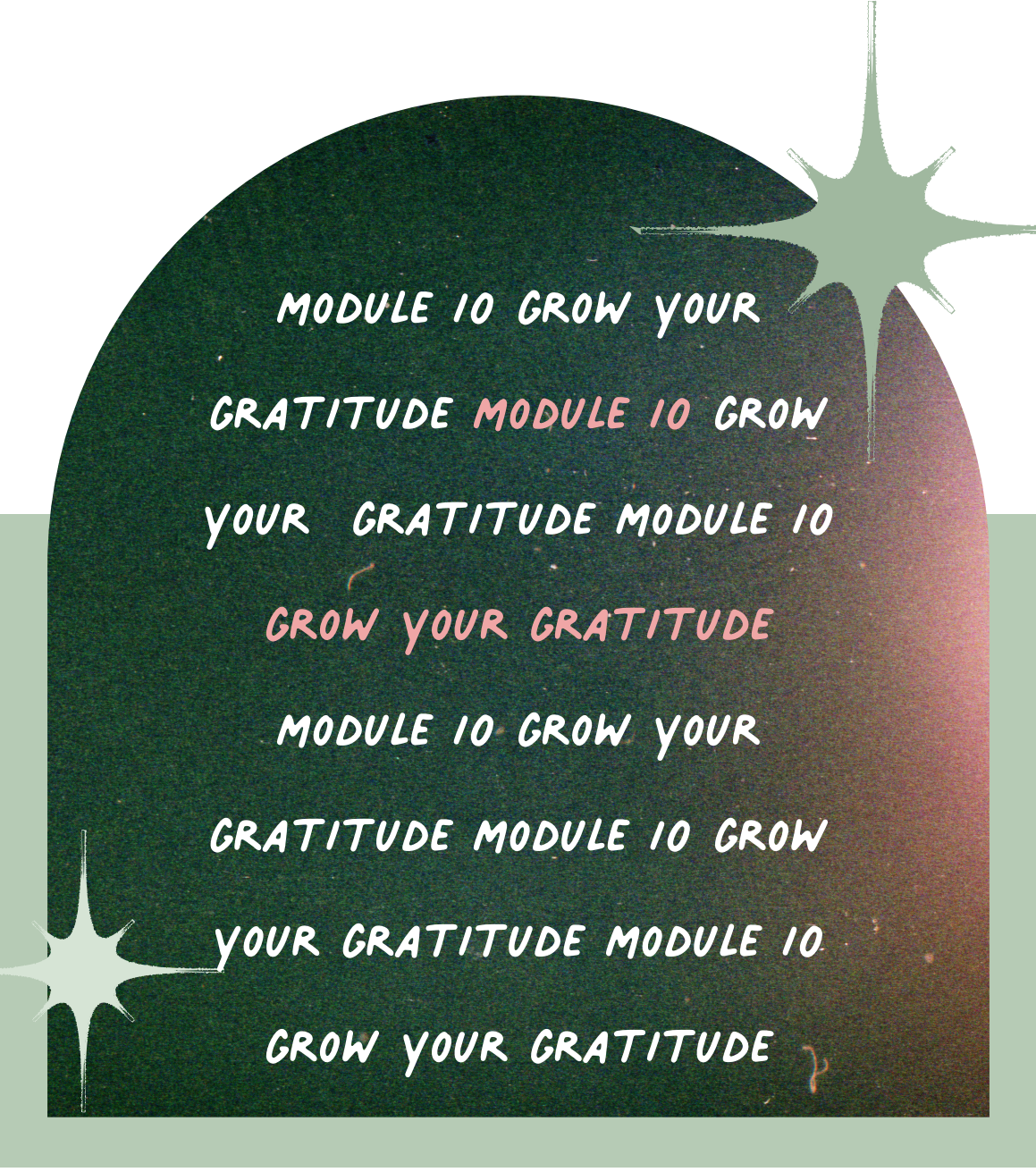
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# MODULE 10 OUTLINE

*Girls will learn: You can choose to be thankful. Your attitude matters.*

## KEY VERSE

“Be thankful in all circumstances, for this is God’s will for you who belong to Christ Jesus.” – 1 Thessalonians 5:18 NLT

## MODULE COMPONENTS

### 01 CREATE ENERGY

*Gratitude Game - Play a classic game of Pick-Up-Sticks with a gratitude twist!*

### 02 GET HANDS ON

*2 Modern Psalm - Using Psalm 136 as an example, write your own Psalm of praise.*

### 03 GOD'S WORD

*Attitude of Gratitude - Paul was able to give thanks, even during difficult times. You can too.*

### 04 APPLICATION

*4 Cycle of Gratitude - What goes around comes around, even with gratitude.*

*Gratitude Journaling - Decorate your own journal and begin keeping a list of things you are thankful for.*

### 05 TALK ABOUT IT

*Bullying - How can a faith-based perspective shape our response to bullying?*

### 06 LIFE SKILLS

*Self-care - Explore some tools for taking care of your mental health.*

## 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

It's been two years since my friend went to be with Jesus. It's been four years since her breast cancer returned—metastatic, stage 4. In those two years between her diagnosis and death, my friend demonstrated a resiliency in the face of personal pain and tragedy that inspired all who knew her. She knew there was no medical cure for her disease. And yet, she chose to practise gratitude. She chose to be thankful to God for each moment of each day. She chose to live.

The power of gratitude has been celebrated for some time. It was three decades ago when Dr. Martin E.P. Seligman launched the discipline of positive psychology and began the scientific study of emotions such as optimism and gratitude. Up until that time, psychologists had focused predominantly on negative emotions such as anger, disappointment and shame. Subsequent findings are striking. Psychologists have learned that practising optimism and gratitude in times of success and stability strengthen us during times of adversity and turmoil.

The Apostle Paul knew this firsthand. He wrote Philippians, often called “the letter of joy,” from prison. Despite his uncomfortable present and uncertain future, Paul begins his letter with thanksgiving: “I thank my God every time I remember you. In all my prayers for all of you, I always pray with joy” (Philippians 1:3-4). The church in Philippi was growing, and it is natural that Paul would give thanks for the ministry there.

Paul goes on to discuss his imprisonment, and those who were taking advantage of his situation. Yet Paul still responds with gratitude, saying, “I will continue to rejoice, for I know that through your prayers and God's provision of the Spirit of Jesus Christ what has happened to me will turn out for my deliverance. I eagerly expect and hope that I will in no way be ashamed, but will have sufficient courage so that now as always Christ will be exalted in my body, whether by life or by death. For to me, to live is Christ and to die is gain” (Philippians 1:18-21). Even in light of death, Paul is able to respond with gratitude, and this results in joy—for him and for those to whom he writes.

My friend was also grateful in light of death. Gratitude was a rhythm she established in her life before her cancer diagnosis, and it made her resilient in the face of disease and loss. Nothing, not even cancer, could steal her joy. Brené Brown writes that “joy, collected over time, fuels resilience—ensuring we'll have reservoirs of emotional strength when hard things do happen.” By teaching girls the practice of gratitude, they will build resilience for tomorrow, and they will be reminded that, regardless of what circumstances come their way, they can give thanks to God for his presence, provision and faithfulness

**CAPTAIN LAURA VAN SCHAICK**

*Women's Ministries Program and Resource Officer  
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# Create Energy

## GRATITUDE GAME

### WHAT YOU NEED:

- One game of Pick Up Sticks per group of 4 girls (minimum) OR
- Create your own Pick Up Sticks game by coloring wooden skewers, chopsticks, or paper straws.\*
- One copy of Appendix 10-A, “Gratitude Game,” per group.\*

*\* You may need to change the colours on Appendix 10-A to correspond to the colours of your home-made game if not playing with a classic Pick Up Sticks set.*

### WHAT TO DO:

- Ask – What is gratitude? (Being thankful, being ready to show appreciation and kindness in all circumstances.)
- Divide girls into groups of two to four.
- Distribute a Pick Up Sticks game to each group, along with a copy of Appendix 10-A
- Play Pick Up Sticks according to the regular rules, except this time when a stick is picked up you must name what you are grateful for according to the colour of the stick.
- You may choose to play several rounds, or switch up the groups, if time allows.

**RED** - NAME A **PERSON** YOU ARE GRATEFUL FOR

**GREEN** - NAME A **PLACE** YOU ARE GRATEFUL FOR

**BLUE** - NAME A **FOOD** YOU ARE GRATEFUL FOR

**YELLOW** - NAME AN **OBJECT** YOU ARE GRATEFUL FOR

**BLACK** - NAME A **MEMORY** YOU ARE GRATEFUL FOR

# Get Hands On



## MODERN PSALM

### WHAT YOU NEED:

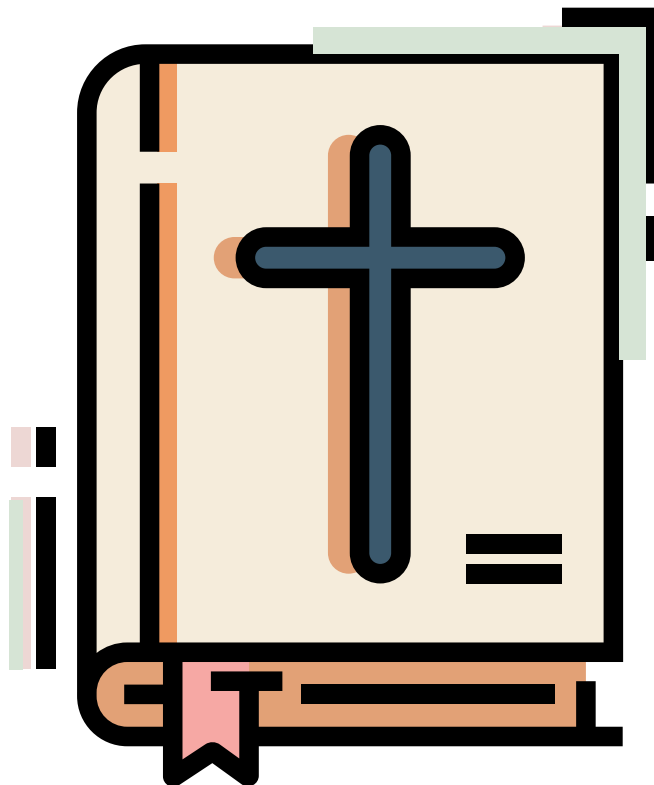
- A Bible for each girl, or a printed copy of Psalm 136
- A whiteboard, chalkboard or chart paper
- Appropriate markers
- *Optional:* Blank paper and pens/pencils for each girl if choosing to have girls write their own Psalm rather than as a group.

### WHAT TO DO:

- Ask – What is a Psalm? (A sacred poem or song.)
- Explain that there are many Psalms in our Bible that focus on gratitude. Read through Psalm 136 together.
- Make a list together of each of the things the writer of this Psalm is grateful for. Can you group these into any broad themes?
- Explain that we will be creating our own modern Psalm of gratitude, based on Psalm 136. You have two options for how to do this:
  - 1) Create one together as a group
  - 2) Have each girl write their own Psalm.

## OPTIONS

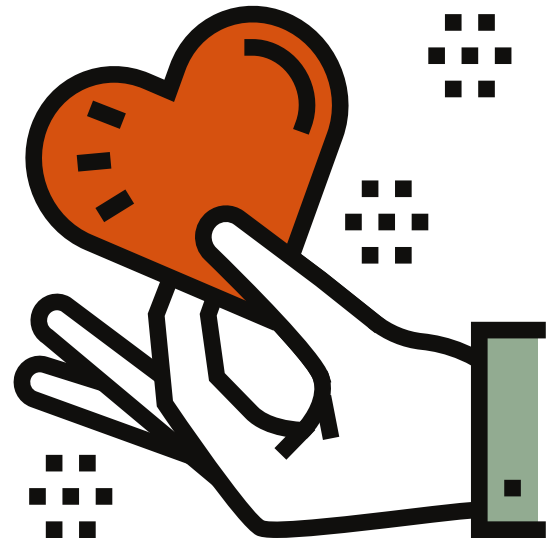
- 1 Go around the room, giving each girl an opportunity to think of something they give God thanks for. Write it as one line of the Psalm, followed by the line “His love endures forever.” Allow each girl to contribute at least two lines to the Psalm. Once the lines of the Psalm have been compiled, work together to amend the order of the verses into an order that flows nicely. Re write your Psalm and read it out loud together. You may want to take a photo of the Psalm and/or take a video of the girls reciting the Psalm and share it with the girls. If you have permission from their parents, you could also post the video to your ministry unit’s social media site.
- 2 Distribute blank paper and pens or pencils to each girl. Provide time and space for each of them to write their own Psalm of gratitude by writing down one thing they are thankful for, followed by the line “His love endures forever.” Encourage girls to write at least 10 verses for their Psalm. They may wish to type out their Psalm and decorate it. Encourage them to read their Psalms out loud to the group, if they are comfortable. They could also post a copy of their Psalm to social to encourage others to be thankful.





# God's Word

*Philippians 3:17-4:9*



## FLIPPING COMPLAINTS INTO GRATITUDE

### WHAT YOU NEED:

- Index cards, two per girl
- Pens and pencils

### BEFORE YOU BEGIN:

- Remove the spring from the ballpoint pen. Keep it handy (In your pocket, perhaps) for later.

### WHAT TO DO:

- *Ask* – What is a complaint? Close your eyes and think back: Have you complained about anything today? This week?
- Hand out two index cards to each girl. Ask them to write two complaints they can recall making recently, one on each card. Some examples might be: “I hate having to study for the math test!” or “I can’t believe we are having that disgusting meal for dinner again.”
- Explain that we are going to practice changing our attitudes by flipping complaints into gratitude statements.
- Have the girls form pairs and exchange one of their complaint cards. Explain that the person who receives the complaint card must flip it over and write a gratitude statement, turning the negative attitude into a positive one. For example, “I hate having to study for the math test!” could be, “I’m grateful that I get to learn” or “I’m thankful that I will be able to show how much I’ve learned this year.”
- Have girls pass the cards back to their original owner. In their groups, allow a few minutes to discuss the suggested “flips.” Do they make sense? Is this something you agree with? Is there any other way you could think of flipping the complaint?
- Have girls spend a few minutes flipping their second complaint on their own.
- Bring the girls together. As a large group, ask for a few girls to share their thoughts on how the exercise made them feel, what they learned, and if they think they could put this into practice in real life.

## PAUL IN PRISON

Have girls open their Bibles to the book of Philippians. Explain to girls that this passage of scripture is a letter written by a man named Paul to the early Christians in a city called Philippi in modern- day Greece. Share that Paul wrote this letter from prison. He had been arrested for preaching the good news about Jesus and risked an unfair trial and/or execution.

*Ask* – What would your attitude be like if you were in Paul’s situation? What might you complain about?

*Say* – Let’s read a portion of his letter to see what his attitude was like while he was in this difficult circumstance.

*Read Philippians 3:17-4:9 together.*

*Ask* – What was Paul’s attitude like while in prison, according to this letter? (hopeful, grateful etc.) *Ask* – How did Paul flip his complaints into gratitude?

*Ask* – How was he able to have such a positive attitude? You can direct their attention towards Philippians 3:20-21, which shares Paul’s belief that he is a citizen of heaven, and that his hope for the future is in Jesus, and to Philippians 4:6-7 where Paul shares how praying about his ‘complaints’ results in a peace from God, among other verses.



# Application

## CYCLES OF GRATITUDE

### WHAT YOU NEED:

- A whiteboard, chalkboard or chart paper
- Appropriate markers
- Blank paper
- Pens and pencils



### WHAT TO DO:

- *Say* – Paul gives thanks throughout this letter, not just in the portion we read together. At the beginning, in 1:3, Paul gives thanks for the people he is writing to, saying, “Every time I think of you, I give thanks to my God.” (NLT) At the end in 4:10-19, Paul thanks the Philippians for their tangible gifts and shares that at the present moment he has everything he needs.
- *Ask* – If you had received this letter, how would it make you feel to know that someone was so thankful for you? (Really good, positive.)
- *Ask* – How would knowing someone is so grateful for you and your actions change the way you act? (I might continue to be generous, because it makes me feel good.)
- *Say* - Gratitude and generosity go hand in hand. If we receive gratitude, it makes us feel good and often makes us more generous.
- *Ask* – Do you agree with this or not? Why?
- *Ask* - Can you think of any examples of how this might play out in real life?
- Divide girls into groups of two to four. Distribute blank paper and pens or pencils to each group. Give girls five to ten minutes to create a realistic gratitude cycle scenario.
- Bring the girls back together. Have one representative from each group share their gratitude cycle scenario.

## GRATITUDE JOURNALING

### WHAT YOU NEED:

- One blank journal or notebook for each girl
- Various craft supplies to decorate the cover of the journal, such as scrapbook paper, Mod Podge, stickers etc.



**@PRAYER:**



*God, forgive me for the times that I have compared myself to others in a way that displeases you. Help me to remember that you have created me just the way you want me to be, and that I have been given spiritual gifts that complement the rest of the church body. Help me not to boast about my spiritual gifts, but to use my spiritual gifts to help and serve others. Amen.*

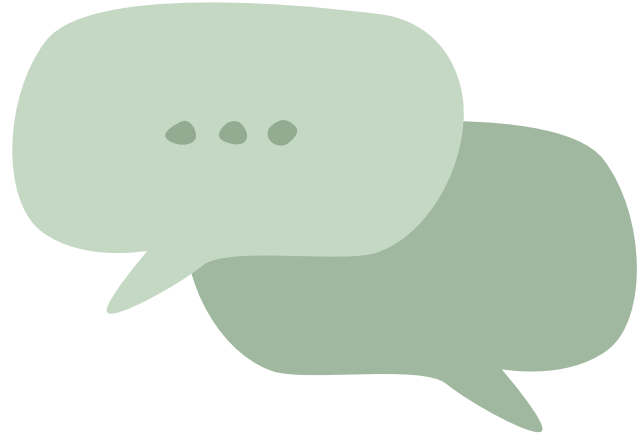


# Talk About It

*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 for an outline on the Faith Based Facilitation model.*

## **BULLYING**

Bullying is something that is talked about a lot in schools these days, but your girls may not have looked at it from a faith-based perspective before. Therefore, it can be a positive exercise to explore bullying in light of all they have learned in these Talk About It sessions to date.



Kids Help Phone says this about bullying:

- Some people may call it harassment, abuse, meanness or drama. However bullying is labelled, it’s always considered to be harmful and unwanted behaviour. Bullying is done on purpose and is usually repeated.
- Bullying is when someone uses their power to hurt, frighten, exclude or insult someone else. Bullying often occurs between people close in age and is never OK. Bullying can be a difficult experience, but it’s important to remember that you’re not alone.
- Bullying can affect a person’s feelings, relationships, self-esteem and sense of safety. It can also make people feel uncomfortable in everyday situations at home, work or school. Bullying can come in many different forms including:
  - Physical bullying: harassing someone by hitting, shoving, tripping or any other use of physical force.
  - Emotional or psychological bullying: harassing someone with verbal attacks, hurtful comments, name-calling or teasing.
  - Cyberbullying: harassing someone over social media, text, email, websites and other digital channels.
  - Social bullying: harassing someone by excluding them, spreading rumours or giving them “the silent treatment.”
  - Discriminatory bullying: harassing someone based on sexual orientation, ethnicity, gender identity, religion or anything else perceived as making them “different.”

Be aware that some girls may have experienced bullying. It is also important to have a sense if there are any active bullying relationships among participants. Be prepared to give pastoral care if appropriate. Also be aware that some girls may have been active bullies. Help them to seek forgiveness from God, and to forgive themselves and to change their actions.

Also be aware that this conversation may also gravitate towards the topic of suicide. You may want to have The Salvation Army's International Position Statement on Suicide available to use as a resource just in case.

It is available at <https://www.salvationarmy.org/isjc/ips>.

As with all Talk About It discussions, be sure to not impose your opinions on the girls. Rather, allow them to draw their own healthy conclusions as they navigate through the discussion.



# DISCUSSION OUTLINE

*Open with prayer.*

## 1 WHAT IS THE ISSUE?

- What do we mean by “bullying”? What is it?
  - What are the different types of bullying?
  - What makes bullying different than teasing?
  - See notes on previous page from Kids Help Phone
  - While teasing can be meant as harmless, it may cause harm unintentionally.
- Name three or more realities of bullying
  - Some examples may include:
    - It can lead to self-harm or suicide
    - It can affect a person’s self esteem, grades, mental health etc.
    - It is often not a criminal offense, so bullies keep bullying
    - Bullying doesn’t only happen at school. It can happen anywhere, including through texting, the internet and social media.

## 2 DESCRIBE & ANALYZE

- Elaborate on the issues outlined. Invite girls to share personal anecdotes if appropriate.

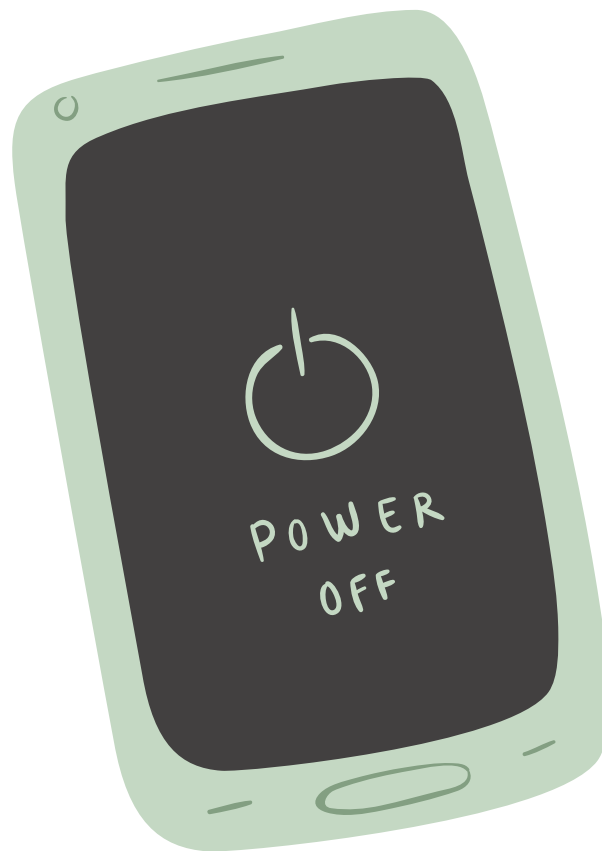
## 3 REFLECT & EVALUATE

- What Bible stories, themes or principles and/or Christian truths do you think bear on these issues?
- Some examples may include:
  - Ephesians 4:29 NLT - “Don’t use foul or abusive language. Let everything you say be good and helpful, so that your words will be an encouragement to those who hear them.”
  - 1 Thessalonians 5:11-15 NLT – “So encourage each other and build each other up, just as you are already doing. Dear brothers and sisters, honor those who are your leaders in the Lord’s work. They work hard among you and give you spiritual guidance. Show them great respect and wholehearted love because of their work. And live peacefully with each other. Brothers and sisters, we urge you to warn those who are lazy. Encourage those who are timid. Take tender care of those who are weak. Be patient with everyone. See that no one pays back evil for evil, but always try to do good to each other and to all people.”
  - The story of Joseph (Genesis 37-50) shares a story of a younger brother who was bullied by his older brothers, but who persevered, and whom God blessed.

## 4 DECIDE AND PLAN – HOW THEN SHALL WE LIVE?

- In light of this discussion, how should we respond to bullying? Decide on two things you could put into practice.
  - Some examples may include:
    - Tell a trusted adult if you are being bullied.
    - Be a “peer advocate.” If you see someone being bullied, sit by them at lunch, talk

with them in the hallway, or include them in group activities. There can be strength in numbers, and bullies often feel isolated.





# Life Skills

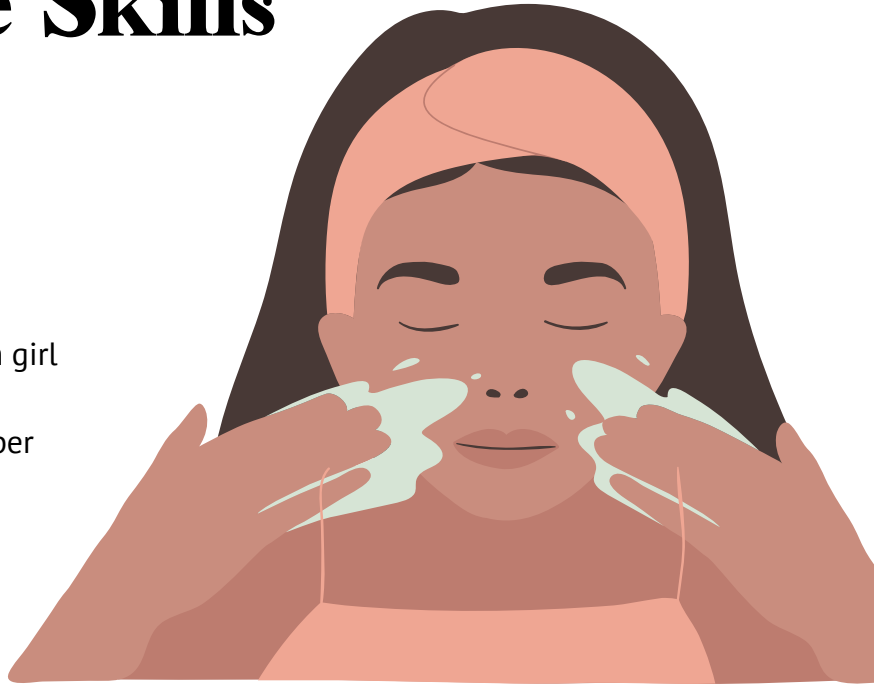
## SELF-CARE

### WHAT YOU NEED:

- One copy of Appendix 10-B for each girl
- Pens or pencils
- Whiteboard, chalkboard or chart paper
- Chalk or markers

### WHAT TO DO:

1. Discuss - What is self-care?



Think of your life as a rechargeable battery – like the kind in a smartphone. Every time we turn the phone on, use an app, make a call etc. the battery is depleted somewhat. If we don't plug our phones in, the battery will eventually die and the phone won't work. It's the same with us.

Self Care is about keeping our emotional, mental, physical and spiritual “batteries” charged up. Every day we need to do things that can deplete us – or drain our batteries. Because of this, we need to be intentional about taking time to refill those batteries, and this will look different for different people.

For example, whether you are an introvert or an extrovert will determine if social interactions (spending time with friends) drains or charges your battery.

2. Distribute one copy of Appendix 10-B to each girl.

Give five to ten minutes for them to complete the survey. Once girls are done, have them share whether they are an introvert or an extrovert. Explain that introverts will find that social interactions drain their batteries, while extroverts will find that social interactions charge their batteries. Allow some time for girls to share their personal experience with this.

Self Care resources are modified from those first presented to the youth at Scarborough Citadel by Kerry Brown, MA in Counselling Psychology, in 2019-2020.

### 3. Discuss: Self-care VS Coping

Before we start looking at some specific self care tools, it can be helpful to understand the difference between self care and coping:

*Self Care is preventative, while coping is reactive.* You can use a car analogy to explain the difference: self care is putting gas in the car, getting the oil changed, inflating the tires; coping is hitting the brakes, changing a flat after running over a nail etc.

There will be times when, no matter how much effort we've put into recharging our batteries, we will need to cope in a stressful situation.

### 4. Using the white board or chart paper, brainstorm: *When we are stressed, what can we do to help us feel better?*

Examples may include:

- Breathing deeply and slowly
- Drinking some cold water
- Ignoring people who are annoying us
- Hugging a friend or family member
- Writing down your feelings/journaling
- Going for a run, shooting some hoops, or doing some other form of exercise.



## OPTIONS

### 1 GROUNDING EXERCISES:

You may wish to pause in the discussion here to demonstrate an effective coping technique that you can easily teach the girls: grounding. Explain that while depression pulls us into the past, and anxiety pulls us into the future, grounding brings us back to the safety of the present. Two grounding methods are **LABELING** and **BOX BREATHING**.

# GROUNDING EXERCISES

## EXERCISE ONE

### LABELING

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1. Take a deep breath in and out.
2. Look around your environment and name four things you can see.
3. Repeat this several times.



## EXERCISE TWO

### BOX BREATHING

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1. Sit in a comfortable position.
2. Breathe in for a count of 3
3. Hold that breath for a count of 3
4. Breathe out for a count of 3
5. Hold for a count of 3
6. Repeat cycle as necessary.

*Focusing on the rhythm of your breath can be grounding as it brings you into the present reality.*



## 5. Discuss

While you will need to use coping skills from time to time, you should be focusing on self-care all the time.

Using the white board or chart paper, brainstorm: What are some things we can do that charge your physical, emotional, mental and spiritual batteries, even when we aren't feeling overly stressed, anxious or depressed?

Divide your whiteboard or chart paper into four quadrants, one for each of the following: physical, emotional, mental and spiritual. Write the girls' answers in the appropriate quadrant. Some examples may include:

<i>P H Y S I C A L</i>	<ul style="list-style-type: none"><li>• Eat healthy food</li><li>• Exercise regularly</li><li>• Take a nap on weekends</li></ul>	<i>E M O T I O N A L</i>	<ul style="list-style-type: none"><li>• Visit with a good friend</li><li>• Do your homework right after school instead of procrastinating</li><li>• Say 'thank you' for something</li></ul>
<i>M E N T A L</i>	<ul style="list-style-type: none"><li>• Do something that makes you happy</li><li>• Read a book</li><li>• Unplug from technology</li></ul>	<i>S P I R I T U A L</i>	<ul style="list-style-type: none"><li>• Listen to some worship music</li><li>• Read the Bible or a devotional book</li><li>• Go for a walk in a park</li></ul>

Explain that, while everyone's ideas of self care may look different based on what specific activities charge their personal batteries, there are some self care non-negotiables:

- Make appointments with professionals (Doctor, dentist etc.) and keep them
- Find an exercise program that works for you
- Learn to say "no" more often (when appropriate)
- Get enough sleep and get on a schedule.
- Take your medication (if that applies to you)

## 2 SELF-CARE CHECKLIST

You may want to invite girls to use Appendix 10-C to create a personal self-care checklist. Girls could include items such as:

- Get 8 hours of sleep
- Eat veggies at 2 meals
- Write in my gratitude journal
- Etc.

If you do this, you could encourage girls to share these lists with a mentor or other trusted adult. You could also provide Appendix 10-C to a mentor and invite them to fill it out with the girl they are mentoring.



# THE GRATITUDE GAME

<b>RED</b>	Name a person you are grateful for
<b>GREEN</b>	Name a place you are grateful for
<b>BLUE</b>	Name a food you are grateful for
<b>YELLOW</b>	Name an object you are grateful for
<b>BLACK</b>	Name a memory you are grateful for

# EXTROVERTED OR INTROVERTED?

Answer the following true or false statements.

**TRUE**

**FALSE**

- prefer one-on-one conversations to group activities.

- I often prefer to express myself in writing.

- I enjoy solitude (time alone).

- People tell me that I am a good listener.

- I enjoy work that allows me to focus without distraction .

- I like to celebrate birthdays on a small scale, with only one or two close friends and family.

- I like to celebrate birthdays on a small scale, with only one or two close friends and family.

- I don't like to show or discuss my work until it is finished.

- I tend to think before I speak.

- I don't like group projects at school.

# SELF-CARE CHECKLIST

DID I DO SELF-CARE TODAY?

**MONDAY:**

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**TUESDAY:**

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**WEDNESDAY:**

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**THURSDAY:**

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**FRIDAY:**

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**SATURDAY:**

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**PRIORITIES:**

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**SUNDAY:**

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**NOTE:**

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